



# FIRE

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



## Unit 3 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](mailto:louisianaliteracy@la.gov).

## LOUISIANA'S LITERACY PILLARS



LITERACY GOALS



EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS



ONGOING PROFESSIONAL GROWTH



FAMILIES

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



## Unit Organization

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

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

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

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

- **Spelling lessons** provide instruction in advanced phonetic code, including irregular and/or uncommon sound/spelling correspondences and common foreign spellings used in English words. These skills are introduced using multisensory strategies that support orthographic mapping and fluent, automatic retrieval. The lessons included in **FIRE** provide several opportunities for students to practice applying newly-learned sound spellings, however some students - particularly those with language based learning differences - may need additional opportunities to practice applying this newly learned code. The formative assessment data collected each day can help teachers identify those students who need additional practice. Teachers should anticipate that some students will need additional practice in this area.

- **Grammar lessons** provide instruction in the organization of language, including the use of syntax and appropriate punctuation. These lessons will teach students rules of grammar to support reading comprehension and written expression.

- **Morphology lessons** provide instruction in the meaning and use of common suffixes, prefixes, and root words. These lessons teach students about how words are constructed, and how we can use our knowledge of different word parts to determine the meaning of unknown words.

- **Mid- and end-unit checkpoints** are included in each unit. These are designed to be engaging opportunities for students to demonstrate their learning either individually or collaboratively.





## Lesson Breakdown

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



## LESSON 1

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase marker (teacher)</li> <li>• Anchor chart of fore- words from previous lessons (teachers optional)</li> </ul>
<b>SWBAT statement</b>	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “fore”
<b>Attention Getter (1 minute)</b>	If you are ever near a golf course and you hear someone yell “fore”, do you know what to do? You should duck and cover! <i>Fore</i> is what you hear someone call out when they are trying to warn you that a ball is coming in your direction. They are forewarning you that you may get hit and that you should duck and cover.
<b>Explicit Instruction (3-5 minutes)</b>	<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>“We have practiced the meaning of different words with the prefix -fore. When determining the meaning of new words, remember to look at the base word in order to think about the meaning of the new word. Listen as I think through the meaning of the word forehead. I think about the meaning of the base word, head, and then I think about what the prefix fore- means. Fore can mean “front”, so I can infer that the word forehead refers to the front of your head.”</p> <p>“If I had to complete the following sentence, I would think about what would make the most sense:</p> <p>The boy fell face down and got a bruise on his _____.</p>



	<p>The word forehead would complete this sentence. It makes sense that if you fall face down, you may hurt your forehead, which is the front of your head.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try one together. I will read a sentence and let’s see if we can look at word choices to determine which one completes the sentence.”</p> <p>The teacher will read the following sentence/word choices and complete the sentence with students.          Vitamins may _____ many of the effects of aging. (foresee, forestall, foremost)</p> <p>Answer- forestall; “The word stall means to slow down or stop something from happening. The prefix fore- can mean before (in time). So you can infer that forestall means to stop something from happening before it happens. In this case, the vitamins are stopping the effects of aging before it happens.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to complete sentences using fore- words. Read each sentence on Activity Page 1 and choose the word that will make sense to complete each sentence. Remember to think about the base word and the meanings of fore- in order to determine the meaning of the whole word.”</p> <p>Answer Key for Activity Page:          1) forewarned          2) forearm          3) foresee          4) foresight          5) foreword          6) foremost</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Instead of the whole word bank, give students 2 choices for each sentence.</li> </ul>





## LESSON 2

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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, except if. 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 writing.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Premade chart listing conjunctions and purposes (teacher)</li> <li>● Whiteboard and dry erase marker (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT write sentences containing conjunctions
<b>Attention Getter (1 minute)</b>	<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 have an itchy shirt, or sticky pants for the rest of your life?”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“Conjunctions are words used within a sentence to make the sentence complete and more clear. We have learned how to use the conjunctions: <i>and</i>, <i>but</i>, <i>because</i>, <i>yet</i>, <i>unless</i>, and <i>or</i>. Our lesson today will focus on writing sentences correctly with <i>yet</i>, <i>unless</i>, and <i>or</i>.</p> <p>The teacher should post the previous anchor chart from Unit 2. The teacher will review the following with the students:</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, except if. There may be an exception that will change the situation.</p> <p>“It is important to know what these conjunctions mean, and to be able to apply them to your writing. Watch as I use these 3 words to form a meaningful sentence using a conjunction.”</p> <p>chicken, steak, or: “I know that the conjunction ‘or’ shows that there is a choice between more than one thing. So, my sentence could be, My mom said that she would cook chicken or steak for my birthday dinner.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try one together. The 3 words that we will use are: unless, dessert, vegetables.”</p> <p>“Let’s start by thinking about the meaning of the conjunction ‘unless’.”</p> <p>The teacher should call on students, refer to the anchor chart, and discuss the meaning of unless with the students. The teacher and students should come up with a meaningful sentence together.</p> <p>Example sentence: You may have a brownie for dessert, unless you do not finish your vegetables.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to try forming meaningful sentences using conjunctions. For each 3 words on Activity Page 2, identify the conjunction and think about its meaning. Then, think of a meaningful sentence using all three of the words.”</p> <p>Sentences will vary, but should include all 3 words and should show understanding of the conjunction used.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Give students 1 conjunction and 2 phrases to put into sentences instead of single words. Example: unless, Ken will go to the beach, the hurricane hits- An example sentence is: Ken will go to the beach, unless the hurricane hits.</li> </ul>



## LESSON 3

<b>Lesson Type</b>	Spelling
<b>Overview of Skill/Concept</b>	This lesson will focus on spelling words with ti, ci, si as /sh/. These spellings can be used when the /sh/ sound is in the middle of words. The spellings ti, ci, and si are usually followed by a suffix such as ion, ian, ious, and ial. Students will need to pay attention to the consonant sound that the word ends with. The chart below gives examples of how base word endings help with the correct spelling of the /sh/ sound.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase markers (teacher)</li> <li>• Anchor chart with examples that are used in explicit teaching- see below (teacher)</li> <li>• One crayon (optional for students)</li> </ul>
<b>SWBAT statement</b>	SWBAT correctly spell words containing the Latin spellings for /sh/, “ti, ci, si.”
<b>Attention Getter (1 minute)</b>	<p>“We are going to do a listening activity. You will have to listen carefully to the words that I say. You are listening specifically for medial (middle) sounds. If you hear the /sh/ sound in the middle of the word, you will stand up. (Another option is for them to line up facing the front of the room and they can take a step forward.)</p> <p>wish location shark shadow physician</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“Remember that the /sh/ sound can be spelled several ways. We have practiced using the spelling patterns ‘ti, ci, and si’ These spelling patterns are used when the /sh/ sound is heard in the middle of a word. You can often use the base word to help you decide which spelling pattern to use. Remember that the common suffixes that are added to the ti, ci, and si spelling patterns are -ion, -ian, -ious, and -ial. Here are a few rules that may help you.</p>





The teacher will review the following examples:

If a base word ends with this sound...	Use this spelling pattern plus the appropriate suffix.	Examples	
/t/	ti	direct	direction
/k/	ci	magic	magician
/s/ spelled with c (soft c)	ci	space	spacious
/s/	si	fuse	fusion
/d/	si	decide	decision

“Watch as I think about how to correctly spell this word, celebration (do not show the word to students yet, this part should be oral). First, I will think of the base word. The base word is celebrate, which ends with the /t/ sound. If I look at the chart, a word that ends with /t/ should be spelled with ti.”  
 The teacher will write the word celebration on the board after modeling thinking.

**Guided Practice  
(2 minutes)**

“Let’s try to spell the word magician.”  
 The teacher will ask students the following questions to guide students to the correct spelling:  
 “What is the base word?” (magic)  
 “What sound do you hear at the end of the base word?” (/k/)  
 “Refer to the chart, how should we spell this word?” (ci, musician)  
  
 “Let’s try another one with a partner. The word you will spell is vacation.”



	<p>The teacher will ask students the following questions to guide them to the correct spelling:</p> <p>“What is the base word?” (vacate)</p> <p>“What sound do you hear at the end of the word vacate?” (/t/)</p> <p>“Refer to the chart, how should we spell this word?” (with ti, vacation)</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Now it is your turn to practice on Activity Page 3. Read each bolded base word, and then read the remaining words in each row. Circle or color the word that is spelled correctly. Think about the base word first, take your time to carefully look all the way through the word and focus on the part of the word that says the /sh/ sound. For the second part of the activity page, read each sentence and choose the correct word to complete the sentence.”</p> <p>Answer Key:</p> <p>Part 1: intention, expansion, electrician, construction, discussion, musician</p> <p>Part 2: 1) permission, 2) attention, 3) extension, 4) politician</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Part 1) of activity page- Read the base words to the students.</li> <li>● Part 2) of activity page- Define the words in the word bank and then have students fill in the blanks.</li> </ul>





## LESSON 4

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffix “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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase markers (teacher)</li> <li>• 4 different color crayons (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT determine the meaning of words formed when -ment is added to a known root word.
<b>Attention Getter (1 minute)</b>	<p>In the activity today, students will have to refer to nouns and verbs because -ment is known as a noun suffix. This attention getter will activate students' prior knowledge of nouns and verbs.</p> <p>“Let’s write a silly story together using random nouns and verbs to fill in the sentences. Think about nouns and verbs. What are 2 nouns and 2 verbs that we can use in our silly story?”</p> <p>The teacher will write the 4 words on the board. The teacher will read the following sentences out loud and fill in the blank with the nouns and verbs that the students chose. You may have to adjust the tense of the verb.</p> <p>My mom ___(verb)___ a ___(noun)___ for my birthday. And then, we went to the ___(noun)___ to ___(verb)___.</p> <p>Example: If the 4 words were: color, cook, cat, grass My mom colored a cat for my birthday. And then, we went to the grass to cook.</p>
<b>Explicit Instruction (3-5 minutes)</b>	“A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffix “ment” means the act of doing something, or the result of an action. The suffix “ment” is known as a



	<p>noun suffix because the new word becomes a noun.”</p> <p>“In order to determine the meaning of a word with the suffix -ment, you need to think about the meaning of the base word. The base word is usually a verb, and when you add the suffix -ment, it becomes a noun.”</p> <p>“Listen to this example. If I am trying to determine the meaning of the word adjustment, I would first think about the base word, adjust. I know that adjust means to slightly alter or move something so that it can fit or appear a certain way. I can determine that the word adjustment is a noun, meaning a small alteration or movement made to achieve a desired fit or appearance. A sentence using the word adjustment is: She had to make an adjustment to her dress because it was too long.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try to determine the meaning of a new word, <i>appointment</i>, together. What is the base word? (Students should respond with the word <i>appoint</i>.) What does the word <i>appoint</i> mean?” (answer: to determine a time and place for something to happen)</p> <p>The teacher should guide students to determine the meaning of the word <i>appointment</i> based on the information that was discussed about the meaning of the base word. (Answer: an arrangement to meet someone at a particular time and place)</p> <p>If time allows, students can make up a sentence with the word <i>appointment</i>.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you will try matching new words, with the suffix -ment, to its meaning and base word on Activity Page 4. You will need to choose 4 different color crayons. You will color the noun, verb (with the suffix -ment), and meaning all the same color.”</p> <p>Answer Key:</p> <ol style="list-style-type: none"> <li>1) content; contentment; the state of satisfaction</li> <li>2) settle; settlement; an official agreement</li> <li>3) nourish; nourishment; the food or substances necessary for growth, health, and good condition</li> <li>4) employ; employment; the state of being employed for wages</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Give students the base word and -ment word and have them find the new meaning. This will limit the amount of matching that they will need to do on their own.</li> </ul>





## LESSON 5

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A suffix is a word part that carries meaning. A suffix is added to the end of a word and it changes the meaning of the base/root of the word. Suffixes can be used to help a reader determine the meaning of unfamiliar words. The suffix “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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Whiteboard and dry erase markers (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT determine the meaning of words formed when -ment is added to a known root word.
<b>Attention Getter (1 minute)</b>	<p>In the activity today, students will have to refer to nouns and verbs because -ment is known as a noun suffix. This attention getter will activate students' prior knowledge of nouns and verbs.</p> <p>“Let’s write another silly story together using random nouns and verbs to fill in the sentences. Think about some nouns and verbs. What are 2 nouns and 2 verbs that we can use in our silly story?” The teacher will write the 4 words on the board. The teacher will read the following sentences out loud and fill in the blank with the nouns and verbs that the students chose. You may have to adjust the tense of the verb.</p> <p>The cow ___(verb)___ on a ___(noun)___. It always ___(verb)___ on ___(noun)___.</p> <p>Example: If the 4 words were: sleeps, writes, window, car The cow sleeps on a window. It always writes on cars.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“Remember that a suffix is added to the end of a word and it changes the meaning of the base/root of the word. 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.”</p> <p>“In order to determine the meaning of a word with the suffix -ment,</p>



	<p>you need to think about the meaning of the base word. The base word is usually a verb, and when you add the suffix -ment, it becomes a noun.”</p> <p>“Listen to this example. The word <i>acknowledge</i> is a verb that means, to show that one has noticed or recognized someone by making a gesture or greeting. If -ment is added to the word, it becomes the word <i>acknowledgement</i>, which is a noun. Here is a sentence using the word <i>acknowledgement</i>. The famous athlete tipped his head in acknowledgement when he saw us.”</p> <p>The teacher may sketch a quick picture of the sentence.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try one together.</p> <p>The word <i>enjoy</i> is a verb. What is the meaning of the word <i>enjoy</i>? (answers may vary, but should be similar to: to take delight or pleasure in something)</p> <p>What is the new word when the suffix -ment is added? (Students should respond with <i>enjoyment</i>.) Yes, the new word is the noun, <i>enjoyment</i>. Who can use the word <i>enjoyment</i> in a sentence?”</p> <p>(Answers may vary, but should show correct usage of the word.)</p> <p>Example sentence: I get a great deal of enjoyment from reading.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to practice on Activity Page 5. Read the definition of each verb. Then, read the sentence below and fill in the blank with the correct word containing the suffix -ment. Then, draw a picture in the box to represent each sentence.”</p> <p>Answer Key:</p> <ol style="list-style-type: none"> <li>1) investment</li> <li>2) government</li> <li>3) judgment</li> </ol> <p>Student pictures will vary, but should be a visual representation of the sentence.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Review/explain the definitions to students to make sure that they understand the meaning before drawing their picture.</li> </ul>





## LESSON 6

<b>Lesson Type</b>	Grammar													
<b>Overview of Skill/Concept</b>	Correlative conjunctions work in pairs to join phrases or words within a sentence and to show how they relate to one another. The two words are used together in a sentence, but are not usually next to each other. Common correlative conjunctions are <i>either/or</i> , <i>neither/nor</i> , <i>not only/but also</i> , and <i>both/and</i> .													
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase marker (teacher)</li> <li>• One crayon (students)</li> </ul>													
<b>SWBAT statement</b>	SWBAT use correlative conjunctions to complete sentences.													
<b>Attention Getter (1 minute)</b>	What do these words have in common: mom, dad, son, daughter, aunt, uncle, grandparent, cousin? They are names of family members also known as relatives. Relatives are people who are related. Relatives are all connected to one another in some way. Just like words in sentences need to be connected in order to make sense.													
<b>Explicit Instruction (3-5 minutes)</b>	<p>“We have learned about conjunctions that connect words or phrases within a sentence. Today we will learn about correlative conjunctions. These conjunctions work in pairs in a sentence, but they are not usually next to each other in the sentence. They work together to show how the other words in the sentence relate to one another.”</p> <p>The teacher will refer to anchor chart with the following information:</p> <table border="1"> <thead> <tr> <th>Correlative Conjunction</th> <th>Description</th> <th>Example Sentence</th> </tr> </thead> <tbody> <tr> <td><i>either/or</i></td> <td>choice between two things</td> <td>You can either pay now or pay later.</td> </tr> <tr> <td><i>neither/nor</i></td> <td>two negatives</td> <td>Sam is neither a football player nor a baseball player</td> </tr> <tr> <td><i>both/and</i></td> <td>two options are possible</td> <td>Both the cafeteria and the gym will be open.</td> </tr> </tbody> </table>		Correlative Conjunction	Description	Example Sentence	<i>either/or</i>	choice between two things	You can either pay now or pay later.	<i>neither/nor</i>	two negatives	Sam is neither a football player nor a baseball player	<i>both/and</i>	two options are possible	Both the cafeteria and the gym will be open.
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	<table border="1"> <tr> <td data-bbox="477 394 756 525"><i>not only/but also</i></td> <td data-bbox="756 394 1133 525">creates emphasis</td> <td data-bbox="1133 394 1490 525">The house is not only huge, but also gorgeous.</td> </tr> </table>	<i>not only/but also</i>	creates emphasis	The house is not only huge, but also gorgeous.
<i>not only/but also</i>	creates emphasis	The house is not only huge, but also gorgeous.		
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Listen as I read a sentence and choose the best conjunction to complete the sentence.” The teacher will model choosing the correct conjunction to complete the sentences.</p> <p>Sandra is both smart (and, or ) beautiful. [Answer: and] Harry will (rather, neither) eat rice nor pasta. [Answer: neither]</p> <p>“Let’s try some together. We will read the sentence and decide which correlative conjunction best completes each sentence.</p> <p>The teacher will complete these sentences with students.</p> <p>Jim is not only intelligent, (but also, or) very funny. [Answer: but also] Jeffery promised that he would (neither, either) bake a cake, or make brownies for the party on Friday. [Answer: either]</p>			
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now you will try some on your own. On Activity Page 6, read each sentence and color the box that has the conjunction that best completes each sentence. Remember that correlative conjunctions work together to show how the other words in the sentence relate to one another.</p> <p>Answer Key: Part 1: 1) not only 2) or 3) neither 4) both Part 2: 1) and 2) neither 3) not only</p>			
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Provide a visual reminder of the common correlative conjunction pairs.</li> </ul>			





## LESSON 7

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Red and blue crayon (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT explain the function of interjections in sentences.
<b>Attention Getter (1 minute)</b>	<p>“Listen to this sentence. Bummer, we won the championship! What is wrong with this sentence?”          (The interjection does not match the rest of the sentence.)          “Who can think of a better way to start that sentence?” (The teacher will solicit answers from students. Some examples are: Hooray, Awesome, Yes)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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 look at this example: <i>Woohoo! I made an A+ on my test.</i> ‘Woohoo’ 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>Gee, I cannot find my homework again.</i> ‘Gee’ is the interjection in the sentence. It expresses the feeling of being disappointed. This is a negative feeling. Notice that it is followed by a comma because it does not show a very strong emotion.”</p>
<b>Guided Practice (2 minutes)</b>	<p>“Let’s try one together.”          The teacher will write the following sentence on the board.  <i>Hey! How are you doing?</i></p>



	<p>What is the interjection? (Hey!)</p> <p>What feeling is it expressing? (a feeling of being happy to see someone)</p> <p>Is it positive or negative? (positive)</p> <p>“Let’s try this one.”</p> <p>The teacher will write the following sentence on the board.  <i>Hey, why did you take my snack?</i></p> <p>What is the interjection? (Hey)</p> <p>What feeling is it expressing? (a feeling of being confused about why something happened)</p> <p>Is it positive or negative? (negative)</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to practice using interjections in sentences on Activity Page 7. You will read each sentence and answer questions for each sentence.”</p> <p>Answer Key:</p> <ol style="list-style-type: none"> <li>1) Uh-oh; a feeling of disappointment; negative</li> <li>2) Wow; a feeling of being impressed or excited; positive</li> <li>3) Yikes; a feeling of being surprised; negative</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Students may work with a partner to think through the questions.</li> <li>• You can give students a couple of options of interjections to use to write their sentence.</li> </ul>





## LESSON 8

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Perfect tense is a category of verb tense used to describe completed actions. It covers the <u>past perfect tense</u>, the <u>present perfect tense</u>, and the <u>future perfect tense</u>. The term comes from Latin <i>perfectus</i>, "achieved, finished, completed".</p> <p>The word <i>perfect</i> 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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Previously used anchor chart (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use the perfect verb tenses and identify whether it is past, present, or future perfect.
<b>Attention Getter (1 minute)</b>	<p>"Today, I have a riddle for you to solve!"</p> <p>You'll always find me in the past. I can be created in the present, but the future can never taint me. What am I?" (The answer is History)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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."</p> <p>The teacher will refer to previously used anchor chart.</p> <p>"Past perfect is used when something happened in the past, before another action. Present perfect is used when something began in the past and continues in the present. Future perfect is used when something will happen. Today, we will read sentences and identify whether it is past, present, or future perfect."</p> <p>"Listen as I read a sentence and determine which verb tense is being used. Caroline will have washed 10 cars by the end of her day. The action is washed. The auxiliary verb used is will have. I know that will have is used for future tense. Caroline was already washing cars, but it states how many she will have washed by the end of her day, which</p>



	has not happened yet. So, the tense is future perfect.”
<b>Guided Practice (2 minutes)</b>	<p>“Let’s try some together.”</p> <p>“Kennedy has lived in 4 different states so far. What is the action?” (lived) “ When does this happen?” (So far- she has already moved 4 times, but not necessarily finished moving.) The tense is present perfect because it began in the past, but continues to happen in the present. The teacher will work with students to determine that the tense is present perfect.</p> <p>“Oliver had watched all of the episodes before his dad got home. What is the action?” (watched) “When does this happen?” (before his dad got home). The tense is past perfect because he watched all of the episodes before his dad got home. The teacher will work with students to determine that the tense is past perfect.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now it is your turn to practice determining the verb tense on Activity Page 8. Use the chart as a reference. Identify which type of perfect tense is used in each sentence. Write past, present, or future on the line to identify the tense of the verb.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> <li>1) present</li> <li>2) past</li> <li>3) past</li> <li>4) future</li> <li>5) past</li> <li>6) present</li> <li>7) future</li> <li>8) present</li> </ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"> <li>● Identify/underline the verb for the students, then have them use the chart to determine the tense of the verb.</li> </ul>





## LESSON 9

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	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 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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Dry erase marker and white board (teacher)</li> <li>• Prewritten sentences for explicit teaching (teacher)</li> <li>• Dry erase marker (optional- students)</li> </ul>
<b>SWBAT statement</b>	SWBAT use correct verb tense to convey various times, sequences, states, and conditions
<b>Attention Getter (1 minute)</b>	<p>“Listen to these groups of words. When you have a group or a list, the words usually have something in common. One word will not fit in with the others.</p> <p>computer, phone, ipad, paper (paper does not fit with the other words because the other words are types of electronic devices and paper is not.</p> <p>baseball, book, bat, glove (book does not fit with the other words because the other words have to do with baseball and a book does not.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“Just like groups or lists of words need to have things in common, so do verbs in a story. They must have the same verb tense. Verb tense must be consistent throughout a sentence or a story. Today we will pay close attention to the verbs that we use in our sentences. Verbs tense help us to know when something happened or will happen. It is important that we use the correct verb tense in our writing so that readers can easily follow along.</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</p>



	<p>to the front of the verb.”</p> <p>“Listen as I read these sentences. I will pay attention to the verb tense in the first sentence. When I read the second sentence, I will read all three word choices and then I will choose the correct verb for the second sentence.</p> <p>The teacher will display these sentences for students to see- either written or on a projector.</p> <p>My teacher <i>wrote</i> the homework on the board. She (<i>highlighted, will highlight, is highlighting</i>) anything that must be signed by our parents.</p> <p>“The first verb ‘wrote’ is past tense. I will circle <i>highlighted</i> for the verb in the second sentence because it is in past tense and should match the tense of the first sentence.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try one together.”</p> <p>The teacher will display these sentences for students to see- either written or on a projector.</p> <p>The star football player <i>will attend</i> the football conference this weekend. He (<i>receive, will receive, received</i>) an award for outstanding achievements.</p> <p>The teacher will ask the following questions to guide students in choosing the correct verb. Optional- students can use a dry erase marker and write their thinking on their desks so that all are participating.</p> <p>What is the verb in the first sentence? (will attend)</p> <p>What tense is it? (future)</p> <p>What tense should the verb in the second sentence be? (future)</p> <p>What is the correct verb to choose for the second sentence? ( will receive)</p>





<b>Student Application (3-5 minutes)</b>	<p>“Now it is your turn to practice on Activity Page 9. Read each story and circle the verb that correctly completes each sentence. The verb in the topic sentence is underlined to help you determine the tense of each story. Remember that verb tense should stay consistent throughout a story.”</p> <p>Answer Key:</p> <ol style="list-style-type: none"><li>1) making, collecting, compiling</li><li>2) used, blew, attached</li><li>3) will have, will open, will work, will assist</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Work with students and label each verb choice as past, present, or future. This will help students choose the correct verb to complete the sentence.</li></ul>



## LESSON 10

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Dry erase markers and whiteboard (teacher)</li> <li>• Chart paper with prewritten sentences for explicit and guided instruction (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use commas and semicolons to separate items in a series.
<b>Attention Getter (1 minute)</b>	<p>The teacher will write this sentence on the board:</p> <p>He had a cut on his head arm and foot.</p> <p>The teacher will ask students to point to where he had a cut. (This is meant to be a silly response to get students engaged.)</p> <p>The teacher will insert commas in the sentence to look as follows:</p> <p>He had a cut on his head, arm, and foot.</p> <p>The teacher will ask students to point to where he had a cut. (Students should be able to clearly point to their head, their arm, and their foot.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	“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 read sentences and determine if commas and semicolons are used correctly. This is an





	<p>important skill when you are writing, or editing a piece of writing.”</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. 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.”</p> <p>“Listen as I read these sentences and determine if punctuation is used correctly.</p> <p>My teacher lets us write with pens, pencils, and markers.</p> <p>The commas are correct, because they separate the three items that the teacher lets the students write with.</p> <p>I will pack three outfits for my trip: a dress, for dinner; jeans and a shirt, for the museum; and athletic clothes, for hiking.</p> <p>The semicolons and commas are used correctly. Because commas are needed to separate the purpose of each outfit, semicolons are needed to separate the outfits.”</p>
<b>Guided Practice (2 minutes)</b>	<p>“Let’s try some together.”</p> <p>The teacher and students will read these sentences together and determine if punctuation is used correctly.</p> <p>Be sure to write your name date and number on the top of the paper. (There should be a comma after name, to separate those items. Otherwise it sounds like name date is one item.)</p> <p>This summer I went to camp in Baton Rouge, Louisiana Crowley, Louisiana and Lafayette, Louisiana. (There should be a semicolon after Louisiana to separate the 3 places that he went to camp. The commas are correct after each city.)</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now it is your turn to read sentences on Activity Page 10. Read each sentence. Color the box if punctuation is used correctly to separate items in a series. If punctuation is missing, place the correct punctuation where it belongs. Remember to take a breath or a pause when you see a comma and it will help you to understand the</p>



	<p>sentence.”</p> <p>Answer Key:</p> <ol style="list-style-type: none"><li>1. correct punctuation</li><li>2. The doctor recommended rest, healthy diet, and plenty of water.</li><li>3. correct punctuation</li><li>4. correct punctuation</li><li>5. correct punctuation</li><li>6. My mom made cookies; my dad's favorite, brownies; my brother's favorite, and popcorn; my favorite for movie night.</li><li>7. correct punctuation</li><li>8. Jen will bring balloons, confetti, and a banner to decorate for the party.</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Work with students in a small group- echo or choral read each sentence, pausing at the punctuation to help them hear the sentence the correct way. This should help them hear where commas and semicolons should be in each sentence.</li></ul>





## LESSON 11

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Perfect tense is a category of verb tense used to describe completed actions. It covers the <u>past perfect tense</u>, the <u>present perfect tense</u>, and the <u>future perfect tense</u>. The term comes from Latin perfectus, "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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Previously used anchor chart (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT write sentences using verb tenses: past perfect, present perfect, and future perfect.
<b>Attention Getter (1 minute)</b>	<p>"Let's play a quick activity. I will say a list of words and you think about which word does not belong."</p> <p>wagon, house, girl, watched (watched does not belong because it is not a noun like the other 3 words.)</p> <p>hiked, called, teacher, announced (teacher does not belong because it is a noun, not a verb like the other 3 words.)</p> <p>Remember that nouns are a person, place, or thing. Verbs are action words.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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."</p> <p>The teacher will refer to previously used anchor chart.</p> <p>"Past perfect is used when something happened in the past, before another action. Present perfect is used when something began in the past and continues in the present. Future perfect is used when something will happen. Today, we will write sentences using these different verb tenses."</p>



	<p>“If I wanted to write a sentence using the past perfect tense, I would first think of a noun and a verb. I will use door as my noun and painted as my verb. I will need to use the auxiliary verb, had, to make it past tense. My sentence is: The front door had been painted before I moved back into my house. This sentence shows that the front door was painted in the past, before ‘I’ moved back in. It is past perfect tense”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s write a sentence together using present perfect tense.” The teacher will call on students for noun and verb ideas to use in the sentence. The teacher will work with students to form a sentence using present perfect tense. “Remember to use the words have or has in the sentence and your sentence should begin in the past, and continue in the present.”</p> <p>Example sentence: I have tried over 15 new healthy recipes so far this summer. You could do this whole group, or you could have students work with a partner or in a small group to come up with a sentence.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to practice writing sentences using specific verb tenses on Activity Page 11. Remember to use the chart as a reference. Write a complete sentence in the given tense. You may use your own nouns and verbs in your sentences, or you may refer to the nouns and verbs listed on the Activity Page.”</p> <p>Answer Key: Sentences will vary, but should show an understanding of correct verb usage.</p> <p>Example sentences: Past perfect: The girl had eaten all of the cereal before her brother got to try it. Present perfect: The boy has read 3 chapters of his book so far. Future perfect: Carol will have painted 15 pictures by the end of the month.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Give students a sentence starter including the noun and verb. Example: past- Jill _____ cooked _____ before her mom got home.</li> </ul>





## LESSON 12

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	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 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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Prewritten charts for explicit and guided instruction (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use correct verb tense to convey various times, sequences, states, and conditions
<b>Attention Getter (1 minute)</b>	<p>“When you have a group or a list, the words will have something in common. Listen to these groups of words and add a word to the list.</p> <p>pencil, pen, crayon, _____ (marker, colored pencil, or any writing tool)</p> <p>broccoli, tomatoes, carrots, _____ (celery, potato, or any vegetable)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“Just like groups or lists of words need to have things in common, so do verbs in a story. They must have the same verb tense. Verb tense must be consistent throughout a sentence or a story. Today we will pay close attention to the verbs that we use in our sentences. Verbs tense help us to know when something happened or will happen. It is important that we use the correct verb tense in our writing so that readers can easily follow along.</p> <p>“Watch as I brainstorm a writing topic and write a story.”</p> <p>The teacher should complete this chart ahead of time due to the timing of this lesson.</p>



	<table border="1"> <tr> <th data-bbox="477 394 987 459">My topic: Who? What?</th> <th data-bbox="987 394 1490 459">Verb tense: When?</th> </tr> <tr> <td data-bbox="477 459 987 562">My trip to Italy.</td> <td data-bbox="987 459 1490 562">Past</td> </tr> </table> <p data-bbox="477 562 1490 701">My family and I <i>went</i> on a 10 day trip to Italy. When we <i>were</i> there, we <i>saw</i> several attractions. We <i>visited</i> Rome, Florence, and Venice. Florence <i>was</i> my favorite place to visit.</p> <p data-bbox="477 701 1490 821">“Each of the verbs that are used in my story are in past tense, so it is easy for the reader to understand that this story already took place.”</p>	My topic: Who? What?	Verb tense: When?	My trip to Italy.	Past
My topic: Who? What?	Verb tense: When?				
My trip to Italy.	Past				
<p data-bbox="94 835 342 905"><b>Guided Practice (2 minutes)</b></p>	<p data-bbox="477 835 1490 974">“Let’s try one together. I have some of this done already to save time, but you will help me choose the appropriate verb to complete each sentence.”</p> <table border="1"> <tr> <th data-bbox="477 974 987 1039">My topic: Who? What?</th> <th data-bbox="987 974 1490 1039">Verb tense: When?</th> </tr> <tr> <td data-bbox="477 1039 987 1142">My family and I will take a trip to Italy in the Summer.</td> <td data-bbox="987 1039 1490 1142">future</td> </tr> </table> <p data-bbox="477 1142 1490 1276">My family and I _____ a trip to Italy in the Summer. We _____ several attractions. We _____ in Rome, Florence, and Venice. I think Florence _____ my favorite place to visit.</p> <p data-bbox="477 1276 1490 1360">Answers: will take, will visit, will stay, will be</p>	My topic: Who? What?	Verb tense: When?	My family and I will take a trip to Italy in the Summer.	future
My topic: Who? What?	Verb tense: When?				
My family and I will take a trip to Italy in the Summer.	future				
<p data-bbox="94 1375 402 1444"><b>Student Application (3-5 minutes)</b></p>	<p data-bbox="477 1375 1490 1514">“Now it is your turn to write a story of your own on Activity Page 12. Think about a topic to write about. Then, decide if you want it to be in past, present, or future tense. Next, write 3 sentences about your topic. Be sure to use consistent verb tenses.</p> <p data-bbox="477 1514 1490 1644">Expected Student Response: Sentences will vary but should show understanding of verb tenses.</p>				
<p data-bbox="94 1659 415 1728"><b>Guidance for Diverse Learners</b></p>	<ul data-bbox="526 1659 1490 1778" style="list-style-type: none"> <li>• Give students a topic and tense to write about. Help them brainstorm details for their story so that their focus can be on choosing the correct verbs for each sentence.</li> </ul>				





## LESSON 13

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Dry erase markers and whiteboard (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use commas and semicolons to separate items in a series.
<b>Attention Getter (1 minute)</b>	<p>The teacher will write this sentence on the board.</p> <p>Breakfast will be banana toast pancakes and orange juice.</p> <p>The teacher will ask students to visualize what breakfast will be. Call on one or two students to share responses. (This is meant to be a silly response to get students engaged.)</p> <p>The teacher will add commas to the sentence as follows:</p> <p>Breakfast will be a banana, toast, pancakes, and orange juice.</p> <p>The teacher will again ask students to visualize what breakfast will be. Call on one or two students to share responses. (Visualization should be much more clear with the commas in the sentence.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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 practice adding commas and semicolons to separate items in a series.”</p> <p>“Commas are used to link items in a list. When there are three or</p>



	<p>more words, phrases, or clauses in a series, a comma is used to separate them. 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.”</p> <p>Watch as I add semicolons and/or commas to the following sentences.”</p> <p>The teacher will model adding punctuation to the following sentences. (Be sure to write the sentence without punctuation on the chart paper)</p> <p>Kelly asked for clothes, shoes, and jewelry for her birthday.</p> <p>I need to call Catherine, the chef; Theo, the DJ; and Brandy, the photographer to see if they are available for the wedding.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Now it is your turn to help me.”</p> <p>The teacher and students will read the following sentences and add semicolons and commas where needed.</p> <p>My grandfather’s garden has peppers spices strawberries and tomatoes.</p> <p>Samuel has seen an MLB game in Cincinnati, Ohio; Chicago, Illinois; and Houston, Texas.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to practice placing semicolons and commas in sentences on Activity Page 13. Read each sentence and place semicolons and commas where they are needed.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> <li>1) The recipe calls for shrimp, onions, cream, and pasta.</li> <li>2) I cannot wait to go visit my friend, in Florida; my cousin, in Arizona; and my aunt in Mississippi.</li> <li>3) My favorite subjects are reading, math, and science.</li> <li>4) My new house will have a garage, for my dad; a pool, for the kids; and a new kitchen, for my mom.</li> <li>5) I bought my best friend candy, soft drinks, and ice cream for her special day.</li> <li>6) Blake loves basketball, baseball, football, and soccer.</li> <li>7) I have art, in the art room; PE, in the gym; and band in the band room.</li> </ol>





**Guidance for Diverse Learners**

- Have students color each item in the list a different color so that they can see how the punctuation separates them. This will help to give them a visual representation of how the punctuation is used to separate items so that the sentence makes sense.



## LESSON 14

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	Commas are used to separate an introductory element from the rest of the sentence. An introductory element is a word, phrase, or clause that preceded 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.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Whiteboard and dry erase markers (teacher)</li><li>• 1 crayon (optional for Activity Page)</li><li>• Anchor chart from Unit 1- Introductory words, phrases, and clauses.</li></ul>
<b>SWBAT statement</b>	SWBAT use a comma to separate an introductory element from the rest of the sentence.
<b>Attention Getter (1 minute)</b>	<p>The teacher will write the following sentence on the board and read it to students: Help a thief! "What does it sound like I am telling you?" (Students should respond that it is saying to help a thief.)</p> <p>The teacher will write the following sentence on the board and read it to students: Help, a thief! "These are the same words, but what is this sentence telling you?" (Students should respond that someone is saying 'help' because there is a thief.) "While these sentences have the same words, the punctuation changes the meaning of the sentence. Correctly putting commas in your writing will help your sentence make sense to your readers."</p>
<b>Explicit Instruction (3-5 minutes)</b>	"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 sentence and also helps with your reading fluency."





	<p>The teacher will refer to the poster from the Unit 1 lesson and review the previously learned sentences below.</p> <p>Introductory word: Luckily, I was able to catch my phone before it fell into the water. <i>Luckily</i> 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>“Watch as I add the comma to the correct part of this sentence.”</p> <p>The teacher will model how to add a comma to the following sentence.</p> <p>Approaching the finish line, Archie felt a great sense of relief.</p> <p>“<i>Approaching the finish line</i> is an introductory clause used at the beginning of this sentence to give more information about the sentence. The comma goes behind the word <i>line</i>.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try some together.”</p> <p>The teacher will write the following sentence on the board without the commas. The teacher and students should work together to determine where to put the comma.</p> <p>Angrily, Henry's teacher told the class to stop talking.</p> <p><i>Angrily</i> is an introductory word used at the beginning of the sentence to give information about how Henry’s teacher told the class to stop talking. The comma goes behind the word <i>angrily</i>.</p>



	<p>To her surprise, Kalyn won a free trip to the beach.</p> <p><i>To her surprise</i> is an introductory phrase at the beginning of the sentence to give information about the sentence. The comma goes behind the word <i>surprise</i>.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now it is your turn to try some on your own on Activity Page 14. Place a comma in the correct place in each sentence to separate the introductory word, clause, or phrase. Remember, they are words placed at the beginning of the sentence to give more information. You may highlight or color the introductory elements when you are finished. For the button section, finish the sentence that starts with the introductory element, “Nervously.”</p> <p>Answer Key: (The comma should go after the following words.)</p> <ol style="list-style-type: none"><li>1) test</li><li>2) Sleepily</li><li>3) results</li><li>4) rings</li><li>5) Carefully</li><li>6) little</li><li>7) Fortunately</li></ol> <p>Sentence: Answers will vary, but should show understanding of the element, nervously.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Work in a small group and ask students guiding questions to help them identify the introductory element. For example: 1) Ask when the teacher does a game to review the material. The students should respond with ‘before a test’.</li></ul>





## LESSON 15

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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"> <li>• yes and no (when giving an answer)</li> <li>• tag questions (not an actual question, used to confirm or to show doubt)</li> <li>• direct address (naming the person who you are referring to)</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase markers (teacher)</li> <li>• Anchor chart showing 3 different ways that commas can be used (teacher- refer to U1 L19, or U2 Lesson 17)</li> </ul>
<b>SWBAT statement</b>	SWBAT use a comma to set off the words yes and no, to set off a tag question, and to indicate direct address.
<b>Attention Getter (1 minute)</b>	<p>“Raise your hand if your parents have ever told you to do something that you didn't want to do. Maybe they tell you to clean your room? brush your teeth? make your bed? They probably start their sentence with your name and then they may pause for a second because they are directly addressing you and they want to make sure that you hear them.”</p> <p>“Does this sound familiar? The teacher will read the following sentences and use students' names.          (student name), clean your room.          (student name), brush your teeth.          (student name), do your homework.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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 refer to the anchor chart and review the following 3 ways that commas can be used.</p> <p>One reason to use a comma is when answering a question using yes</p>



	<p>or no. Here is an example: Yes, you are invited to my party.</p> <p>The word yes 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>"Watch as I read this sentence and put the comma in the correct place." The teacher will model how to put the comma in the correct place for the following sentence:</p> <p>No, I do not have any extra copies. "The comma goes after the word 'no' because it is an answer to a question using yes or no."</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>"Let's try some together." Really, you like spinach? "The comma goes after the word 'really' because it is a tag question. It shows that the speaker has doubts about someone liking spinach."</p> <p>Lara, please bring 2 large pizzas to the party. "The comma goes after the word Lara. It shows that the speaker is directly addressing Lara and asking her to bring 2 large pizzas."</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>"Now it is your turn to try some on Activity Page 15. Read each sentence and put a comma in the correct place in each sentence. When you are finished, read each sentence and practice changing your voice and pausing at each comma." Answer Key: The comma goes after each of the following words.</p> <ol style="list-style-type: none"> <li>1) Yes,</li> <li>2) pepper,</li> </ol>





	<ol style="list-style-type: none"><li>3) Keith,</li><li>4) festival,</li><li>5) No,</li><li>6) doctor,</li><li>7) time,</li><li>8) me,</li><li>9) parade,</li><li>10) Sara</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Choose a few examples from the Activity Page and write sentences on sentence strips. Work with students to think about where the comma goes. Have students cut where the comma goes to show a pause in reading.</li></ul>



## LESSON 16

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Dry erase marker and whiteboard (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT recognize and correct inappropriate shifts in verb tense.
<b>Attention Getter (1 minute)</b>	<p>“We will play a game called “Act it Out”. I will say a verb phrase. You will have to figure out if it is past, present, or future tense, and then act it out.</p> <p>painting the picture (Students should act like they are presently painting.)</p> <p>will throw the football (Students should act like they are about to throw a football.)</p> <p>won a million dollars (Students should act like they already won a million dollars, so they should be excited.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Verb tense helps the reader to know when something took place, is taking place, or will take place. When you write a sentence or a story, the verb tense that you use should be consistent. If you use consistent and correct verb tenses, it makes it easy for the reader to tell if the story happened in the past, present, or future.</p> <p>“Listen to this sentence. Kerry will pack the box and delivered it to the office. The verb, will pack, is future tense, but the second verb, delivered, is past tense. Because they are not consistent, the sentence is not written correctly and one of the verbs should be corrected.”</p> <p>“A corrected version of this sentence is: Kerry packed the box and delivered it to the office. Both verbs are written in past tense, which makes the verbs consistent within the sentence.”</p>





<b>Guided Practice (2 minutes)</b>	<p>“Let’s look at one together.”</p> <p>The teacher will write the following sentence on the board and read it with students. The teacher will ask the following questions to guide students to determine if the verb tenses are consistent.</p> <p>The bus is picking up the students and brought them to school.</p> <p>What is the first verb? (picking) What tense is picking? (present) What is the second verb? (brought) What tense is brought? (past) Are these verb tenses consistent throughout the sentence? (No, they are not consistent.) How can we correct this sentence? The teacher will solicit answers from the students. (Example corrections: The bus is picking up the students and bringing them to school.- both verbs are present tense. The bus picked up the students and brought them to school.- both verbs are past tense.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now it is your turn to try some on Activity Page 16. Read each sentence and determine if the verb tense is consistent throughout the entire sentence. If the sentence is correct, put a check in the correct column. If there is a shift in verb tense, make the appropriate corrections.”</p> <p>Answer Key:</p> <ol style="list-style-type: none"><li>1) Correct</li><li>2) Incorrect: Eli pointed to the cupcake that he wanted for a snack.</li><li>3) Correct</li><li>4) Incorrect: Jane is cooking dinner and Jim is baking the cake.</li><li>5) Incorrect: The dog runs and barks every time a car passes.</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Underline the verbs in each sentence for the students and discuss what tense each verb is.</li></ul>



## LESSON 17

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	Correlative conjunctions work in pairs to join phrases or words within a sentence and to show how they relate to one another. The two words are used together in a sentence, but are not usually next to each other. Common correlative conjunctions are either/or, neither/nor, not only/but also, and both/and.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase marker (teacher)</li> <li>• Anchor chart from lesson 6 (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use correlative conjunctions in a sentence.
<b>Attention Getter (1 minute)</b>	<p>“Listen to these lists of words and tell me if they are related.”</p> <p>mom, dad, sister, brother [yes-family]  cat, dog, fish [yes-pets]  water, milk, juice [yes-drinks]</p> <p>“As we read our sentences today, we will need to think about how words in the sentence are related and how we can connect them so that they make sense.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>“Today we will practice using correlative conjunctions. These conjunctions work together in a sentence to show how the other words in the sentence relate to one another.”</p> <p>The teacher should refer to and review the correlative conjunction chart from Lesson 6.</p> <p>“Listen as I read this sentence and decide how to connect the words with the correct correlative conjunctions.”</p> <p>We are _____ extremely early, or extremely late.</p> <ol style="list-style-type: none"> <li>either [correct]</li> <li>not only [incorrect]</li> <li>both [incorrect]</li> </ol>
<b>Guided Practice (2 minutes)</b>	<p>“Let’s try this one together.”</p> <p>We plan to visit _____ Rome and Florence when we go on vacation next week.</p> <ol style="list-style-type: none"> <li>neither [incorrect]</li> </ol>





	<p>b) both [correct] c) not only [incorrect]</p> <p>“Here is another one to try together.” I will _____ clean nor fold your laundry.</p> <p>a) either [incorrect] b) both [incorrect] c) neither [correct]</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now it is your turn to try some on your own on Activity Page 17. Be sure that the correlative conjunctions make sense to link the words. Read each sentence completely and then read each answer choice to see which one is the best answer.”</p> <p>Answer Key:</p> <p>1) a 2) b 3) b 4) a 5) b</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Have sentences completed and ask the students if the conjunctions are correct or incorrect.</li></ul>



## LESSON 18

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Dry erase markers and whiteboard (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use commas and semicolons to separate items in a series.
<b>Attention Getter (1 minute)</b>	<p>The teacher will write this sentence on the board.</p> <p>I opened my gift and saw a toy candy and socks.</p> <p>The teacher will ask students to visualize what the gift was. Call on one or two students to share responses. (This is meant to be a silly response to get students engaged.)</p> <p>The teacher will add commas to the sentence as follows:</p> <p>I opened my gift and saw a toy, candy, and socks.</p> <p>The teacher will again ask students to visualize what the gift was. Call on one or two students to share responses. (Visualization should be much more clear with the commas in the sentence.)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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 practice writing with commas and semicolons to separate items in a series.”</p> <p>“Commas are used to link items in a list. When there are three or</p>





	<p>more words, phrases, or clauses in a series, a comma is used to separate them. 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.”</p> <p>The teacher will model and think aloud as she writes an answer to the following question:</p> <p>What will you need to pack to go on vacation?</p> <p>Example sentence: I will need to pack a swimsuit, clothes, sandals, and sunscreen.</p>
<b>Guided Practice (2 minutes)</b>	<p>“Let’s work together to answer this question.”</p> <p>All students should be writing the answer. One recommendation is for students to use an expo marker to write the answer on their desk.</p> <p>Name 3 leaders at our school?</p> <p>Example sentence: Three leaders at our school are Mrs. Cotton, our principal; Mrs. Smith, an assistant principal; and Mr. Shaw, another assistant principal.</p>
<b>Student Application (3-5 minutes)</b>	<p>“Now it is your turn to write sentences using the correct punctuation to separate items in a series on Activity Page 18. Answer each question in a complete sentence. Be sure to use commas and semicolons to separate items in a series. After you write your answer, be sure to reread it to make sure that it is accurate.”</p> <p>Answers will vary, but should demonstrate understanding of the use of commas and semicolons to separate items in a list.</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Pull students in a small group and do interactive writing to answer each of the questions.</li></ul>



## LESSON 19

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	Commas are used to separate an introductory element from the rest of the sentence. An introductory element is a word, phrase, or clause that preceded 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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Whiteboard and dry erase markers (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use a comma to separate an introductory element from the rest of the sentence.
<b>Attention Getter (1 minute)</b>	<p>The teacher will write the following sentence on the board. Read it to students and tell them that it is a billboard for a school event.</p> <p>Best jambalaya in Louisiana come and eat Mr. Smith. “What does it sound like I am telling you? (Students should respond that it is saying to come and eat Mr. Smith)</p> <p>The teacher will write the following sentence on the board. Read it to students and tell them that it is a billboard for a school event.</p> <p>Best jambalaya in Louisiana! Come and eat! Mr. Smith. “These are the same words, but what is this sentence telling you?” (Students should respond that someone named Mr. Smith is letting people know to come and eat the best jambalaya. It is signed by Mr. Smith.)</p> <p>“While these sentences have the same words, the punctuation changes the meaning of the sentence. Correctly putting commas in your writing will help your sentence make sense to your readers.”</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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. They often answer the question, when, how, or why. When you read introductory elements, you can change</p>





	<p>your voice a little, which helps you understand the element and also helps with your reading fluency.”</p> <p>“Watch as I read this sentence. In parenthesis behind the sentence is a question word. I will add an appropriate introductory element to give more information to each sentence.</p> <p>_____, pack your schoolbags. (when)</p> <p>“An introductory element that would answer ‘when’ could be ‘After announcements are finished’.</p> <p>The teacher will read the completed sentence. “After announcements are finished, pack your schoolbags.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try this one together.”</p> <p>_____, pack your schoolbags. (how)</p> <p>“Let’s think of an introductory element that could tell ‘how’.”</p> <p>The teacher will guide students to think of an introductory element that could work in this sentence. (Example elements: Quietly, Quickly, Silently, Following the classroom procedures)</p> <p>The teacher will follow the same procedures to complete this sentence.</p> <p>_____, all students will need to help clean up the equipment. (why)</p> <p>(Example elements: In order to save time, To help the custodians)</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to add introductory elements to sentences on Activity Page 19. Be sure to think about the question word that is given at the end of each sentence.”</p> <p>Answer Key: Answers may vary. Example answers are as follows:</p> <ol style="list-style-type: none"> <li>1) In the morning, after announcements</li> <li>2) Quickly, Neatly</li> <li>3) So that you know what to do, In order to go home</li> <li>4) Because he didn’t practice, Because he missed try-outs</li> <li>5) Every day, Three times a day</li> </ol> <p>Sentence: sentences will vary, but should show understanding of how to use an introductory element.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Give students multiple choice to fill in the blank, rather than them coming up with the elements on their own.</li> </ul>



## LESSON 20

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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"> <li>• yes and no (when giving an answer)</li> <li>• tag questions (not an actual question, used to confirm or to show doubt)</li> <li>• direct address (naming the person who you are referring to)</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase markers (teacher)</li> <li>• Anchor chart from U3 Lesson 15 (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use a comma to set off the words yes and no, to set off a tag question, and to indicate direct address.
<b>Attention Getter (1 minute)</b>	<p>The teacher will read the following silly comments to the students to get them interested in the next activity.</p> <p>You don't like stinky cheese, do you?          Really, you like the smell of sweat?          You eat pickles with peanut butter, don't you?          Her favorite food is broccoli, isn't it?</p> <p>"For all of these comments, I have doubts about the answers because these are some funny comments. You can tell that I have doubts because I said things like... do you? really? don't you? and isn't it?"</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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 refer to the anchor chart from previous lessons and review the 3 ways that commas can be used.</p> <p>"Reading with attention to commas is just as important as writing with attention to commas. Watch as I write a sentence using 3 words</p>





	<p>and placing the comma in the correct place.</p> <p>The teacher will model writing a sentence with the following words:</p> <p>chips, candy, Dad</p> <p>Dad, will you please buy some chips and candy from the store? “The comma is behind Dad because it is a direct address to Dad.”</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>“Let’s try one together. The words are: leg, broke, didn’t it.” The teacher will work with students to form a sentence. An example sentence is: Phil broke his leg, didn’t he? The comma goes before didn’t he because it shows that the writer/speaker is trying to confirm something that they already knew.</p> <p>“Let’s try another one. The words are: Jill, sleepover, Friday.” The teacher will work with students to form a sentence. An example sentence is: Jill, I hope you can come to my sleepover on Friday. The comma goes after Jill because it shows that the writer/speaker is directly addressing Jill.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>“Now it is your turn to write some sentences on Activity Page 20. Use the words given. Write a complete sentence and put the comma where it belongs. Remember to start each sentence with a capital letter and end with a punctuation mark.”</p> <p>Answer Key: Sentences will vary, but should include all words given and have a comma in the correct place.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>• Give students phrases instead of words. For example: Martha/ make sure you read/ the article by tomorrow. Students can organize the premade phrases rather than think of the sentence on their own. Students will need to add the comma where it belongs.</li> </ul>



## Mid-Unit Checkpoint Activity

This activity is a review of the skills taught in Unit 3 (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 read the "who has" question. Whichever student has the new word or sentence then reads their card. Follow this until you get to the THE END card.





## START

I have the word **forewarn.**

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

I have the conjunction **or.**

Who has a word with the /sh/ sound spelled *ti*?

I have the word **direction.**

Who has a word that means an event, performance, or activity designed to entertain others?

I have the word **entertainment.**

Who has an interjection that has a positive meaning?

I have

**Wow! That house is huge.**

Who has a sentence with the verb 'walk' in past tense?

I have the sentence

**The boy walked home from football practice.**

Who has a sentence with the verb 'walk' in present tense?



I have the sentence

**Jane is walking to the playground.**

Who has a sentence with the verb 'walk' in future tense?

I have the sentence

**Lance will walk to school tomorrow morning.**

Who has a sentence with semicolons separating items in a series?

I have the sentence

**My cousin went on vacation to Las Angeles, California; Las Vegas, Nevada; and San Antonio, Texas.**

Who has a conjunction that means "except if"?

I have the conjunction **unless.**

Who has a sentence with commas separating items in a series?





<p>I have the sentence</p> <p><b><u>Carrie is cooking steak, potatoes, green beans, and bread for the dinner party.</u></b></p> <p>Who has a sentence with a comma to set off the word 'yes'?</p>	<p>I have the sentence</p> <p><b><u>Yes, I do enjoy reading books.</u></b></p> <p>Who has a sentence that needs commas?</p>
<p>I have the sentence:</p> <p><b><u>I have 2 dogs 3 cats and 6 fish.</u></b></p> <p>Who has a conjunction to finish this sentence: _____ Carol nor Jennifer went to the meeting.</p>	<p>I have the conjunction <b><u>neither.</u></b></p> <p>Who has the word that means the result of something being developed?</p>



I have the word **development.**

Who has a sentence with a direct address?

I have the sentence

**Jenny, be sure to call your sister back.**

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

King \_\_\_\_ (blank) \_\_\_\_ 4 books during the break.

I have the word

**read**

Who has a word with the /sh/ sound spelled *si*?

I have the word

**confusion.**

**The End**



## LESSON 21

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>The following are things to consider when punctuating titles:</p> <ul style="list-style-type: none"><li>- Underlining and italics serve the same purpose. Underlining is used when a title is being written by hand. Italicizing should be used when typing.</li><li>- Titles should be italicized or underlined if they can stand on their own (larger works). Examples include:<ul style="list-style-type: none"><li>- books,</li><li>- magazines,</li><li>- newspapers,</li><li>- plays,</li><li>- TV shows, and</li><li>- movies</li></ul></li><li>- Titles should be put in quotation marks if that work is part of a larger work. Examples include:<ul style="list-style-type: none"><li>- articles,</li><li>- chapter titles,</li><li>- poems,</li><li>- short stories,</li><li>- songs, and</li><li>- episodes</li></ul></li></ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>● Anchor chart created during Unit 1 Lesson 25 and revisited in Unit 2 Lesson 23 (teacher)</li><li>● Whiteboard and dry erase marker (students)</li></ul>
<b>SWBAT statement</b>	SWBAT use underlining, quotation marks, or italics to indicate titles of works.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “We are going to play a game to determine which one is bigger. I am going to say two things, and you have to determine which one is bigger.”</p> <p>Present students with a set of two things and have them respond with which one is bigger:</p> <ul style="list-style-type: none"><li>- a bowl of soup or a pot of soup</li><li>- a cup of lemonade or a pitcher of lemonade</li><li>- a seed or a plant</li></ul>





	<ul style="list-style-type: none"><li>- a book or a chapter</li><li>- a song or an album</li><li>- an episode or a show</li></ul> <p>This activity will help prepare students' minds for thinking about larger works being in italics/underlined and smaller works being put inside of quotation marks.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Display the anchor chart on punctuating titles that students generated in Unit 1 Lesson 25 and was revisited in Unit 2 Lesson 23.</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>Ask students, "Can you name a body of work that will be underlined/italicized?" Elicit responses from students and add them to the class anchor chart as needed. It may be helpful for students to reference titles of the books being read in class so that this skill can transfer to their writing.</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>Ask students, "Can you name a body of work that will be put in quotation marks?" Elicit responses from students and add them to the class anchor chart as needed. It may be helpful for students to reference articles, poems, or short stories being read in class so that this skill can transfer to their writing.</p> <p>Example of anchor chart provided in Unit 1 Lesson 25 and revisited in Unit 2 Lesson 23:</p>



	<b>Large Works (Underline/Italics):</b>	<b>Small Works (quotation marks):</b>
	<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>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Note: Your anchor chart may look different dependent upon works that your students may have generated during that lesson.</p> <p>Tell students, "We will now practice determining whether you should use underlines/italics or quotation marks for titles. I am going to call out a category to you, and you are going to write your response on your whiteboard. The partner sitting next to you will check to make sure that you have punctuated the title correctly."</p> <p>Call out the following categories and allow students time to write their response, punctuate the title correctly, and have their partner check their work:</p> <ul style="list-style-type: none"> <li>- favorite Disney movie <ul style="list-style-type: none"> <li>- Students' answer should be underlined.</li> </ul> </li> <li>- best book you've read this school year <ul style="list-style-type: none"> <li>- Students' answer should be underlined.</li> </ul> </li> <li>- a song your grown up really likes <ul style="list-style-type: none"> <li>- Students' answer should be in quotation marks.</li> </ul> </li> <li>- a TV show that you watched when you were little <ul style="list-style-type: none"> <li>- Students' answer should be underlined.</li> </ul> </li> <li>- the name of a poem or short story <ul style="list-style-type: none"> <li>- Students' answer should be in quotation marks.</li> </ul> </li> </ul>	
<p><b>Student Application (3-5 minutes)</b></p>	<p>Say to students, "Now it's your turn to practice. On your Activity Page 21, there is a bank with the titles of works written in it. Each title also states in parentheses what kind of body of work it is. You will sort each title into the correct column by rewriting the title using the correct punctuation. Then, answer the question at the bottom of the</p>	



	<p>page.”</p> <p>Students should complete the activity page independently.</p> <p>Anticipated Response:</p> <ul style="list-style-type: none"><li>- <u>Romeo and Juliet</u> (a play)</li><li>- “Blinding Lights” (a song)</li><li>- “And Still I Rise” (a poem)</li><li>- <u>The New York Times</u> (a newspaper)</li><li>- <u>The Loud House</u> (a TV show)</li><li>- <u>Time for Kids</u> (a magazine)</li><li>- <u>Stuart Little</u> (a book)</li><li>- <u>Toy Story</u> (a movie)</li></ul>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>● Make students their own personal anchor chart with examples of larger works underlined/italicized and smaller works in quotation marks. Students will be able to reference their anchor chart when completing independent practice activities.</li><li>● Extension: Have students write sentences with their favorite book, movie, TV show, etc. making sure to punctuate the title correctly.</li></ul>





## LESSON 22

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Picture of a boy at a playground (teacher)</li> <li>• Whiteboard and dry erase marker (student)</li> </ul>
<b>SWBAT statement</b>	SWBAT expand sentences to provide details in order to help the reader visualize sentences.
<b>Attention Getter (1 minute)</b>	<p>Tell students, "I'm going to read 2 sentences to you. I want you to visualize a picture of the sentences in your head."</p> <p>Read the following two sentences aloud one at a time and have students visualize what they hear:</p> <ul style="list-style-type: none"> <li>- The dog barks.</li> <li>- As the neighbor worked in her garden, the dog happily barked in the window.</li> </ul> <p>Ask students, "Which is the better picture? Why?"</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>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."</p> <p>Tell students, "Let's look at an example together and think about how I could expand the sentence to add more details."</p>



Project the following sentence on the board:

- They went fishing.

Engage in a think aloud to model how to add details to expand the sentence. As the teacher engages in the think aloud, she should update the sentence to reflect the expansion.

- Who/What? The sentence does tell us that they went fishing, but we can still add an additional detail about who they are to be a little more specific.
  - The mom and daughter went fishing.
- When? The sentence tells us that the mom and daughter went fishing. Let's think about when a mom and daughter would go fishing.
  - At sunrise on Saturday morning, the mom and daughter went fishing.
- Why? The sentence tells us that the mom and daughter went fishing early on a Saturday morning. Why would someone go fishing early on a Saturday morning?
  - At sunrise on Saturday morning, the mom and daughter went fishing in order to catch enough fish to feed the family for dinner.

Tell students, "Let's compare the two sentences." Project the original sentence and the expanded sentence for students to compare:

- They went fishing.
- At sunrise on Saturday morning, the mom and daughter went fishing in order to catch enough fish to feed the family for dinner.

**Guided Practice  
(2 minutes)**

Tell students, "Let's look at an example together and work with a partner to expand the sentence to add more details. We will use a picture to help guide our thinking."

Project the following picture and sentence:





The boy is at the playground.

Have students work with a partner to write an expanded sentence about the pictures. Partners should write their expanded sentence on their whiteboard.

As partners are working, the teacher should monitor and probe as necessary. The teacher should use the 5 question words to probe students to write an expanded sentence.

Allow student pairs to share their expanded sentence before moving on to the student application.

Anticipated Response: At recess, the boy excitedly went to the playground to slide down the slide.

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

Say to students, "Now it is your turn to try it on your own. Read the paragraph on your Activity Page 22. Identify the 2 sentences that should be expanded by underlining it. Then, rewrite the sentences on the line provided below the paragraph."

Anticipated Response:

1. He did warm up drills: Before practice began, Michael and his team did warm up drills to get their bodies ready for practice.
2. He was exhausted: After an hour long practice, Michael was exhausted so he fell asleep right away when he got home.

**Guidance for Diverse Learners**

- Create an anchor chart with the question words for students to reference as they work to expand their simple sentences.





- 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.
  - 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 23

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard and dry erase marker (teacher)</li> <li>• Prepared sentence strips (teacher)</li> <li>• Scissors (one per student group)</li> </ul>
<b>SWBAT statement</b>	SWBAT combine sentences to provide clarity and reduce redundancy.
<b>Attention Getter (1 minute)</b>	<p>Tell students, “I’m going to say two sentences. I want you to tell me what to draw based on the two sentences I say.”</p> <p>Tell students the following two sentences:</p> <ul style="list-style-type: none"> <li>- I like to play video games.</li> <li>- I like to listen to music.</li> </ul> <p>Students should guide you to draw a picture with both video games and music in the same picture.</p> <p>Ask students, “Why did we draw both video games and music in the same picture instead of drawing two separate pictures?” Elicit responses from students.</p> <p>Anticipated Response: We would draw them in the same picture so that we don’t have to redraw the person, and because you can do those things at the same time!</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, “Today you will continue to 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>Tell students, “Before learning a new way to combine sentences, let’s</p>



review some ways of combining sentences that we have already learned.”

Provide students with a review of the ways they have already learned:

- 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.”
- Tell students, “You can use compound predicates. If multiple verbs apply to the same subject, you can combine the predicates to make compound predicates.”
- 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).”
- 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.”

Tell students, “Let’s learn one more additional way to combine sentences.”

Teach students the following:

- Tell students, “You can use an appositive to combine two sentences. An appositive is a noun or noun phrase that renames another noun beside it. Appositives are set off by commas.”
  - Show students the following two sentences:
    - My family went on a trip to Disney World for our summer vacation.
    - Disney World is a popular tourist spot in Florida.
  - Tell students, “The second sentence gives more information about Disney World, which was mentioned in the first sentence.”
  - Ask students, “What information in the second sentence could we add next to Disney World in the first sentence?” Elicit responses from students. Underline ‘a popular tourist spot in Florida.’
  - Rewrite the new sentence: My family went on a trip to Disney World, a popular tourist spot in Florida, for our summer vacation.





**Guided Practice  
(2 minutes)**

Tell students, "We will now practice combining sentences using appositives."

Provide students with two sentences written on two separate colored sentence strips. The two sentences should be sentences that can be combined using an appositive. In addition, have commas written on pieces of sentence strips. Have student groups work together to cut up the sentences on the sentence strips to make the new, combined sentence. They should then place the commas around the appositive.

Below is an example of what students would do with the following two sentences: The Constitution was written by James Madison. The Constitution is the supreme law of the United States.

- In the first sentence, students would cut between the words 'Constitution' and 'was.'
- In the second sentence, students would cut in between the words 'is' and 'the.'
- Students would place the appositive, 'the supreme law of the United States' in between the words 'Constitution' and 'was' in the first sentence.
- Students would add commas around the appositive phrase.

Sentences to Use:

- Group 1:
  - The Constitution was written by James Madison.
  - The Constitution is the supreme law of the United States.
  - Anticipated Response: The Constitution, the supreme law of the United States, was written by James Madison.
- Group 2:
  - Goldendoodles are known for their intelligence and loyalty to their humans.
  - Goldendoodles are a popular dog breed.
  - Anticipated Response: Goldendoodles, a popular dog breed, are known for their intelligence and loyalty to their humans.
- Group 3:
  - We went to Chick-fil-a for lunch on Saturday.
  - Chick-fil-a is my favorite fast food restaurant.
  - Anticipated Response: We went to Chick-fil-a, my favorite fast food restaurant, for lunch on Saturday



	<ul style="list-style-type: none"> <li>- Group 4:             <ul style="list-style-type: none"> <li>- Mrs. Williams is helping me learn how to paint using pastels on canvas.</li> <li>- Mrs. Williams is my art teacher.</li> <li>- Anticipated Response: Mrs. Williams, my art teacher, is helping me learn how to paint using pastels on canvas</li> </ul> </li> <li>- Group 5:             <ul style="list-style-type: none"> <li>- Valentine’s Day is celebrated around the world with candy, flowers, and gifts.</li> <li>- Valentine’s Day is a holiday celebrated on February 14.</li> <li>- Anticipated Response: Valentine’s Day, a holiday celebrated on February 14, is celebrated around the world with candy, flowers, and gifts.</li> </ul> </li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it is your turn to practice on your own. On your Activity Page 23, you will read the two sentences. Then, you will rewrite the sentences as one, combined sentence on the lines. Remember all of the ways that we have combined sentences.”</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. Memorial Day and Fourth of July are holidays in the summer.</li> <li>2. <i>Sesame Street</i>, a program that has been on television since 1969, is an educational show for children.</li> <li>3. Mount Rushmore, located in South Dakota, is a sculpture of four American presidents.</li> <li>4. My hobbies are baking chocolate chip cookies and riding my bike.</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>





## LESSON 24

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Prepared sentences (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT identify and compare and contrast different dialects and registers used in stories.
<b>Attention Getter (1 minute)</b>	Ask students, "What are some things we say here in the south or in Louisiana that people in other states may not say or things that we say in the south or Louisiana that let other people know where we are from just based off of what we say?" Elicit responses from students. Some potential responses include the following: y'all, mama, supper, ain't.
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, "When we are reading, we will come across a variety of conversations between different characters. When reading these conversations, we need to think about two things - dialect and register."</p> <p>Tell students, "A dialect is a form of language that is specific to a region, social group, or time period. Dialects have unique vocabulary words, grammar patterns, and pronunciations. Dialects show that language is a changing thing, and there is more than one correct way to say something."</p>





Tell students, "Let's compare and contrast two sentences." Project the following two sentences on the board:

- Do y'all wanna go to mama's house for supper?
- Are we going to go to mom's house for dinner?

Say to students, "These two sentences have something in common. What is the same about these two sentences?" Elicit responses from students. Students should respond that the meaning of the two questions are the same. Then say to students, "While the meaning of the two sentences are the same, these two sentences also have a major difference. What is different about these two sentences?" Elicit responses from students. Students should respond that the sentences are written in two different dialects. Ask students, "What parts of the sentences show the difference in dialects?" Elicit responses from students. Students should respond that the words 'y'all,' 'wanna,' 'mama,' and 'supper' are words that are spoken with a southern dialect.

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).

Tell students, "Let's compare and contrast two sentences." Project the following two sentences on the board:

- I'm gonna tell them my idea because it's awesome.
- I am going to inform them of my thoughts because it is a wonderful idea.

Say to students, "These two sentences have something in common. What is the same about these two sentences?" Elicit responses from students. Students should respond that the meaning of the two sentences are the same. Then say to students, "While the meaning of the two sentences are the same, these two sentences also have a



	<p>major difference. What is different about these two sentences?" Elicit responses from students. Students should respond that the sentences are written in two different registers. Ask students, "What parts of the sentences show the difference in registers?" Elicit responses from students. Students should respond that the word 'gonna' shows an informal register. The contractions also show an informal register.</p>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Tell students, "We will now practice identifying if sentences are written in a formal or informal register. We will look at some sentences. We will think about and identify the parts of the excerpt that let us know if it is an informal or formal register. We will then talk about how they are similar and how they are different."</p> <p>Project the following sentences:</p> <ul style="list-style-type: none"> <li>- Sorry. I'm not gonna make it to your party.</li> <li>- I apologize that I will be unable to attend the function.</li> </ul> <p>Say to students, "Turn and talk to a partner to compare and contrast these two sentences." Allow students time to discuss. Monitor student responses to ensure that students are determining the following information from comparing and contrasting the sentences: formal vs. informal, one would be used in a more professional setting like work and one would be used with friends; one uses contractions; information is the same in both sentences.</p> <p>At the conclusion of students turning and talking, ask students, "Which sentence is written in a formal register? Informal register?"</p> <ul style="list-style-type: none"> <li>- Sorry. I'm not gonna make it to your party. (informal)</li> <li>- I apologize that I will be unable to attend the function. (formal)</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, "Now it is your turn to try it on your own. On your Activity Page 24, you will participate in a scavenger hunt using texts in our classroom. Using the books provided to you, find an example of dialect, formal register, and informal register. You will record the sentence from the text in the appropriate place and identify how you knew it was an example of dialect, formal register, or informal register. You will then answer the questions below the chart to compare and contrast your examples of formal and informal register."</p>





	<p>Students should work to complete the activity page independently.</p> <p>Here are some possible texts to provide to students to locate dialect: <i>The Watsons Go to Birmingham, How to Steal a Dog, Turtle in Paradise, My Louisiana Sky</i></p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Provide students with sentence frames to help them verbalize or write how two sentences are the same/different:<ul style="list-style-type: none"><li>○ The two sentences are the same because _____.</li><li>○ The two sentences are different because _____.</li></ul></li><li>● Instead of having students find examples from an entire book, provide them with a predetermined page to look at to find a sentence. This will help students streamline their focus.</li></ul>





## LESSON 25

<b>Lesson Type</b>	Morphology									
<b>Overview of Skill/Concept</b>	<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>									
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Prepared word matrix (teacher)</li> <li>● Root word anchor chart created in Unit 1 and Unit 2 (teacher)</li> <li>● Whiteboard and Dry erase marker (teacher and students)</li> </ul>									
<b>SWBAT statement</b>	SWBAT use common Greek and Latin root words as clues to the meanings of words.									
<b>Attention Getter (1 minute)</b>	<p>Project the following word matrix for students:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">un</td> <td rowspan="4" style="text-align: center; vertical-align: middle; padding: 20px;">teach</td> <td style="padding: 5px;">able</td> </tr> <tr> <td style="padding: 5px;">re</td> <td style="padding: 5px;">er</td> </tr> <tr> <td style="padding: 5px;">pre</td> <td style="padding: 5px;">es</td> </tr> <tr> <td style="padding: 5px;">mis</td> <td style="padding: 5px;">ing</td> </tr> </table> <p>Ask students to build a word using a prefix and the root word, the root word and a suffix, or a prefix, root word, and suffix. Have students share their word they created and what it means.</p> <p>Possible responses:</p> <ul style="list-style-type: none"> <li>- reteach: to teach again</li> <li>- teacher: someone who teacher</li> <li>- unteachable: not able to be taught</li> </ul>	un	teach	able	re	er	pre	es	mis	ing
un	teach	able								
re		er								
pre		es								
mis		ing								



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

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."

Provide students with the following word: construct

Tell students, "The prefix con- means with, and we know the root word struct means to build. If we put those parts together and add the meanings together, we know the word 'construct' means to build with"

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 and Unit 2 with common root words, their meanings, and an example of a word using the root.

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



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

Tell students, "We will add a few more root words to our chart today."

Go through each of the new roots and meanings. 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.

<b>Root</b>	<b>Meaning</b>	<b>Example</b>
<i>auto</i>	self	autobiography
<i>graph</i>	writing	biography
<i>logy</i>	study of	biology
<i>scope</i>	viewing instrument	telescope
<i>mono mon</i>	one	monologue

- automobile - a vehicle you drive yourself
- biography - a book that is written about someone's life
- biology - the study of life
- telescope - a viewing instrument
- monologue - a speech given by one's self

**Guided Practice  
(2 minutes)**

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."

Provide students with the following word: autograph. Ask students, "What part of this word is a root word?" Elicit responses from students





and underline auto and graph. Ask students, “Now that I know auto and graph are both root words, in what context would I use the word autograph?” Elicit responses from students. Students should respond that the word autograph would be used when talking about writing something one’s self.

Tell students, “Now you will try some on your own.”

Provide students with the following words:

- microscope
  - Underline: scope
  - Context: viewing something
- monochrome
  - Underline: mono
  - Context: one
- graphite
  - Underline: graph
  - Context: writing
- mythology
  - Underline: logy
  - Context: study of something

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

Tell students, “Now it is your turn to try it on your own. On your Activity Page 25, there are sentences written with blank lines. The blank lines 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.”

Have students independently complete activity page 25.

Anticipated Response:

1. flex
2. graph
3. logy
4. scope
5. mon
6. auto



**Guidance for Diverse Learners**

- Provide students with just the meaning of the root words on the activity page so that students can easily identify which root word goes with which blank line.
- On the activity page, underline the clue word for students to more easily select which root word belongs on the blank line.



## LESSON 26

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	Students come across unfamiliar words and phrases frequently when reading, especially when reading nonfiction text. Accessing words in a text's glossary will help a student pronounce and define the word. Knowing how to use a glossary will assist students in defining words that they do not know the meaning of, which ultimately supports comprehension.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or Chart paper (teacher)</li> <li>• prepared glossary excerpt (teacher)</li> <li>• texts that include a glossary (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT use a glossary to find the pronunciation and determine the precise meaning of key words.
<b>Attention Getter (1 minute)</b>	<p>Tell students, "I am going to write some words on the board. I want you to tell me the definitions of these words."</p> <p>Write the following high school science words on the board:</p> <ul style="list-style-type: none"> <li>- electromagnetic radiation</li> <li>- desertification</li> <li>- phytoplankton</li> <li>- transpiration</li> </ul> <p>Most students will not know the meaning of these words. Ask students, "If you were learning these words in science class, where could you go, besides a dictionary, to determine the meaning of these unfamiliar words?"</p> <p>Elicit responses from students. (Answer: glossary)</p>
<b>Explicit Instruction (3-5 minutes)</b>	Tell students, "Today we're going to learn about and practice using glossaries. A glossary is a type of reference material that is usually found in the back of nonfiction books like textbooks or trade books. Glossaries are listed in alphabetical order. They include the definition of words that are found while reading the nonfiction material. Sometimes the pronunciation of the word is also found in a glossary."





Project a sample page of a glossary for students to view:

<p>density [den-si-tee]: floating or sinking compared to water</p> <p>magnetism [mag-ni-tiz-uhm]: being attracted to a magnet</p> <p>mass [mas]: the amount of matter in an object</p> <p>matter [mat-er]: anything that has mass and takes up space</p>	<p>physical properties [fiz-i-kuhl prop-er-teez]: any characteristic of matter that can be observed or measured</p> <p>solubility [sol-yuh-bil-i-tee]: the ability to dissolve in a liquid</p> <p>temperature [tem-per-uh-cher]: amount of heat; measurement of how fast particles are moving</p> <p>volume [vol-yoom]: amount of space something takes up</p>
--	--

Tell students, “Let’s imagine that we are reading a nonfiction book in science about matter. There are a lot of words that we read while reading this book. At the end of the book, there is a glossary to define the new terms learned while reading. Let’s analyze what is shown in this example of a glossary.”

- Say to students, “Notice how the words are listed in alphabetical order. So, if I’m looking for the definition of a word that starts with the letter *t*, I would look between the letters *s* and *u*.”
- Ask students, “Between what words can you find *solubility*? How did you know where to look?”
- Say to students, “Notice that behind each word is the pronunciation of the word. This is especially helpful for words that may be a little tricky for us to decode.” Point out how to pronounce one of the words listed in the sample glossary.
- Say to students, “Notice how each word has the definition behind it. The definition is usually following the word and the pronunciation”
- Ask students, “What’s the definition of mass? How did you know?”

**Guided Practice  
(2 minutes)**

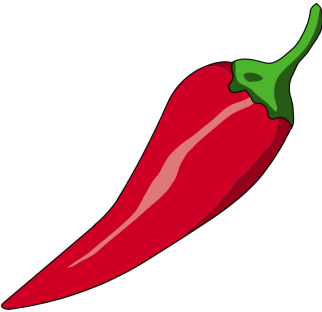

Tell students, “Let’s continue practicing how to use a glossary.”



	<p>Provide students with a text from the classroom that has a glossary in it. If there are not enough copies of the text for every child to have one, project a page on the board for all students to see.</p> <p>Ask questions about the words in the glossary. Use some of the questions below to help guide student thinking.</p> <ul style="list-style-type: none"><li>- “Between which two words is the word _____?”</li><li>- “What is the definition of the word _____?”</li><li>- “How do you pronounce this word (point to a word in the glossary)?”</li></ul>
<b>Student Application (3-5 minutes)</b>	<p>Tell students, “Now it is time for you to practice on your own. On your Activity Page 26, there is a sample glossary. Use that sample glossary to answer the questions on the page or complete the sentences.”</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. indigenous and trading center</li><li>2. to send goods to sell in another country</li><li>3. colonization</li><li>4. cash crop</li><li>5. expedition</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● On the activity page, provide students with a word bank for the questions where they have to fill in the blank. Narrowing the number of choices will allow for students to have a smaller amount of possible answers.</li></ul>



## LESSON 27

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Prepared sentences with similes and metaphors (teacher)</li> <li>• Excerpts from “’Twas the Night Before Christmas” and “A Little Bird I Am” (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT interpret similes and metaphors in context.
<b>Attention Getter (1 minute)</b>	<p>Display the following two pictures:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>chili pepper</p> </div> <div style="text-align: center;">  <p>sun</p> </div> </div> <p>Have students turn and talk about an adjective that describes both things.</p>
<b>Explicit Instruction</b>	Tell students, “Oftentimes when we are reading texts, there will be





<p><b>(3-5 minutes)</b></p>	<p>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 used in the sentence:</p> <ul style="list-style-type: none"><li>- The two brothers act <u>like cats and dogs</u> when they don’t agree on something.</li></ul> <p>Guide students to determine what this simile means. You can use the following questions to guide the discussion.</p> <ul style="list-style-type: none"><li>- What do you know about how cats and dogs get along?</li><li>- What do you know about how siblings act when they don’t agree on something?</li><li>- What does “like cats and dogs” mean?</li><li>- Why would a writer use this simile?</li></ul> <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"><li>- She was <u>a volcano exploding</u> with anger.</li></ul> <p>Guide students to determine what this metaphor means. You can use the following questions to guide the discussion.</p> <ul style="list-style-type: none"><li>- What is the author comparing “she” to?</li><li>- What do you know about volcanoes?</li><li>- Why would the author compare a girl to a volcano?</li><li>- What does it mean for something to be a volcano exploding?</li><li>- Why would a writer use this metaphor?</li></ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Tell students, “We are now going to read some lines from a poem. We will identify the similes and metaphors we see and determine their meaning.”</p> <p>Project the following stanza from the poem “‘Twas the Night Before Christmas.”</p>



	<p>His eyes--how they twinkled! His dimples how merry!          His cheeks were like roses, his nose like a cherry!          His droll little mouth was drawn up like a bow,          And the beard of his chin was as white as the snow;</p> <p>Ask the following question:</p> <ul style="list-style-type: none"> <li>- What are some of the similes that you see in this stanza?</li> <li>- What did the author mean when he said “his cheeks were like roses?”</li> <li>- What did the author mean when he said “his nose like a cherry?”</li> <li>- What did the author mean when he said “his chin was as white as the snow?”</li> </ul> <p>Project the following stanza from the poem “A Little Bird I Am.”</p> <p style="text-align: center;">A little bird I am,          Shut from the fields of air,          And in my cage I sit and sing          To Him who placed me there:          Well pleased a prisoner to be,          Because, my God, it pleases Thee!</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> <li>- What is the metaphor that you see in this stanza?</li> <li>- What is the author comparing herself to?</li> <li>- Why do you think the author is comparing herself to a caged bird?</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it is time to practice on your own. On your Activity Page 27, you are going to write 2 sentences describing yourself using similes and 1 sentence describing yourself using a metaphor. Then, you will identify what the similes and metaphor you used mean.</p>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Provide students with the simile and metaphors already underlined in the poems. This allows students to focus strictly on interpreting the meaning.</li> <li>● Provide students with some commonly used similes and metaphors that they can choose from the write sentences about themselves</li> </ul>





## LESSON 28

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard or chart paper (teacher)</li> <li>● whiteboard and dry erase marker (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT use a comma to set off yes, no, and tag questions from the rest of the sentence and to indicate a direct address.
<b>Attention Getter (1 minute)</b>	<p>Display the following sentence: “Are you ready to eat Mom?”</p> <p>Ask students, “What is silly about this sentence?” Allow students to</p>





	<p>turn and share with a partner or share-out whole class.</p> <p>Then display the following sentence: “Are you ready to eat, Mom?”</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><b>Explicit Instruction (3-5 minutes)</b></p>	<p>Tell students, “Today we will work 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"> <li>- Yes and No:             <ul style="list-style-type: none"> <li>- Tell students, “We use commas to set off the words yes and no from the rest of the sentence.”</li> <li>- Example: Yes, I will be sending home a study guide to help you prepare for your science assessment.</li> </ul> </li> <li>- Question Tag:             <ul style="list-style-type: none"> <li>- 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.”</li> <li>- Example: You enjoy going to the library to check out books, don’t you?</li> </ul> </li> <li>- Direct Address:             <ul style="list-style-type: none"> <li>- 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.</li> <li>- Example: Thank you, Mrs. Carter, for always having a listening ear.</li> </ul> </li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Tell students, “I am going to give you a direction, and you will respond by writing a sentence on your whiteboard making sure to put the comma in the correct place. When I give you the signal, you will switch your board with your partner. Your partner will check to make sure that you put the comma in the correct place. Then, you will give the board back to the writer.”</p>



	<p>Give students the following directions and allow them to engage in answering and peer checking.</p> <ul style="list-style-type: none"><li>- Write a sentence or question to the principal of your school addressing them by name.</li><li>- Answer this question using yes or no to begin your sentence: Do you like to ride rollercoasters?</li><li>- Write a question with the question tag "isn't it."</li></ul>
<b>Student Application (3-5 minutes)</b>	<p>Tell students, "Now it is time to practice on your own. On your Activity Page 28, you will find some sentences with missing commas. Read each sentence and determine where the comma should be placed. Then, you will write a response to the question."</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. You've been to the aquarium before, haven't you?</li><li>2. I can't believe you have never read a <i>Harry Potter</i> book, Lauren!</li><li>3. Brady, you did do your chores before going out to play, didn't you?</li><li>4. No, you may not stay up past your bedtime tonight.</li><li>5. Answers will vary.</li><li>6. Answers will vary.</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>





## LESSON 29

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Homographs are pairs of words that are spelled the same but have different meanings. In addition, the words may also be pronounced differently. For example, the word 'attribute' is a word that can have two different meanings and two different pronunciations depending on the way that the word is being used.</p> <ul style="list-style-type: none"> <li>- attribute: ('atrə,byoōt) a characteristic or quality; noun</li> <li>- attribute: (ə'tri,byoōt) to think of as belonging or originating; verb</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard and dry erase marker (students)</li> <li>● Prepared sentences and definitions (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT define the meaning of homographs by using clues in the sentence
<b>Attention Getter (1 minute)</b>	<p>Tell students, "I am going to say a word that has two meanings. When I say the word, I want you to draw a picture for each of those words."</p> <p>Say the word "bat" and allow students time to draw a picture of the animal and the object used to play baseball. Prompt students as needed with clues if they only draw one or are struggling to think of both meanings of the word.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, "Homographs are words that are spelled the same but have more than one meaning. For example, the word that we drew a picture of at the beginning of our lesson was 'bat.' Bat has two different meanings. In order to know which 'bat' is being used we have to read the sentence and use the context of the sentence to determine which bat we are reading about."</p> <p>Project the following sentences on the board for students:</p> <ul style="list-style-type: none"> <li>- _____ sleep during the day by hanging upside down in dark caves.</li> <li>- Charlie walked up to the plate holding his _____ under his arm.</li> </ul> <p>Tell students, "Let's read each sentence and determine which one of</p>





your pictures is the correct bat to fit into the sentence.” Allow students to use the pictures drawn in the attention getter to show the teacher which bat matches the sentence.

Tell students, “Let’s practice with another homograph and use the rest of the sentence to determine which is the correct meaning of the word ‘leave.’”

Project the following two sentences on the board for students:

- Jakes leaves baseball practice five minutes early every day so that he can get to his piano practice on time.
- The leaves on the tree fell as it turned from fall to winter.

Model for the students how to determine the meaning of leave using the following process:

- Say to students, “I know there are two definitions of the word ‘leaves’: the part of a tree that is attached to the stem and to go away from a place.”
- Say to students, “Let’s look at the rest of the sentence to determine which meaning of leave goes with which sentence.”
- Point to the first sentence and say to students, “Let’s underline the part of the sentence that will help us determine which meaning of leaves is being used in the sentence.” Guide students to underline baseball practice, early, get to.
- Ask students, “Based on the clues in the sentence, which definition of leaves matches the way the word is being used in this sentence?” Elicit responses from students. Students should respond with to go away from a place.
- Point to the second sentence and say to students, “Let’s underline the part of the sentence that will help us determine which meaning of leaves is being used in the sentence.” Guide students to underline tree, fell.
- Ask students, “Based on the clues in the sentence, which definition of leaves matches the way the word is being used in this sentence?” Elicit responses from students. Students should respond with the part of a tree that is attached to the stem.

**Guided Practice  
(2 minutes)**

Say to students, “Let’s play a game of this or that. I will show you a sentence with an underlined word that is a homograph. I will also show you two definitions. You will decide if the definition of the homograph is this (move to the left of the room) or that (move to the



	<p>right of the room). We will then talk as a class about the clues in the sentence that helped us determine if it was this definition or that definition.”</p> <p>Project the following sentences with underlined words:</p> <ol style="list-style-type: none"> <li>1. Miranda used a <u>match</u> to light the candle to make the room brighter when the electricity went out.             <ol style="list-style-type: none"> <li>a. This: to be equal to something; to correspond to</li> <li>b. That: a short piece of wood to start a fire</li> </ol> <p>Anticipated Response: that; candles have to be lit by using fire</p> </li> <li>2. Alicia could not <u>desert</u> her friends at the mall because her mom was driving them home.             <p>*Note: read the word desert both ways so that students can hear the pronunciation</p> <ol style="list-style-type: none"> <li>a. This: to abandon in a way that is disloyal</li> <li>b. That: a dry piece of land, especially one covered with sand</li> </ol> <p>Anticipated Response: this; the sentence is talking about Alicia leaving her friends</p> </li> </ol>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it is time to practice on your own. You will see some sentences on Activity Page 29. In each sentence there is an underline homograph. Underneath the sentence are two possible definitions. Use the clues in the sentence to determine the meaning of the word and circle the letter of the correct definition.”</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. a)to turn in a circle</li> <li>2. b)to make more even or equal</li> <li>3. a)to create or make</li> <li>4. a)to rip</li> <li>5. b)to bend at the waist</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● Provide students with the clues already underlined in the sentence so students can focus on selecting the right definition</li> <li>● On the activity page, highlight or underline the clues in the sentence to help students define the identified word.</li> </ul>





## LESSON 30

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is a word part that carries meaning. A prefix is added to the beginning of a 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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Picture of a toilet/tub overflowing (teacher)</li> <li>● Whiteboard and dry erase marker (teacher)</li> <li>● Prepared index cards with base words written on them and the definitions written on the back (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “over.”
<b>Attention Getter (1 minute)</b>	<p>Display the following picture for students and allow them a few moments to analyze the picture:</p> <div data-bbox="548 1142 846 1499" data-label="Image"> <p>publicdomainvectors.org</p> </div> <p>Ask students, “What happens when a toilet/tub overflows?”</p> <p>Elicit responses from students. Students should respond that the toilet/tub has too much water so it spills over the top.</p>
<b>Explicit Instruction (3-5 minutes)</b>	Tell students, “A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an





unfamiliar word, we can use prefixes to help us determine the meaning of the new word.”

Tell students, “The prefix ‘over’ means too much, more than enough; upper, outer, extra; or over, above.”

Present the following on the board: over + \_\_\_\_\_

Tell students, “When I add a word to the blank line and combine it with the prefix over-, the meaning of the word will change. Let’s practice!”

Write the word flow in the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, “Our word is ‘overflow.’ We know the prefix is over- which means too much. The base word is flow. We know that the word flow means to move along (like a stream).”
- Ask students, “What do you think the word overflow means now that we’ve defined the prefix and the base word?”
- Elicit responses from students.
- Anticipated Response: Overflow means too much water moving.
- Ask students, “How can I use the word overflow in a sentence?”
- Elicit responses from students.
- Anticipated Response: Jeremiah accidentally made the bathtub overflow when he left the water running in the bathroom.

Write the word book in the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, “Our word is ‘overbook.’ We know the prefix is over- which means too much. The base word is book. We know that the word book means to reserve.”
- Ask students, “What do you think the word overbook means now that we’ve defined the prefix and the base word?”
- Elicit responses from students.
- Anticipated Response: Overbook means that there are too many reservations.
- Ask students, “How can I use the word overbook in a



	<p>sentence?”</p> <ul style="list-style-type: none"> <li>- Elicit responses from students.</li> <li>- Anticipated Response: The hotel accidentally overbooked for the night, so some people did not have a room to stay in.</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will keep “over + _____” written on the board for students to use with this activity.</p> <p>Tell students, “We will continue practicing with our groups. Each group will get a stack of index cards with some base words on it. As a group, you will add the prefix over- to your base word and define the new word. Once you finish defining one word, flip the card over to read the definition of the new word. Then, move on to the next card.”</p> <p>Have students work together to define several words by flipping through the words and adding the prefix over- to the base word.</p> <p>Words to write on index cards for students to define as a group:</p> <ul style="list-style-type: none"> <li>- bake</li> <li>- act</li> <li>- weight</li> <li>- eat</li> <li>- achieve</li> </ul> <p>Definitions to write on the back of the index cards:</p> <ul style="list-style-type: none"> <li>- overbake: to bake too long so it burns</li> <li>- overact: to act more than is necessary</li> <li>- overweight: extra weight; to weigh too much</li> <li>- overeat: to consume too much food</li> <li>- overachieve: to do better than expected</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it is your turn to practice using the prefix over-. On your Activity Page 30, you will have some definitions of words that have the prefix over-. Your job is to complete the crossword puzzle using those words.”</p> <p>Anticipated Response:</p> <p>Across:</p> <ol style="list-style-type: none"> <li>1. overbuy</li> <li>3. overcharge</li> </ol>

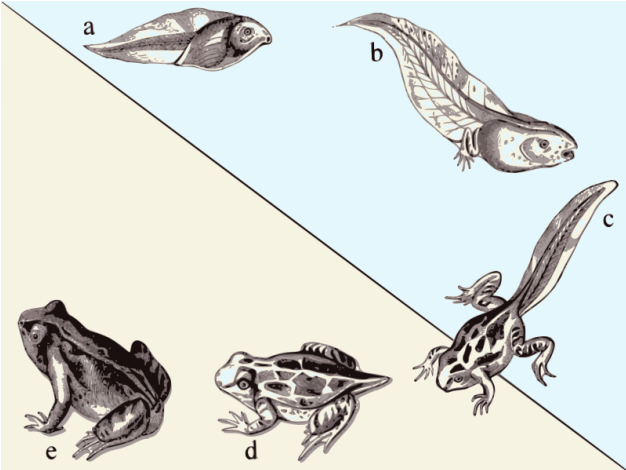


	<p>4. overcoat 6. overthink Down: 1. overwork 2. oversleep 4. overcook 5. overdo</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>● Define base words for students who struggle with coming up with meaning.</li><li>● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix over-.</li><li>● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li><li>● Students who are finished any activities early can write sentences with the words that have over- as a prefix.</li></ul>





## LESSON 31

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “trans” can have three different meanings:</p> <ul style="list-style-type: none"> <li>- across or over,</li> <li>- through, or</li> <li>- change</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard and dry erase marker (teacher)</li> <li>● Prepared index cards with base words written on them and the definitions written on the back (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “trans.”
<b>Attention Getter (1 minute)</b>	<p>Present students with the following picture:</p>  <p>Ask students, “What is happening in this picture?”</p> <p>Guide students to say that the tadpole is transforming into a frog.</p>
<b>Explicit Instruction (3-5 minutes)</b>	Tell students, “A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a



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

Tell students, “The prefix ‘trans’ has three different meanings:

- across or over,
- through, or
- change.”

Present the following on the board: trans + \_\_\_\_\_

Tell students, “When I add a word to the blank line and combine it with the prefix trans-, the meaning of the word will change. Let’s practice!”

Write the word script in the blank line and cross off the s. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, “Our word is ‘transcript.’ We know the prefix is trans- which means to change. The base word is script. We know that the word script means a written version of something.”
- Ask students, “What do you think the word transcript means now that we’ve defined the prefix and the base word?”
- Elicit responses from students.
- Anticipated Response: Transcript means a written version of something that was originally presented in another way; changed forms of presentation from something else to written.
- Ask students, “How can I use the word transcript in a sentence?”
- Elicit responses from students.
- Anticipated Response: During the lecture, Lucas created a transcript of everything the professor was saying out loud.

Write the word atlantic in the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, “Our word is ‘transatlantic.’ We know the prefix is trans- which means across. The base word is atlantic. We know that the word atlantic refers to the Atlantic Ocean.”
- Ask students, “What do you think the word transatlantic means





	<p>now that we've defined the prefix and the base word?"</p> <ul style="list-style-type: none"> <li>- Elicit responses from students.</li> <li>- Anticipated Response: Transatlantic means to carry across the Atlantic Ocean.</li> <li>- Ask students, "How can I use the word transatlantic in a sentence?"</li> <li>- Elicit responses from students.</li> <li>- Anticipated Response: The transatlantic ship carries goods from Europe to the Americas.</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will keep "trans + _____" written on the board for students to use with this activity.</p> <p>Tell students, "We will continue practicing with our groups. Each group will get a stack of index cards with some base words on it. As a group, you will add the prefix trans- to your base word and define the new word. Once you finish defining one word, flip the card over to read the definition of the new word. Then, move on to the next card."</p> <p>Have students work together to define several words by flipping through the words and adding the prefix trans- to the base word.</p> <p>Words to write on index cards for students to define as a group:</p> <ul style="list-style-type: none"> <li>- port</li> <li>- continental</li> <li>- form</li> <li>- late</li> </ul> <p>Definitions to write on the back of the index cards:</p> <ul style="list-style-type: none"> <li>- transport: to carry something from one place to another</li> <li>- transcontinental: to travel across the continent</li> <li>- transform: to change forms</li> <li>- translate: to change languages</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, "Now it's your turn to practice. On your Activity Page 31 you will find a word bank that has words containing the prefix trans-. Then you will see some sentences with a missing word. Using your knowledge of the prefix trans- and the base word, you will determine which word from the word bank goes on the line to make the sentence true."</p>





	<p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. transcontinental</li><li>2. translate</li><li>3. transparent</li><li>4. transform</li><li>5. transfer</li><li>6. transportation</li></ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>• Define base words for students who struggle with coming up with meaning.</li><li>• Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix trans-.</li><li>• Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li><li>• Students who are finished any activities early can write sentences with the words that have trans- as a prefix.</li></ul>



## LESSON 32

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “under” can have two different meanings:</p> <ul style="list-style-type: none"> <li>- too little or not enough</li> <li>- below something</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard and dry erase marker (teacher)</li> <li>● Prepared index cards with base words written on them and the definitions written on the back (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “under.”
<b>Attention Getter (1 minute)</b>	<p>Tell students, “I am going to give you a few directions, and I want you to follow them.”</p> <p>Give students the following directions:</p> <ul style="list-style-type: none"> <li>- Get under your desk</li> <li>- Put your pencil under your nose</li> </ul> <p>Ask students, “How did you know where to go/where to put the object?”</p> <p>Elicit responses from students. Students should identify that the word under gave them a clue because they know under means below something.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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 “under” can have two different meanings:</p> <ul style="list-style-type: none"> <li>- too little or not enough</li> </ul>



- below something”

Present the following on the board: under + \_\_\_\_\_

Tell students, “When I add a word to the blank line and combine it with the prefix under-, the meaning of the word will change. Let’s practice!”

Write the word cook in the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, “Our word is ‘undercook.’ We know the prefix is under- which means too little or not enough. The base word is cook. We know that the word cook means to prepare food, usually over heat.”
- Ask students, “What do you think the word undercook means now that we’ve defined the prefix and the base word?”
- Elicit responses from students.
- Anticipated Response: Undercook means that the food was not cooked enough and is not ready to eat.
- Ask students, “How can I use the word undercook in a sentence?”
- Elicit responses from students.
- Anticipated Response: The chef undercooked the broccoli, so it was still hard when we bit into it.

Write the word garment in the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, “Our word is ‘undergarment’ We know the prefix is under- which means below something. The base word is garment. We know that the word garment means a piece of clothing.”
- Ask students, “What do you think the word undergarment means now that we’ve defined the prefix and the base word?”
- Elicit responses from students.
- Anticipated Response: Undergarment means the articles of clothing that you wear below your other clothes.
- Ask students, “How can I use the word undergarment in a sentence?”
- Elicit responses from students.






	<ul style="list-style-type: none"> <li>- Anticipated Response: I wear socks as an undergarment every time I wear sneakers.</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will keep “under + _____” written on the board for students to use with this activity.</p> <p>Tell students, “We will continue practicing with our groups. Each group will get a stack of index cards with some base words on it. As a group, you will add the prefix under- to your base word and define the new word. Once you finish defining one word, flip the card over to read the definition of the new word. Then, move on to the next card.”</p> <p>Have students work together to define several words by flipping through the words and adding the prefix under- to the base word.</p> <p>Words to write on index cards for students to define as a group:</p> <ul style="list-style-type: none"> <li>- water</li> <li>- qualified</li> <li>- ground</li> <li>- paid</li> <li>- age</li> </ul> <p>Definitions to write on the back of the index cards:</p> <ul style="list-style-type: none"> <li>- underwater: below the surface of water</li> <li>- underqualified: to not have enough qualifications</li> <li>- underground: below the ground</li> <li>- underpaid: to not be given enough money when purchasing something</li> <li>- underage: to not be old enough</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it is your turn to practice using the prefix under-. There are 3 parts to your Activity Page 32. On the first part, you should use your knowledge of the meaning of under- to define the word provided. Write the meaning on the line. On the second part, you should replace the underlined words with a single word that has the prefix under-. 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 under-.”</p>



	<p>Anticipated Responses:</p> <p>Part 1:</p> <ul style="list-style-type: none"><li>- underbake: something that has not been baked enough</li><li>- underachiever: someone who does not succeed enough</li></ul> <p>Part 2:</p> <ul style="list-style-type: none"><li>- I underlined the important words in the paragraph to help me find the main idea.</li><li>- Jackson underfed his dogs, so they stood at their food bowls and continued to bark.</li></ul> <p>Part 3:</p> <ul style="list-style-type: none"><li>- Angry; because I wasn't given enough money for doing a job</li></ul>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>● Define base words for students who struggle with coming up with meaning.</li><li>● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix under-.</li><li>● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li><li>● Students who are finished any activities early can write sentences with the words that have under- as a prefix.</li></ul>



## LESSON 33

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	A prefix is a word part that carries meaning. A prefix is added to the beginning of a 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.
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Image of a sticker with the word super on it (teacher)</li><li>• Whiteboard and dry erase marker (teacher)</li><li>• Prepared index cards with base words written on them and the definitions written on the back (students)</li></ul>
<b>SWBAT statement</b>	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “super.”
<b>Attention Getter (1 minute)</b>	<p>Project the following image for students to see:</p>  <p>Tell students, “Pretend that your teacher puts this sticker on the top of your test instead of putting a grade. How would seeing this sticker make you feel? Why?”</p> <p>Elicit responses from students. Students should respond that seeing this sticker would make them feel good because it means they did super work.</p>





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

Tell students, "A prefix is a word part that is added to the front of a word. A prefix carries meaning, and when added to the front of a word, it can change its meaning. When we read, and we get to an unfamiliar word, we can use prefixes to help us determine the meaning of the new word."

Tell students, "The prefix "super" means above, over, or beyond something.

Present the following on the board: super + \_\_\_\_\_

Tell students, "When I add a word to the blank line and combine it with the prefix super-, the meaning of the word will change. Let's practice!"

Write the word script in the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, "Our word is 'superscript.' We know the prefix is super- which means above. The base word is script. We know that the word script means a written character."
- Ask students, "What do you think the word superscript means now that we've defined the prefix and the base word?"
- Elicit responses from students.
- Anticipated Response: Superscript means written above something.
- Ask students, "What is an example of something written as superscript?"
- Elicit responses from students.
- Anticipated Response: In the number  $10^5$  the 5 is written as a superscript number.

Write the word impose in the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:

- Tell students, "Our word is 'superimpose.' We know the prefix is super- which means over. The base word is impose. We know that the word impose means to put something in place."
- Ask students, "What do you think the word superimpose means now that we've defined the prefix and the base word?"
- Elicit responses from students.



	<ul style="list-style-type: none"> <li>- Anticipated Response: Superimpose means to put something over something else.</li> <li>- Ask students, “How can I use the word superimpose in a sentence?”</li> <li>- Elicit responses from students.</li> <li>- Anticipated Response: When creating an advertisement, the text is usually superimposed over the company’s logo.</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>The teacher will keep “super + _____” written on the board for students to use with this activity.</p> <p>Tell students, “We will continue practicing with our groups. Each group will get a stack of index cards with some base words on it. As a group, you will add the prefix super- to your base word and define the new word. Once you finish defining one word, flip the card over to read the definition of the new word. Then, move on to the next card.”</p> <p>Have students work together to define several words by flipping through the words and adding the prefix super- to the base word.</p> <p>Words to write on index cards for students to define as a group:</p> <ul style="list-style-type: none"> <li>- market</li> <li>- human</li> <li>- vise</li> <li>- star</li> </ul> <p>Definitions to write on the back of the index cards:</p> <ul style="list-style-type: none"> <li>- supermarket: a market that has beyond just groceries</li> <li>- superhuman: a person who has beyond just human characteristics</li> <li>- supervise: to keep watch over someone/something</li> <li>- superstar: a performer or athlete who is beyond a “normal” performer or athlete</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it’s your turn to practice. On your Activity Page 33 you will find a word bank that has words containing the prefix super-. Then you will see some sentences with a missing word. Using your knowledge of the prefix super- and the base word, you will determine which word from the word bank goes on the line to make the sentence true.”</p>



	<p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. superimpose</li><li>2. superpower</li><li>3. supervise</li><li>4. superfood</li><li>5. supernatural</li><li>6. superglue</li></ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"><li>● Define base words for students who struggle with coming up with meaning.</li><li>● Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix super-.</li><li>● Write words on a flashcard, cut between the prefix and the base word to help students understand that the word is made up of 2 separate parts.</li><li>● Students who are finished any activities early can write sentences with the words that have super- as a prefix.</li></ul>





## LESSON 34

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>A prefix is a word part that carries meaning. A prefix is added to the beginning of a word and it changes the meaning of the base/root of the word. Prefixes can be used to help a reader determine the meaning of unfamiliar words. The prefix “semi” can have two meanings:</p> <ul style="list-style-type: none"> <li>- half</li> <li>- or partly, somewhat, or less than fully.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard and dry erase marker (teacher)</li> <li>● Prepared index cards with base words written on them and the definitions written on the back (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT read and determine the meaning of unfamiliar words using their knowledge of the prefix “semi.”
<b>Attention Getter (1 minute)</b>	<p>Ask students, “How would you feel if your team wins the semifinals? Why would you feel that way?”</p> <p>Elicit responses from students.</p> <p>Students should respond that they would be excited because that means they would be going to the final/championship game.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<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"> <li>- half</li> <li>- or partly, somewhat, or less than fully.”</li> </ul> <p>Present the following on the board: semi + _____</p> <p>Tell students, “When I add a word to the blank line and combine it with the prefix semi-, the meaning of the word will change. Let’s</p>



	<p>practice!"</p> <p>Write the word darkness on the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:</p> <ul style="list-style-type: none"><li>- Tell students, "Our word is 'semidarkness.' We know the prefix is semi- which means partly. The base word is darkness. We know that the word darkness means an absence of light."</li><li>- Ask students, "What do you think the word semidarkness means now that we've defined the prefix and the base word?"</li><li>- Elicit responses from students.</li><li>- Anticipated Response: Semidarkness means partly dark; not completely dark but not completely light.</li><li>- Ask students, "What is an example of when something is in semidarkness?"</li><li>- Elicit responses from students.</li><li>- Anticipated Response: When the sun is rising or setting, outside is only in semidarkness.</li></ul> <p>Write the word colon on the blank line. Guide students to determine the meaning of the new word using the following line of questioning/thinking:</p> <ul style="list-style-type: none"><li>- Tell students, "Our word is 'semicolon.' We know the prefix is semi- which means half. The base word is colon. We know that a colon looks like this : ."</li><li>- Ask students, "What do you think the word semicolon means now that we've defined the prefix and the base word?"</li><li>- Elicit responses from students.</li><li>- Anticipated Response: Semicolon means half of a colon.</li><li>- Ask students, "If a colon looks like this, :, what would a semicolon look like?"</li><li>- Elicit responses from students.</li><li>- Anticipated Response: ;</li></ul>
<b>Guided Practice (2 minutes)</b>	<p>The teacher will keep "semi + _____" written on the board for students to use with this activity.</p> <p>Tell students, "We will continue practicing with our groups. Each group will get a stack of index cards with some base words on it. As a group, you will add the prefix semi- to your base word and define the new word. Once you finish defining one word, flip the card over to</p>





	<p>read the definition of the new word. Then, move on to the next card.”</p> <p>Have students work together to define several words by flipping through the words and adding the prefix semi- to the base word.</p> <p>Words to write on index cards for students to define as a group:</p> <ul style="list-style-type: none"><li>- circle</li><li>- conscious</li><li>- formal</li><li>- precious</li></ul> <p>Definitions to write on the back of the index cards:</p> <ul style="list-style-type: none"><li>- semicircle: a half circle</li><li>- semiconscious: only partly conscious or partly awake</li><li>- semiformal: an event that is only partly formal</li><li>- semiprecious: only partly precious or partly valuable</li></ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it is your turn to practice using the prefix semi-. There are 3 parts to your Activity Page 34. On the first part, you should use your knowledge of the meaning of semi- to define the word provided. Write the meaning on the line. On the second part, you should replace the underlined words with a single word that has the prefix semi-. 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 semi-.”</p> <p>Anticipated Responses:</p> <p>Part 1:</p> <ul style="list-style-type: none"><li>- semisoft: partly soft</li><li>- semitropical: partly tropical conditions</li></ul> <p>Part 2:</p> <ul style="list-style-type: none"><li>- I used semisweet chocolate chips to bake chocolate chip cookies.</li><li>- Addison used a hair dye that would be semipermanent and would wash out after about three months.</li></ul> <p>Part 3:</p> <ul style="list-style-type: none"><li>- You would wear nice clothes, but not fancy clothes. They would only be partly formal.</li></ul>





**Guidance for Diverse Learners**

- Define base words for students who struggle with coming up with meaning.
- Provide students with pictures of the words. This could help to provide context for students to be able to define the meaning of words with the prefix semi-.
- 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.
- Students who are finished any activities early can write sentences with the words that have semi- as a prefix.



## LESSON 35

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	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.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Prepared timeline with verb tenses defined (teacher)</li> <li>● Prepared paragraph with incorrect verb tenses (teacher)</li> <li>● Two different colors (students)</li> </ul>
<b>SWBAT statement</b>	SWBAT recognize and correct inappropriate shifts in verb tense.
<b>Attention Getter (1 minute)</b>	<p>Ask students, “What are some words that help you know something has happened in the past?”</p> <p>Elicit responses from students: yesterday, last summer, a few years ago</p> <p>Ask students, “What are some words that help you know something is going to happen in the future?”</p> <p>Elicit responses from students: tomorrow, next month, the upcoming school year</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, “The tense of a verb tells when the action of the sentence is taking place. Do not shift, or change, tenses within or between sentences unless you are reflecting a change in time. If you shift verb tenses, it can confuse the reader and create an unclear timeline of events. Let’s look at a timeline to understand when we should use which verb tense.”</p> <p>Project the following timeline and follow the line of discussion to review verb tenses:</p>



	<p style="text-align: center;">Present: - "Now" actions</p> <p>Past: - Actions that already happened</p> <p style="text-align: right;">Future: - Actions that are going to happen</p> <ul style="list-style-type: none"><li>- Tell students, "The present tense is used for actions that are happening currently."</li><li>- Display the following sentence, 'Joseph walks to the bus stop to catch the school bus.'</li><li>- Tell students, "The action in this sentence is walks. It tells us that Joseph is currently doing this action."</li><li>- Tell students, "The past tense is used for actions that have already happened."</li><li>- Display the following sentence: Joseph missed the school bus yesterday because he walked too slow to the bus stop.</li><li>- Tell students, "The action in this sentence is walked. It tells us that this event happened in the past. I also know that this is in the past tense because the sentence says yesterday, which is a day that happened in the past."</li><li>- Display the following sentence: Tomorrow, Joseph will walk with his friends to the bus stop so they can study for their science quiz together.</li><li>- Tell students, "The action in this sentence is will walk. It tells us that this event is going to happen in the future. I also know that this is in the future tense because the sentence says tomorrow, which is a day that will happen in the future."</li><li>- Tell students, "We add will before the verb to show that the action will happen in the future."</li></ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Tell students, "Now we are going to read a paragraph together. Some of the sentences will have incorrect verb tenses. We will look at the underlined verbs, determine if they are in the correct tense by using clue words in the sentence, and correct the wrong verb tenses."</p> <p>Project the following paragraph: Last summer, my sister and I <u>went</u> to the water park. We <u>walked</u> to the steepest slide when she <u>sees</u> the incredibly long line. At that point, we <u>will eat</u> lunch while we <u>wait</u>. We went to our locker to get</p>





our sandwiches we had brought from home. After we finish eating, we will walk back to the steepest slide, and there was no line! We climbed the steps, grab a raft, and slid down into the pool.

Follow the following line of discussion and questioning together with students:

- Read the paragraph aloud completely from start to finish.
- Ask students, "The first underlined verb is went. Is the verb went in the past, present, or future?"
- Elicit responses from students: past
- Ask students, "Should this verb be in the past tense? How do you know?"
- Elicit responses from students: Yes, it should be in the past because it happened last summer which is in the past.
- Continue this line of questioning with the other underlined verbs. If the verb has to be corrected, cross it out and write the correct verb tense above it.
- Once all verbs have been corrected, the teacher should reread the paragraph from start to finish with the corrected verb tenses.

Corrected paragraph:

Last summer, my sister and I went to the water park. We walked to the steepest slide when she saw the incredibly long line. At that point, we ate lunch while we waited. We went to our locker to get our sandwiches we had brought from home. After we finished eating, we walked back to the steepest slide, and there was no line! We climbed the steps, grabbed a raft, and slid down into the pool.

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

Tell students, "Now it is your turn to practice recognizing and correcting incorrect verb tenses on Activity Page 35. You will need two different colors. You will use one color to color the boxes of the sentences that are written in correct verb tense. You will use the other color to color the boxes of the sentences that are written in incorrect verb tense. You will rewrite the incorrect verb tenses correctly on the lines provided at the bottom of the page."

Anticipated Responses:

Incorrect	Incorrect	Correct
Incorrect	Correct	Incorrect



	<ol style="list-style-type: none"><li>1. stares</li><li>2. heard</li><li>3. bakes</li><li>4. will cook</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Create a visual reminder for students to help them identify and correct verb tenses. An anchor chart with the timeline and some examples may help students out.</li><li>• If students need help identifying what verb tense a sentence should be written in, circle clue words or tell students what the tense should be.</li></ul>



## LESSON 36

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





Project the chart used in Unit 1 as a reminder for students. Students should use this chart to reference as they complete today's lesson.

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

Present students with the following sentence and follow the line of questioning below:

- Project the following sentence with blank lines: When Lucas was the top seller for the fundraiser, he \_\_\_\_\_ won a trophy \_\_\_\_\_ got to be principal for the day!
- Ask students, "What is the purpose of this sentence?"
- Elicit responses from students: There is an emphasis on Lucas winning two things!



	<ul style="list-style-type: none"><li>- Ask students, “What correlative conjunction should be used when creating emphasis on something?”</li><li>- Elicit responses from students: We should use not only ... but also.</li><li>- Write not only ... but also in the blank lines on the board and reread the completed sentence aloud with the students: When Lucas was the top seller for the fundraiser, he not only won a trophy but also got to be principal for the day!</li></ul> <p>Present students with the following sentence and follow the line of questioning below:</p> <ul style="list-style-type: none"><li>- Project the following sentence with blank lines: I can cook _____ chicken enchiladas _____ I can cook jambalaya for dinner tonight.</li><li>- Ask students, “What is the purpose of this sentence?”</li><li>- Elicit responses from students: There are two choices being offered for dinner.</li><li>- Ask students, “What correlative conjunction should be used when there is a choice between two alternatives?”</li><li>- Elicit responses from students: We should use either ... or.</li><li>- Write either ... or in the blank lines on the board and reread the completed sentence aloud with the students: I can cook either chicken enchiladas or I can cook jambalaya for dinner tonight.</li></ul>
<b>Guided Practice (2 minutes)</b>	<p>Keep the chart displayed for students to reference as you complete this activity together.</p> <p>Tell students, “Let’s look at some examples of when to use correlative conjunctions. We will use them to make our sentences sound less redundant by combining the two ideas in the sentence with a correlative conjunction.”</p> <p>Project the following two sentences on the board:</p> <ul style="list-style-type: none"><li>- Landyn is on the basketball team. Landyn is on the gymnastics team.</li></ul> <p>Ask students, “Which set of correlative conjunctions can you use to combine these two sentences?”</p> <p>Anticipated Response: both/and</p>



	<p>Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</p> <p>Have students guide you through rewriting the sentences as one by eliminating redundant information and incorporating the correlative conjunction.</p> <p>Anticipated Response: Landyn is on both the basketball team and the gymnastics team.</p> <p>Project the following two sentences: Layla was upset that they did not have <i>James and the Giant Peach</i> at the library. The library also did not have <i>Matilda</i>.</p> <p>Ask students, "Which set of correlative conjunctions can you use to combine these two sentences?"</p> <p>Anticipated Response: neither/nor</p> <p>Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</p> <p>Have students guide you through rewriting the sentences as one by eliminating redundant information and incorporating the correlative conjunction.</p> <p>Anticipated Response: Layla was upset that the library had neither <i>James and the Giant Peach</i> nor <i>Matilda</i>.</p>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, "Now it is time for you to practice on Activity Page 26. You will put your knowledge of correlative conjunctions to the test to complete the sentences. You will start at the box in the top left corner. Read the sentence and determine which correlative conjunction will correctly complete the sentence. Use your crayon to color in the correct box to finish the maze."</p> <p>Anticipated Response:</p> <p>Start → whether/or → either/or → both/and → not only/but also → neither/or → both/and → not only/but also → finish</p>





**Guidance for Diverse Learners**

- Tell students the purpose of the sentence, which will help them identify the correct correlative conjunction to use in the sentence.
- Extension: Provide students with just a topic and have them create a sentence with correlative conjunctions on their own.



## LESSON 37

<b>Lesson Type</b>	Morphology
<b>Overview of Skill/Concept</b>	<p>Students come across unfamiliar words and phrases frequently when reading, especially when reading nonfiction text. Accessing words in a text’s glossary will help a student pronounce and define the word. Knowing how to use a glossary will assist students in defining words that they do not know the meaning of, which ultimately supports comprehension.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard or chart paper (teacher)</li> <li>● Prepared glossary excerpt (teacher)</li> <li>● Texts that include a glossary (students)</li> </ul>
<b>SWBAT statement</b>	<p>SWBAT use a glossary to find the pronunciation and determine the precise meaning of key words.</p>
<b>Attention Getter (1 minute)</b>	<p>Tell students, “I am going to write some words on the board. I want you to tell me the definitions of these words.”</p> <p>Write the following high school history terms on the board:</p> <ul style="list-style-type: none"> <li>- urbanization</li> <li>- imperialism</li> <li>- interdependence</li> <li>- Reconstruction</li> </ul> <p>Most students will not know the meaning of these words. Ask students, “If you were learning these words in social studies class, where could you go, besides a dictionary, to determine the meaning of these unfamiliar words?”</p> <p>Elicit responses from students. (Answer: glossary)</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, “Today we’re going to learn about and practice using glossaries. A glossary is a type of reference material that is usually found in the back of nonfiction books like textbooks or trade books. Glossaries are listed in alphabetical order. They include the definition of words that are found while reading the nonfiction material. Sometimes the pronunciation of the word is also found in a glossary. You can also sometimes find the page number where the word is</p>



used in the text.”

Project a sample page of a glossary for students to view:

architecture: [ahr-ki-tek-cher] the character or style of building	hieroglyph: [hahy-ruh-glif] a picture or symbol that represents an idea, an object, or a sound
causeway: [kawz-vey] a raised road or path across low or wet ground	immunity: [ih-myoo-ni-tee] a body's ability to prevent itself from getting a disease that's easily passed
codex: [koh-deks] an ancient book of writing	smallpox: [smawl-poks] an easily spreadable disease that causes a fever and a rash
epidemic: [ep-i-dem-ik] a disease affecting many people at one time that spreads easily	terrace: [ter-uhs] a piece of land carved out of the side of a mountain

Tell students, “Let’s imagine that we are reading a nonfiction book in social studies about the Aztec, Maya, and Inca civilizations. There are a lot of words that we read while reading this book. At the end of the book, there is a glossary to define the new terms learned while reading. Let’s analyze what is shown in this example of a glossary.”

- Say to students, “Notice how the words are listed in alphabetical order. So, if I’m looking for the definition of a word that starts with the letter c, I would look between the letters a and e.”
- Ask students, “Between what words can you find *codex*? How did you know where to look?”
- Elicit responses from students: I knew that the c words would be before the e word but after the a word.
- Say to students, “Notice that behind each word is the pronunciation of the word. This is especially helpful for words that may be a little tricky for us to decode.” Point out how to pronounce one of the words listed in the sample glossary.
- Say to students, “Notice how each word has the definition





	<p>behind it. The definition is usually following the word and the pronunciation”</p> <ul style="list-style-type: none"> <li>- Ask students, “What’s the definition of hieroglyph? How did you know?”</li> <li>- Elicit responses from students: A hieroglyph is a picture or symbol that represents an idea, an object, or a sound</li> </ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Tell students, “Let’s continue practicing how to use a glossary.”</p> <p>Provide students with a text from the classroom that has a glossary in it. If there are not enough copies of the text for every child to have one, project a page on the board for all students to see.</p> <p>Ask questions about the words in the glossary. Use some of the questions below to help guide student thinking.</p> <ul style="list-style-type: none"> <li>- “Between which two words is the word _____?”</li> <li>- “What is the definition of the word _____?”</li> <li>- “How do you pronounce this word (point to a word in the glossary)?”</li> </ul>
<p><b>Student Application (3-5 minutes)</b></p>	<p>Tell students, “Now it is time for you to practice on your own. On your Activity Page 37, there is a sample glossary. Use that sample glossary to answer the questions on the page or complete the sentences.”</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"> <li>1. decomposer and food chain</li> <li>2. a living thing</li> <li>3. ecosystem</li> <li>4. decomposers</li> <li>5. food chain or food web</li> </ol>
<p><b>Guidance for Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>● On the activity page, provide students with a word bank for the questions where they have to fill in the blank. Narrowing the number of choices will allow for students to have a smaller amount of possible answers.</li> </ul>



## LESSON 38

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Correlative conjunctions are pairs of words that correlate two equally important words, phrases, or clauses in one complete thought. Correlative conjunctions function as a pair with both words working together to balance words, phrases or clauses.</p> <p>Examples of correlative conjunctions include the following: both/and, either/or, neither/nor, whether/or, not only/but also, rather/than, and such/that.</p> <p>When writing sentences with correlative conjunctions, parallel structure must be used in order to create balanced sentences. The parts of the sentence that follow the conjunction must be grammatically equal.</p> <p>Examples:          Either you will eat your dinner or you will go to bed.          Sara studied both education and psychology in college.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Whiteboard or chart paper (teacher)</li> <li>• Prepared correlative conjunction chart (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT accurately select the appropriate correlative conjunction for a given sentence.
<b>Attention Getter (1 minute)</b>	<p>Tell students, "Some things go together in pairs or sets of two. What are some things that you have to have two of to be a complete set?"</p> <p>Elicit responses from students. Students can say things like: gloves/mittens, socks, shoes, eyes, ears, etc.</p>
<b>Explicit Instruction (3-5 minutes)</b>	<p>Tell students, "Correlative conjunctions are pairs of words/phrases that are used in different places of sentences to combine two words, phrases, or clauses that carry equal importance in the sentence. The two parts must have the same grammatical structure. This means that the two parts have to both be subjects, clauses, verbs, or objects."</p> <p>Tell students, "There are a lot of correlative conjunctions that can be</p>



used in sentences. The correlative conjunctions you have seen in previous lessons are both/and, not only/but also, either/or, neither/nor, and whether/or.”

Display the following chart for students to review. Tell students, “Today, we are going to learn some more correlative conjunctions that can be used in sentences. Let’s look at why you would use these correlative conjunctions and examples of when to use them.”

Display the following chart for students to review. This chart was used in previous units/lessons and should be built on for this lesson. The four new correlative conjunctions presented in this lesson are so...that, no sooner...than, if...then, an as...as. Review the previous correlative conjunctions as needed.

Tell students, “Let’s look at why you would use these correlative conjunctions and examples of when to use them.” Read the new correlative conjunctions, its purpose, and the example aloud to students.

<b>Correlative Conjunction:</b>	<b>Purpose:</b>	<b>Example:</b>
both...and	two options are possible	Hurricanes can cause both water damage and wind damage.
not only ... but also	creates emphasis	Molly not only swept the floors in the kitchen but also washed the dishes in the sink.
either ... or	choice between two alternatives	For our next vacation, I want to go to either the beach or the mountains.
neither ... nor	makes two negative statements	Neither the hamburgers nor the





			hot dogs look very appetizing to me.
	whether ... or	presents two possibilities	Do you care whether we read <i>Wonder</i> or <i>Frindle</i> ?
	so ... that	shows a reason why something is done	I was so tired that I went to bed early.
	no sooner ... than	one thing happens immediately after another	No sooner had the performance ended than there was a booming round of applause.
	if ... then	shows cause and effect	If you practice on the piano every night, then you will be prepared for the music concert next week.
	as ... as	to make comparisons that are equal	The weather this month is as hot as it was last month!
<b>Guided Practice (2 minutes)</b>	<p>Keep the chart displayed for students to reference as you complete this activity together.</p> <p>Tell students, "Let's look at some examples of when to use correlative conjunctions."</p> <ul style="list-style-type: none"> <li>- Example 1:           <ul style="list-style-type: none"> <li>- Project the following two sentences: The book that we are reading together as a class is a good book. The book I read at the library was good too.</li> <li>- Ask students, "Which set of correlative conjunctions can you use to combine these two sentences?"</li> </ul> </li> </ul>		



	<ul style="list-style-type: none"><li>- Anticipated Response: as ... as</li><li>- Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</li><li>- Have students guide you through rewriting the sentences as one.<ul style="list-style-type: none"><li>- Anticipated Response: The book that we are reading together as a class is as good of a book as the one I read from the library.</li></ul></li><li>- Example 2:<ul style="list-style-type: none"><li>- Project the following two sentences: Elle had just gotten home from school. It was time for her to do her homework.</li><li>- Ask students, "Which set of correlative conjunctions can you use to combine these two sentences?"<ul style="list-style-type: none"><li>- Anticipated Response: no sooner ... than</li></ul></li><li>- Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</li><li>- Have students guide you through rewriting the sentences as one.<ul style="list-style-type: none"><li>- Anticipated Response: No sooner had Elle gotten home from school than it was time for her to do her homework.</li></ul></li></ul></li></ul>
<b>Student Application (3-5 minutes)</b>	<p>Tell students, "Now it is your turn to try it on your own on Activity Page 38. Choose the correct set of correlative conjunctions from the choices below that best fits the sentence. Write the correlative conjunctions in the blanks. Each choice will be used only one time."</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. if/then</li><li>2. either/or</li><li>3. both/and</li><li>4. no sooner/than</li><li>5. as/as</li><li>6. whether/or</li><li>7. neither/nor</li><li>8. not only/but also</li></ol>



**Guidance for Diverse Learners**

- Write the activity page sentences on sentence strips. Then write each conjunction on a small strip. Have students place what set of conjunctions they think makes the sentence true. Have them read the sentence to see if it makes sense. If not, students can switch out the conjunctions to determine which set of correlative conjunctions are appropriate for that sentence.
- Extension: Provide students with just a topic and have them create a sentence with correlative conjunctions on their own.





## LESSON 39

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<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>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>● Whiteboard or chart paper (teacher)</li> <li>● Prepared sentence strips for each student pair - 3 different colors (teacher)</li> </ul>
<b>SWBAT statement</b>	SWBAT use a comma to set off yes, no, and tag questions from the rest of the sentence and to indicate a direct address.
<b>Attention Getter (1 minute)</b>	Display the following sentence: “Stop running around Jessie!”



	<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: “Stop running around, Jessie!”</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><b>Explicit Instruction (3-5 minutes)</b></p>	<p>Tell students, “Today we will work 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"> <li>- Yes and No:             <ul style="list-style-type: none"> <li>- Tell students, “We use commas to set off the words yes and no from the rest of the sentence.”</li> <li>- Example: No, you cannot go outside until you have finished unloading the dishwasher.</li> </ul> </li> <li>- Question Tag:             <ul style="list-style-type: none"> <li>- 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.”</li> <li>- Example: I am going to win the game, aren’t I?</li> </ul> </li> <li>- Direct Address:             <ul style="list-style-type: none"> <li>- 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.</li> <li>- Example: Put that away, Alana, before we get in trouble.</li> </ul> </li> </ul>
<p><b>Guided Practice (2 minutes)</b></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.”

haven't you	you've had lunch today
isn't she	Carmen's the line leader this week
yes	you should read for at least 20 minutes every day
no	you can't have Chick-fil-a for lunch
can't you	you can reach the top shelf
isn't it	your favorite food is spaghetti and meatballs
Justin	who is your favorite musical artist
Anthony	did you bring back your signed field trip permission form
McKenzie	turn the lights off when you leave the room
yes	my grandma loves to read a book to me every night before I go to bed.
no	I did not get a chance to go to the grocery store yet

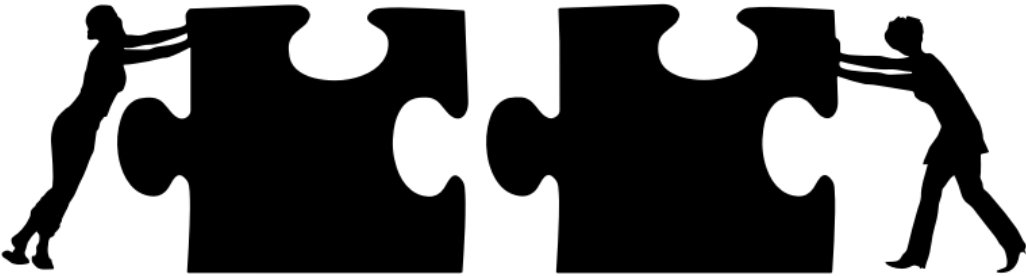




<b>Student Application (3-5 minutes)</b>	<p>Tell students, “Now it is time to practice on your own. On your Activity Page 39, you will find some sentences with missing commas. Read each sentence and determine where the comma should be placed. Then, you will write a response to the question.”</p> <p>Anticipated Responses:</p> <ol style="list-style-type: none"><li>1. Lincoln, you better stop jumping on the bed before you fall off and hurt yourself!</li><li>2. Yes, we can listen to music while we work on writing our essays!</li><li>3. Please go check the mailbox, Nellie.</li><li>4. You did put the laundry detergent in the washing machine before starting it, didn't you?</li><li>5. Answers will vary.</li><li>6. Answers will vary.</li><li>7. Answers will vary.</li></ol>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>



## LESSON 40

<b>Lesson Type</b>	Grammar
<b>Overview of Skill/Concept</b>	<p>Correlative conjunctions are pairs of words that correlate two equally important words, phrases, or clauses in one complete thought. Correlative conjunctions function as a pair with both words working together to balance words, phrases or clauses.</p> <p>Examples of correlative conjunctions include the following: both/and, either/or, neither/nor, whether/or, not only/but also, rather/than, and such/that.</p> <p>When writing sentences with correlative conjunctions, parallel structure must be used in order to create balanced sentences. The parts of the sentence that follow the conjunction must be grammatically equal.</p> <p>Examples: Either you will eat your dinner or you will go to bed. Sara studied both education and psychology in college.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>• Correlative conjunction chart created in Unit 1 (teacher)</li><li>• Prepared sentences with blank lines (teacher)</li><li>• Prepared sentences to combine (teacher)</li><li>• Crayon (students)</li></ul>
<b>SWBAT statement</b>	SWBAT accurately select the appropriate correlative conjunction for a given sentence.
<b>Attention Getter (1 minute)</b>	<p>Display the following picture for students:</p> 



Tell students, “We have learned a lot about how correlative conjunctions are pairs of conjunctions that work together. What are conjunctions that you could put in each of the puzzle pieces that when put together combine ideas of equal importance in the sentence?”

Elicit responses from students:

- both/and
- not only/but also
- either/or
- neither/nor
- whether/or
- so/that
- no sooner/than
- if/then
- as/as

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

Tell students, “Correlative conjunctions are pairs of words/phrases that are used in different places of sentences to combine two words, phrases, or clauses that carry equal importance in the sentence. The two parts must have the same grammatical structure. This means that the two parts have to both be subjects, clauses, verbs, or objects.”

Project the chart used in the previous correlative conjunctions lesson (Unit 3 Lesson 38) as a reminder for students. Students should use this chart to reference as they complete today’s lesson.

<b>Correlative Conjunction:</b>	<b>Purpose:</b>	<b>Example:</b>
both...and	two options are possible	Hurricanes can cause <u>both</u> water damage <u>and</u> wind damage.
not only ... but also	creates emphasis	Molly <u>not only</u> swept the floors in the kitchen <u>but also</u> washed the dishes in the sink.





either ... or	choice between two alternatives	For our next vacation, I want to go to <u>either</u> the beach <u>or</u> the mountains.
neither ... nor	makes two negative statements	<u>Neither</u> the hamburgers <u>nor</u> the hot dogs look very appetizing to me.
whether ... or	presents two possibilities	Do you care <u>whether</u> we read <i>Wonder</i> <u>or</u> <i>Frindle</i> ?
so ... that	shows a reason why something is done	I was so tired that I went to bed early.
no sooner ... than	one thing happens immediately after another	No sooner had the performance ended than there was a booming round of applause.
if ... then	shows cause and effect	If you practice on the piano every night, then you will be prepared for the music concert next week.
as ... as	to make comparisons that are equal	The weather this month is as hot as it was last month!

Present students with the following sentence and follow the line of questioning below:

- Project the following sentence with blank lines: Katherine was \_\_\_\_\_ hot after baseball practice \_\_\_\_\_ she turned the fan on full blast as soon as she got into the car.
- Ask students, "What is the purpose of this sentence?"
- Elicit responses from students: It tells the reason why Katherine



	<p>turned the fan on.</p> <ul style="list-style-type: none"><li>- Ask students, "What correlative conjunction should be used to tell the reason why something is done?"</li><li>- Elicit responses from students: We should use so ... that.</li><li>- Write not so ... that in the blank lines on the board and reread the completed sentence aloud with the students: Katherine was so hot after baseball practice that she turned the fan on full blast as soon as she got into the car.</li></ul> <p>Present students with the following sentence and follow the line of questioning below:</p> <ul style="list-style-type: none"><li>- Project the following sentence with blank lines: _____ had Blake started cutting the grass _____ the thunderstorm began.</li><li>- Ask students, "What is the purpose of this sentence?"</li><li>- Elicit responses from students: One thing happened (Blake started cutting the grass) and another started immediately (thunderstorm).</li><li>- Ask students, "What correlative conjunction should be used to show one thing happening immediately after another thing?"</li><li>- Elicit responses from students: We should use no sooner ... than.</li><li>- Write no sooner ... than in the blank lines on the board and reread the completed sentence aloud with the students: No sooner had Blake started cutting the grass than the thunderstorm began.</li></ul>
<p><b>Guided Practice (2 minutes)</b></p>	<p>Keep the chart displayed for students to reference as you complete this activity together.</p> <p>Tell students, "Let's look at some examples of when to use correlative conjunctions. We will use them to make our sentences sound less redundant by combining the two ideas in the sentence with a correlative conjunction."</p> <p>Project the following two sentences on the board:</p> <ul style="list-style-type: none"><li>- Maribel's shampoo smells so delicious. It smells just like the candle her mother just lit.</li></ul> <p>Ask students, "Which set of correlative conjunctions can you use to</p>



	<p>combine these two sentences?"</p> <p>Anticipated Response: as ... as</p> <p>Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</p> <p>Have students guide you through rewriting the sentences as one by eliminating redundant information and incorporating the correlative conjunction.</p> <p>Anticipated Response: Maribel's shampoo smells as delicious as the candle her mother just lit.</p> <p>Project the following two sentences: I have a cough, runny nose, and a fever. As a result, I should go to the doctor to get tested for the flu.</p> <p>Ask students, "Which set of correlative conjunctions can you use to combine these two sentences?"</p> <p>Anticipated Response: if ... then</p> <p>Tell students, "Let's rewrite these two sentences as one sentence using a set of correlative conjunctions."</p> <p>Have students guide you through rewriting the sentences as one by eliminating redundant information and incorporating the correlative conjunction.</p> <p>Anticipated Response: If I have a cough, runny nose, and a fever, then I should go to the doctor to get tested for the flu.</p>
<b>Student Application (3-5 minutes)</b>	<p>Tell students, "Now it is time for you to practice on Activity Page 40. You will put your knowledge of correlative conjunctions to the test to complete the sentences. You will start at the box in the top left corner. Read the sentence and determine which correlative conjunction will correctly complete the sentence. Use your crayon to color in the correct box to finish the maze."</p>





	<p>Anticipated Response: Start → not only/but also → if/then → either/or → no sooner/than → as/as → both/and → Finish</p>
<b>Guidance for Diverse Learners</b>	<ul style="list-style-type: none"><li>• Tell students the purpose of the sentence, which will help them identify the correct correlative conjunction to use in the sentence.</li><li>• Extension: Provide students with just a topic and have them create a sentence with correlative conjunctions on their own.</li></ul>



## LESSONS 21-40

### UNIT 3 CHECKPOINT

#### Morphology Review

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

Possible words to select from are listed below:

- over-: overflow, overbook, overbake, overachieve
- trans-: transport, transcontinental, transform, transparent
- under-: underqualified, underwater, underpaid, underage
- super-: superhuman, superstar, supermarket, supervise
- semi-: semiconscious, semicircle, semiformal, semiprecious

#### Grammar Review

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

- If you could be any animal in the world, what would it be, and why? Describe a day in your life as that animal or an adventure you would go on if you were that animal.
- Imagine that one day you glance in the mirror after getting dressed and discover that you are invisible! Write a story about your day.

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

- using commas for yes, no, tag questions, or a direct address
- punctuating titles
- expanding sentences
- combining sentences
- using a dialect or register
- using a simile or metaphor
- using correlative conjunctions

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