Week 1 • Activity 1

Materials
Student page 1

Concept
Read aloud with expression and fluency to show an understanding of the author's intended meaning.

Get Started
Invite volunteers to tell what they know about the folk tale “Little Red Riding Hood.” Explain that the retelling they are going to read has two of the same characters—Little Red Riding Hood and the Big Bad Wolf. However, this story is very different!

Read aloud the following dialogue from the story in two different ways. Read it once with appropriate expression and fluency and once without. Ask children to listen for and comment on the difference.

“This basket is so heavy,” she sighed.
“This basket is no fun!” she cried.

Explain to children that reading aloud with proper expression and fluency shows that the reader understands what is going on in the passage and can convey that understanding to listeners. One way for children to determine the kind of expression to use is to think about a time when they might have said things similar to what Red Riding Hood said. Point out that the words sighed and cried provide clues to what the character felt at the time. Tell children that the author uses these words to show that Little Red Riding Hood was tired and angry. Tell children to look for words like these as they read.

Next, explain to children that today they are going to work in groups to read aloud a retelling of “Little Red Riding Hood.” Explain that they will use their voices to show what the story means. Point out that they will use the words to discover if they should speak softly or loudly, angrily or calmly, sadly or happily, to show how Red Riding Hood felt.

• Be sure children understand that they will decide together what kind of expression they will use to convey the meaning of the story most clearly.
• Reassure children that they will have time to practice before sharing.
• Explain that children will also have to decide who will read each part of the story aloud.

Today’s Challenge
Tell children that they are going to read a passage with a small group. First, group members should decide how to read aloud the passage: they can read it together (choral reading) or assign specific lines to individuals. Everyone in the group will read the whole passage silently to get a sense of what the author is saying. Then each group will practice reading aloud so that they can provide feedback to each other. Read the passage all the way through with children who need extra support.

Student page 1 Ask each group to read aloud to the remaining children. Listeners should look at the reader rather than at their text because the reader is trying to communicate information to the listeners. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 1 Ask each child to write or tell one thing that one of the other groups did especially well. Suggest they consider how well the other groups read with expression to capture the story’s meaning.

Assessment
Student self-assessment page 1 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children use their voices to convey the author’s meaning?
Thinking About Reading

Week 1 • Activity 2

Materials
Student pages 1, 2

Concept
Enhance comprehension by making predictions.

Get Started
Tell children that when they make a prediction, they use what they know to guess about what will happen in a text. Explain that they can use clues in this story to make predictions. Use this graphic to model how to make one logical prediction:

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>Story Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Riding Hood will get tired of carrying the basket.</td>
<td>Red Riding Hood carried a basket that was very heavy.</td>
</tr>
</tbody>
</table>

Invite students to suggest different types of clues they can use. Story clues include:

- what characters do
- what characters say
- what the writer says about the characters
- where the story takes place

Tell children that when they read, they should always try to figure out what will happen next. Good readers make predictions while they read. Once a reader finds out what is coming next, the reader can see if his or her predictions matched the story and adjust the predictions for reading ahead. Doing this helps the reader stay focused and better understand the text. Encourage children to see that when they read, they can do the same.

Model the process by having a dialogue with volunteers. Use these questions to get started:

- Based on clues in the story, or on what I already know, what do I think will happen next?
- Where did I get the information for this prediction?
- Did my prediction match the story? Why or why not?
- What new predictions can I make?

Today's Challenge
Student page 2 Direct children to look at page 2 in the student book. Children can work on their own, in pairs, or in small groups to complete the graphic organizer.

Answers for student page 2: Students might predict that Little Red Riding Hood and the Big Bad Wolf will become friends. They can base this prediction on the wolf's unthreatening appearance and on the fact that he cried.

Go Further
Student page 2 Ask each child to write a prediction about tomorrow's weather. Talk about clues children can use to predict the weather. Save their predictions and talk about which ones came closest to matching the actual weather.

Assessment
Student self-assessment page 2 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children make logical predictions based on clues provided by the author?
Word Games

Week 1 • Activity 3

Materials
Student page 3
Word Maze Cards (Week 1 Activity 3)

Concept
Build vocabulary by understanding word meanings, relationships, and structure—antonyms/synonyms, plurals, rhyme.

Get Started
Write the words happy and glad on the board. Ask children how they are alike. Then write the words smile and frown on the board, and guide children to see that they mean the opposite of each other.

Write the words cat and cats and explain the difference. Point out that -s at the end of a noun often means “more than one.”

Write the words man and pan on the board, and explain that they have the same end sounds. Point out that words with the same sounds at the end are called rhymes.

Today’s Challenge
Distribute the 18 Word Maze cards for Week 1. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Play Word Maze. During the game, support or guide children if needed. When you have finished the game, put the cards in an envelope or bag labeled “Week 1 Activity 3.”

Instructions for Playing Word Maze
Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask: “Who has the card with the answer to the question just read?” Ask that child to read the answer and then to read the question on his or her card. The game continues until all questions have been answered. The last answer to be read should be the answer on the first child’s card.

The correct sequence of questions and answers is shown on page 181.

Student page 3
When the group has finished playing the game, have them sort by category the words on student page 3. Children can work in small groups to complete the activity.

Answers for student page 3:
Possible answers:
I Am the Same As: giggle, dash; I Am the Opposite Of: slow, boy; I Rhyme With: sack, cheer; I Am More Than One: pencils, zebras.

Go Further
Student page 3
Have children work individually to use three words from the chart in one or more sentences. Answers will vary, but children should use and spell the words correctly.

Assessment
Student self-assessment page 3
Have children check one of the three choices to describe how they feel about the work they did on this activity.

Assessment tip
Do children understand word relationships (antonyms, synonyms) and structure (plurals, rhyme)?
Week 1 • Activity 4

Materials
Student page 4
A set of Letter Cards (a, b, e, k, s, t) for each child (9 or fewer) or pairs of children (up to 18 children)

Concept
Use the letters in basket to build words that have short a (phonogram -at) and short e (phonograms -et and -est), as well as words that rhyme.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so they can easily see the array of letters.

Model how to make a word by pulling the letters t, a, s, and k together to make task. Then give the following clues. Keep the pace brisk. After children make each word, write it on an index-card-sized piece of paper and on the board so children can check their spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Change the first letter in bat to make sat.
- Change the a in sat to make set.
- Take away the s in set and make bet.
- Add a letter to bet to make best.
- Change e to a and turn around the s and t in best to make bats.
- Take away the b and the t in bats and add a k at the end to make ask.
- Use all the letters to make basket.

Have children look at the words on display and suggest ways that some of the words could be grouped together. Here is one idea:

Words That Rhyme
bat, sat
set, bet

Today's Challenge
Student page 4  Have children complete the word search on page 4. If children don't know how to do a word search, show them the first word on the grid.

Answers for student page 4:  1. set  2. nest  3. mad  4. cat  5. west  6. sad  7. wet  8. task

Go Further
Student page 4  Children's clue sentences will vary, but the words from the lesson should be used and spelled correctly.

Assessment
Student self-assessment page 4  Have students check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children use the phonics elements practiced in this lesson to read and spell words?
Week 1 • Activity 5

Materials
Student page 5

Concept
Predict what will happen next on multiple-choice tests.

Get Started
Explain that children can apply what they learned about predictions when they take multiple-choice tests.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a test item and have several answers to choose from, they should try to “rule out” some of the answers. Then they can find the best answer from the remaining choices.

Model the process with the following sample. Read the passage and questions to children.

Christa filled the tub with warm water. She carried in a pile of old towels. Then she got the dog shampoo and brushes. Finally, Christa carried Fido into the bathroom.

What is Christa going to do next?
A play soccer
B take a nap
C eat lunch
D wash her dog

Ask a volunteer to choose an incorrect answer and explain how he or she knows it is wrong. For example, a child might say that A is wrong because we don’t use a tub of water, a pile of old towels, and dog shampoo at a soccer game. Continue with another incorrect answer. Guide children to isolate the clues they used to make their prediction. Use the following graphic to model the process:

<table>
<thead>
<tr>
<th>Story Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• filled tub with water</td>
</tr>
<tr>
<td>• a pile of old towels</td>
</tr>
<tr>
<td>• dog shampoo and brushes</td>
</tr>
<tr>
<td>• carried Fido</td>
</tr>
</tbody>
</table>

Today’s Challenge
Partner children to complete page 5 together. You might wish to partner fluent readers with beginners or native speakers with newcomers. Each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 5 Have partners take turns reading the passage and the questions to each other. Together, partners can Rule Out Two, explaining their reasons. Then have partners choose the correct answers from the remaining choices. Partners can exchange papers for scoring. Last, go over the papers with the entire group. Discuss how using Rule Out Two helped children find the correct answers.

Answers for student page 5: 1. D 2. C

Go Further
Help children generate words that describe Little Red Riding Hood. Then have children use the words to give oral or written descriptions of Little Red Riding Hood.

Assessment
Student self-assessment page 5 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can students use clues from the text to predict what will happen next?
Week 2 • Activity 6

Materials
Student page 6

Concept
Use punctuation to show an understanding of the author’s main idea.

Get Started
Read the following poem aloud in two different ways: First, read it without breaking the stanzas of the poem or using punctuation as a guide to reading with understanding.

This is the way we toot a horn.
Is this the way we eat some corn?
This is the way we brush our teeth.
Is this the way we wash our feet?

Now, read the same poem again, pausing in the appropriate places and using tone of voice to indicate the question and the exclamation. Explain that it is important to read sentences with logical breaks and that punctuation indicates where a sentence stops. Following the punctuation helps the reader get the author’s message to the listener in a clear way.

Explain to children that they will use the punctuation and grouping of words to help listeners understand the poem. Use the following steps to set up a read-aloud:

• Arrange children in small groups to practice reading.
• Have children first read through the text silently.
• Assign the parts, and have each child practice his or her lines.
• Finally, have one child in each group read aloud while the rest of the group listens. Then model positive feedback. For example, point out how the reader used punctuation to help listeners understand the author’s meaning. Or point out that the child read loudly enough for listeners to hear him or her.

Today’s Challenge
Tell children that they are going to read a poem with a small group. First, group members should decide how to read aloud the poem: they can read it together (choral reading) or assign specific lines to individuals. Everyone in the group will read the poem silently to get a sense of what the author is saying. Then, the children in each group will practice reading aloud to themselves so that they can provide feedback to each other. Children might also enjoy acting out the poem, using exaggerated movements. Read the poem all the way through with children who need extra support.

Student page 6 Ask the groups to read aloud to the remaining children. When they are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 6 Ask each child to write one thing that he or she enjoyed about reading the poem aloud.

Assessment
Student self-assessment page 6 Have students check one of the three boxes to describe how they feel about the activity.

Assessment tip Do children use punctuation as a guide to interpretation?
Week 2 • Activity 7

Materials
Student pages 6, 7

Concept
Enhance comprehension by making connections to the text.

Get Started
Ask children if they have ever laughed or cried while reading a book or watching a movie. Explain that when this happens, children have made a connection to the book or movie. Something they read or saw related to their lives to make them laugh or cry. Tell children that when they make a connection to a text, they know the feelings the author is expressing and what the author is trying to say. Discuss with children how making connections with a text helps them understand what they read because they identify with what the author feels. Then have children suggest questions they can ask to help them make connections. For example:

- What do I know about what the author says?
- Do I do things the author does?
- Do I laugh at things that are silly?
- Does this remind me of anything in my life?

Today’s Challenge

Student page 7 Tell children that they are going to find out if they are like or not like the children in the poem.

Answers for student page 7: Although answers may vary, most children will check yes to all activities other than tooting a horn and petting a sheep.

Go Further

Student page 7 Ask each child to write one thing he or she would like to add to the poem. Have children explain why they chose that activity. Encourage them to start each sentence with a capital letter and end it with the proper punctuation.

Assessment

Student self-assessment page 7 Have children check one of the three activities to describe how they feel about the activity.

Assessment tip Can children make connections to the activities in the poem? Do they understand the humor in the poem?
Week 2 • Activity 8

Materials
Student page 8
One pair of word cards for every four students

Concept
Build vocabulary by classifying words.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word per every four students in your group. (Two pairs of students each get the same word card.) See student page 8 for ideas.

Explain that children will play Guess the Word in pairs, with one child giving clues and the other child trying to guess the word. Two pairs of children will play at a time, each pair trying to guess the same word. Thus, clues are received from both teams.

Instructions for Playing Guess the Word
Group children in pairs by counting off in twos. The teams of two children come forward. Each pair of children sits with partners facing each other. Hand a word card to the child on each team who will be giving the clues. One team is selected to play first. Play begins with a member of the first team offering a one-word clue to help his/her partner guess the word. If the child does not guess the word, play continues in the same manner with the second team. One-word clues are given in turn until a player guesses the word or until a total of six clues (three for each team) have been given, at which point the audience can offer guesses. At the end of this turn, two new teams play.

Point out that sometimes, players will encounter a word that has more than one meaning, such as light. Players should not limit themselves to one meaning; they can give clues for both meanings if necessary.

Today’s Challenge
Student page 8 Children will write words that fit categories related to a day at the beach.

Answers for student page 8: Answers might include the following: what the beach is like—sandy, sunny; what you did at the beach—swim, look for shells; what you bring to the beach—pail, towel; what you eat—apple, sandwich. Other categories that children create are acceptable if words are appropriate to the categories.

Go Further
Student page 8 Answers will vary, but sentences should reflect the theme of being at the beach.

Assessment
Student self-assessment page 8 Have children check one of the three boxes to describe how they feel about the activity.

Assessment tip Can children classify words?
Week 2 • Activity 9

Materials
Student page 9
A set of Letter Cards (a, m, p, s, t) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in stamp to build words that have the short a phonograms (-at, -ap, and -ast).

Get Started
Distribute a set of letter cards to each child or pair of children. Show them how to line up the cards at the top of their work area so they can easily see the array of letters.

Model how to make a word by pulling the letters m, a, and t together to make mat. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized piece of paper and on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Change the first letter in mat to make sat.
• Change the first letter in sat to make pat.
• Move around the letters in pat to make tap.
• Change the first letter in tap to make map.
• Take away the p from map. Add two letters to make mast. Explain that a mast is a pole that supports the sails or rigging on a ship or boat.
• Change the first letter in mast to make past.
• Start over. Use all five letters to make a word that tells you what you put on an envelope to mail it. (stamp)

Have children look at the words on display and suggest ways some of the words could be grouped. Here is one suggestion:

Words That Begin with the Same Sound
mat, map, mast

Today’s Challenge
Student page 9 Have children complete the activity on page 9 to apply what they learned about words in this lesson to other words. Have children read their completed work to a partner.

Answers for student page 9: 1. stamp 2. map 3. sat 4. mast 5. tap 6. mat 7. pat 8. last

Go Further
Student page 9 Children’s sentences will vary, but the words from the lesson should be used and spelled correctly.

Assessment
Student self-assessment page 9 Have students check one of the three choices to describe how they feel about the activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
Week 2 • Activity 10

Materials
Student page 10

Concept
Make connections to the text on a multiple-choice test.

Get Started
Remind children that to stay involved with their reading, they should always be thinking about what they will read about and how they can connect to what the author is writing about.

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps children to “rule out” some of the answers. Read the following poem and question to children.

Marty wasn’t late today,
He did not run, he did not play.
School began again that year,
Marty gave a little cheer.
His teacher welcomed everyone,
School at long last had begun.

How might you be like Marty?
A. You do not want to go to school.
B. You walk to school.
C. You are not late for school.
D. You stay home the first day of school.

Ask a volunteer to choose an answer that is wrong. For example, a child might say that A is wrong because Marty is excited about school. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer, and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (None of the other choices describe things that happened in the poem.)

Today’s Challenge
Divide the students into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 10 Have children read the poem and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 10: 1. A 2. D

Go Further
Ask children to describe how they get ready for bed each night. This question will help children make connections to situations so that they can see how their experience can help them make predictions.

Assessment
Student self-assessment page 10 Have children check one of three choices to describe how they feel about the activity.

Assessment tip Can students make connections with the text?
Week 3 • Activity 11

Materials
Student page 11

Concept
Read aloud with expression and fluency to show an understanding of the author’s intended meaning.

Get Started
Read the following passage aloud in two different ways: read it once in a monotone and once with expression and fluency. Ask children to listen for and comment on the difference.

Jimmy and his father went shopping on Saturday.
“Please, please buy me this video game,” whined Jimmy. “I have to have it!”
“We need to get the groceries now,” Jimmy’s father said patiently.
“Come on, Dad,” Jimmy pleaded, pulling on his father’s coat.
“Maybe we could look at some books, though,” said his father. “I’d like you to read more.”
Jimmy looked as if he was thinking hard. “Only if they have books about video games!” laughed Jimmy.

Today’s Challenge
Tell children that they are going to read a story in small groups. First, group members should decide how to read aloud the story. They can assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the passage silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud so that they can provide feedback to one another. Read through the passage with groups who need extra support.

Student page 11 Ask each group to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 11 Have children write what Ben might say as he walked if he were Walkingman. Then have children read their responses aloud as they think Ben would have said them.

Assessment
Student self-assessment page 11 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read with appropriate expression?
Thinking About Reading

Week 3 • Activity 12

Materials
Student pages 11, 12

Concept
Enhance comprehension by making comparisons and contrasts.

Get Started
Remind children that a comparison tells how two or more things are alike, and a contrast tells how two or more things are different. Pair children and ask partners what is alike or different about them. If children have difficulty understanding alike/different, suggest hair color, clothing, gender, and height.

When children have grasped the concept of same and different, point out that some words in a text give clues that two things are being compared. Explain that the words like or as can signal likenesses, and the words unlike and but can signal differences. To understand a character, it can be helpful to see how that character is the same as or different from another character. Thinking about characters in this way will help them understand what they read.

Read aloud the following description, and then ask children to identify likenesses and differences.

Sam and Jack both had bikes. Jack's bike was new, but Sam's bike was very old. Yet, Sam took good care of it because he liked it. He even liked the squeaky sound of the squeaky chain as he rode along. Both Jack's and Sam's bikes were a beautiful blue. But Sam knew that Jack's bike wouldn't look good for long. That's because Jack didn't take care of the things he had. Sam knew that soon Jack's bike would look as old as his own.

Ask children questions such as:

- What is the same about the boys' bikes?
- How are the two boys' bikes different?
- What is different about how each boy cared for his bike?

Children should respond by identifying the following comparisons: Sam's bike was old; Jack's bike was new; Sam took care of his bike, Jack didn't take care of his bike. Then ask children to compare Sam and Jack. (Sam seems like a very careful, responsible person. Jack seems not to care about his belongings.)

Today's Challenge
Student page 12 When children understand comparisons and contrasts, have them complete the student page by telling how May and Ben are alike and how they are different. Let children compare and contrast other characters if they would prefer.

Go Further
Student page 12 Children should write or tell how the characters reminded them of someone they know and what is the same or different about that person. Responses will vary but should show a grasp of comparison and contrast.

Assessment
Student self-assessment page 12 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children know how to compare or contrast one character with another?
**Week 3 • Activity 13**

**Materials**
Student page 13
Paper and pencil for each child

**Concept**
Build vocabulary by understanding phonic and structural elements.

**Get Started**
As needed, review the following terms used in today’s game.

- **syllable**—an uninterrupted unit of speech; *pat* has one syllable, but *patted* has two
- **word ending**—a simple ending such as *-ing, -ed, -s*

**Instructions for Playing Who Wants to Be Top Scorer?** Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers 1 though 3.

As you ask each of the three questions listed below, have children look at their word and answer the question. Award points for answers as shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Repeat the process two more times. Here are the questions to ask:

1. Does your word have more than one syllable? If yes, score 2 points.
2. Does your word have two letters that stand for one sound? If yes, score 2 points.
3. Does your word have an ending? If yes, score 2 points.

Have children find their total scores. (Maximum score per round is 8, which includes being able to use the word correctly in a sentence.) Determine which child or children have the highest score. Have those children write their words on the board and explain how they scored the points.

**Today’s Challenge**

**Student page 13** Have children sort words according to the number of syllables, endings, and short *e*.

**Answers for student page 13:**

<table>
<thead>
<tr>
<th>More Than One Syllable</th>
<th>Has an Ending</th>
<th>Same Middle Sound as <em>Set</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>candy</td>
<td>going</td>
<td>when</td>
</tr>
<tr>
<td>going</td>
<td>pulled</td>
<td>ten</td>
</tr>
<tr>
<td>louder</td>
<td>louder</td>
<td>step</td>
</tr>
<tr>
<td>parent</td>
<td>fixed</td>
<td>nest</td>
</tr>
<tr>
<td></td>
<td>boys</td>
<td></td>
</tr>
</tbody>
</table>

**Go Further**

**Student page 13** Have children find a word that, by fitting the given criteria, will earn them the most points.

**Answers for student page 13:** Children’s words will vary, but they should address at least one of the categories. Sample words that would earn the full 6 points: walking, playing, eating.

**Assessment**

**Student self-assessment page 13** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use the phonic and structural elements in this lesson to read and write words?
Week 3 • Activity 14

Materials
Student page 14
Sum of the Parts Cards (Week 3 Activity 14)

Concept
Build words from phonograms (-ank, -op, -ap, -ast, -at, -est, -et).

Get Started
Distribute the 18 Sum of the Parts cards for Week 3. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts
Ask children to look at their cards and find one or more children with whom they can make a word by combining their cards. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. If so, play the game again to get different combinations. When you have finished the game, put the cards in an envelope or bag labeled “Week 3 Activity 14.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following: fat, flat, met, nest, bank, blank, tap, fast.

Today’s Challenge
Student page 14 Children are to use meaning and consonant clues to build words with short a and short e phonograms.

Answers for student page 14: 1. -ank; bank 2. -at; fat 3. -et; pet 4. -ap; tap 5. -est; rest 6. -ast; last

Go Further
Student page 14 Partners take turns giving meaning and beginning-consonant clues and guessing words. Children’s words will vary but should show an understanding of building words with consonants and phonograms. Possible words: let, test, lap, sank, fast, bat.

Assessment
Student self-assessment page 14 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use phonograms to build words?
Materials
Student page 15

Concept
Use an understanding of rhyming words to take a multiple-choice test.

Get Started
Remind children that rhyming words sound the same except for the beginning sound, like car and tar.
Have children identify the word in each set that does not rhyme:

- mine, moan, fine (moan)
- beast, least, brown (brown)
- flew, fly, try (flew)
- key, kite, see (kite)

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to "rule out" some of the answers. Read the following poem and answer choices. For the missing word, have children tell the word that rhymes.

The bird sat in the tree.
It sang a song for me.
The bird said, "Come let's ____." I had a lovely day.

A free
B fun
C play
D jump

Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It rhymes with day.) Make sure children understand that words with the same vowel and ending-consonant sound rhyme.

Today's Challenge
Arrange children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today's activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 15
Have children read the directions and the poem to find a word that ends in a rhyme. Children are to rule out two choices and then explain why they ruled them out. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 15: 1. C 2. B

Go Further
Student page 15 Partners are to take turns writing a sentence and making up a rhyming sentence.

Assessment
Student self-assessment page 15 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children recognize words that rhyme?
Today's Challenge

Tell children that they are going to read a scene in small groups. First, group members should decide how to read aloud the scene. They can assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the scene silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud so that they can provide feedback to one another. Read the passage all the way through with groups that need extra support.

Student page 16 Ask each group to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their texts because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further

Student page 16 Children will extend the dialogue by writing what Mom might have said after the last line of the scene. Have children read their dialogue to a partner.

Assessment

Student self-assessment page 16 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Are children able to read expressively?
**Week 4 • Activity 17**

**Materials**
Student pages 16, 17

**Concept**
Enhance comprehension by identifying cause and effect.

**Get Started**
Help children explore the relationship between actions, causes, and their effects. Ask a child to shut the door to the room. Then ask the rest of the children to tell why the child shut the door. The most direct answer is that you said to do so. Your request caused the child to shut the door, so the request is the cause, which resulted in the effect (the closed door). Challenge children to think about some of the reasons that caused you to ask for the door to be closed (too noisy, too cold).

Tell children that they will find causes and effects in their reading. Sometimes the author will use words such as because or so that to point out a cause-effect relationship. Explain that understanding how the actions are related, why certain things happen, will help them understand what they read.

Read the following passage. Then ask children to identify the cause-and-effect relationships that follow.

Today we went to the circus. We laughed until our sides ached because the clown did a funny trick. Then there was a loud roar. A lion came into the ring. It walked slowly, swinging its tail. The clown quickly ran out of the ring.

1. Why did the people laugh? What was the cause? *The clown did a funny trick.*
2. What caused the loud roar? Why did that happen? *A lion came into the ring.*
3. Why did the clown leave the ring? *The lion came into the ring.*

Go over each of the above again and have children point out both the cause and the effect.

**Today’s Challenge**

**Student page 17** Have children use the scene on student page 16 to complete the graphic organizer. Then have children discuss their responses with a small group.

**Answers for student page 17:**
1. Alex is reading
2. Alex keeps
3. spills/on the rug
4. that happened;
answers for last effect will vary but should show understanding of the cause-effect chain.

**Go Further**

**Student page 17** Responses will vary, but children should give a logical alternative to the question Alex asks in part 4. One effect might be that Alex will have to clean up the milk.

**Assessment**

**Student self-assessment page 17** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students understand cause-and-effect relationships?
**Week 4 • Activity 18**

**Materials**
Student page 18
One word card for each child, plus one
Tape

**Concept**
Use meaning and structural clues to build vocabulary.

**Get Started**
Before the session, prepare a word card (index-card size or so) for each child in your class, plus an extra one. Use any words that will be familiar to children—for example, words that you have heard in children’s conversations about their studies or after-school activities. If you are in contact with children’s teachers, find out what they are studying and use some related vocabulary. Another approach is to relate all the words to a theme, such as sports, plants, or pets. Finally, get ready to play What’s My Word?

**Instructions for Playing What’s My Word?**
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and that they are to ask yes-no questions in order to guess the word. Sample questions include the following.

- Does the word name a person, place, or thing?
- Does it have more than five letters?
- Does it begin with a letter between A and G?
- Does it have any word parts?
- Does it have more than one syllable?
- Does it have to do with plants?

If children do not narrow in on the word after a reasonable amount of time, offer a hint to its meaning.

Then tape a word on the back of each child. Give children a specific amount of time, such as three minutes, to ask each other four questions about the word. If children have not guessed the word after four clues, try another approach. Seat all the children. Take one word card at a time, hold it over the child’s head where everyone but that child can see it, and ask the remaining children to offer clues.

**Today’s Challenge**
**Student page 18** If necessary, do one or two examples together so that children will know what to do. Then have children use the given locations to write a word beginning with the letter shown.

**Answers for student page 18:** Answers will vary, but children should select words that name things and that begin with the letter shown in each column. Possible answers include: school—book, crayon, desk, pencil; home—cat, bread, kitchen, tack; playground—ball, jump rope, sand, toy.

**Go Further**
**Student page 18** Answers will vary, but children should offer a place and examples of things that could reasonably be found there. Possible answer: pet shop—cat, dog, fish, bird.

**Assessment**
**Student self-assessment page 18** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning (semantic) and structural clues together?
Week 4 • Activity 19

Materials
Student page 19
A set of Letter Cards (g, i, n, p, r, s) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in spring to build words that have short i phonograms -ip, -in, -ing.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters s, i, and p together to make sip. Then give the clues to make the following words.

Keep the pace brisk. After each word is made, write it on an index-card-sized piece of paper and on the board so children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Replace the s in sip with an r to make rip.
- Add the letter g to rip to make grip.
- Replace the p with an n to make grin.
- Rearrange the letters in grin to make ring.
- Take the r away from ring to make sing.
- Replace the g with a letter, and then rearrange the letters to make spin.
- Take away the letter s from spin to make pin.
- Use all the letters to make a word that tells what comes after winter. (spring)

Have children look at the words on display, and suggest ways that some of the words could be grouped together. Here are several suggestions:

Words That Rhyme: spin, grin; rip, sip; sing, ring, spring

Words That Have Three Letters: rip, sip, pin

Today's Challenge
Student page 19 Have children complete the activity on page 19 to apply what they have learned about words in this lesson to new words.

Answers for student page 19: Answers will vary, but children should use each word correctly in a sentence.

Go Further
Student page 19 Let children brainstorm words that rhyme with king before they write their answers. Possible answers include bring, ding, fling, ping, ring, sing, sting, string, wing, wring, zing.

Assessment
Student self-assessment page 19 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
**Rule Out 2**

**Week 4 • Activity 20**

**Materials**
Student page 20

**Concept**
Identify causes and effects on multiple-choice tests.

**Get Started**
Remind children that a cause is why something happened, and an effect is what happened.

Explain that children can identify an effect to find a cause, or identify a cause to find an effect. Point out that there can be more than one effect for a cause. Give this example: Gerry was hot because it was 90 degrees and she had been running.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children:

The wind blew so hard that the windows rattled. The leaves fell down from the trees. The cows hid in the barn to get out of the wind.

Why did the leaves fall down?

A. The trees fell down.
B. The wind blew hard.
C. The windows rattled.
D. It rained.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the passage does not mention rain, or that A is wrong because the leaves fell, not the trees. Discuss the ruled-out choice and the reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The wind is the cause of both the windows rattling and the leaves falling down from the trees.)

**Today’s Challenge**
Children should work in groups of 2, 3, or 4. They will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 20** Have children read the passage and questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 20:** 1. C 2. C

**Go Further**
**Student page 20** This question will help children make a connection between causes and effects. Possible answers: a thunder storm, not enough players.

**Assessment**
**Student self-assessment page 20** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify causes and effects?
**Today’s Challenge**
Tell children that they are going to work in small groups to read a play. First, group members should decide how to read aloud the play: They can assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the play silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud so that they can provide feedback to one another. Remind readers to change their tone of voice according to the directions given by the author. Read the play all the way through once for groups who need extra support. Explain that children should follow but not read the stage directions that are set off in italics and parentheses.

**Student page 21** Ask each group to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

**Go Further**
**Student page 21** Have children tell other clues they could incorporate into the scene before the children in the scene find the toys. Discuss their choices.

**Assessment**
**Student self-assessment page 21** Have children check one of the three boxes to describe how they feel about this activity.

**Assessment tip** Do children read with appropriate tone to convey the author’s meaning?
Week 5 • Activity 22

Materials
Student pages 21, 22

Concept
Identify and understand sequence.

Get Started
Tell children that sequence is the order of events in a play or passage. Read aloud this example of incorrect sequence:

Then I had breakfast.
I tied my shoes.
This is what happened when I woke up this morning.
Finally, I got on the bus to go to school.
I put on my shoes.

Ask children if the sentences make sense in the order that you read them. Encourage children to find the first and last events. (The last event is signalled by finally.) This will help narrow the middle choices. You may have to read one or two sentences at a time to have children respond correctly. (The most likely order is: This is what happened when I woke up this morning, I put on my shoes. I tied my shoes. Then I had breakfast. Finally, I got on the bus to go to school.)

Review with children that events happen in order, and that order is called sequence. Tell children that knowing the sequence of events in a passage or scene will help them recall details; and summarizing key events in a passage or scene leads to better comprehension.

Today’s Challenge
Student page 22 Direct children to look at page 22 in the student book. Then have them read the play on student page 21. Tell children to pay attention to the order in which the events occur. Then have children look at the activity, and explain that they should write a number in the chart to indicate the order in which the events happened.

Answers for student page 22: The numbers in the When It Happened column, from top to bottom, are 2, 5, 1, 4, 7, 3, 6.

Go Further
Student page 22 Allow pairs of children sufficient time to discuss sequence of events in getting up and going to school. After children have written their events in order, have them compare lists.

Assessment
Student self-assessment page 22 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children identify the sequence of events in a passage?
Word Games

Week 5 • Activity 23

Materials
Student page 23
Word Maze Cards (Week 5 Activity 23)

Concept
Focus on word meanings and word relationships—homophones, synonyms, antonyms.

Get Started
Review with children the meanings of these words.

| homophone | a word that is pronounced the same but spelled differently from another word (to/two/too, whole/hole) |
| synonym | a word that means the same or nearly the same as another word (big/large, small/tiny) |
| antonym | a word that means the opposite or nearly the opposite of another word (up/down, in/out) |
| rhyme | words that have the same ending sound (fly/my, ball/tall) |

Today's Challenge
Distribute the 18 Word Maze cards for Week 5. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play Word Maze. During the game, guide children as needed. For example, you may have to remind children of word definitions. You may wish also to use the words in a sentence to help children better understand their meaning. When you have finished the game, put the cards into an envelope or bag labeled “Week 5 Activity 23.”

Instructions for Playing Word Maze Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask: “Who has the card with the answer to the question just read?” Ask that child to read the answer and then the question on his or her card. The game continues until all questions have been answered. The last answer to be read should be the answer on the first child’s card.

The correct sequence of questions and answers is shown on page 182.

Student page 23 When the group has finished playing Word Maze, have children open their books to complete the activity, which is about homophones.

Answers for student page 23: 1. write 2. no 3. pair 4. too 5. son 6. blue 7. knot 8. hear

Go Further
Student page 23 Have children write a sentence that includes a pair of homophones from the activity.

Assessment
Student self-assessment page 23 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Do children understand relationships between words, such as homophones, synonyms, and antonyms?
Week 5 • Activity 24

Materials
Student page 24
A set of Letter Cards (c, i, k, s, t) for each child
(9 or fewer) or pairs of children (up to 18 children)

Concept
Use the letters in sticks to build words that have the
short i phonograms -it and -ick.

Get Started
Distribute a set of letter cards to each child or pair of
children. Show children how to line up the cards at
the top of their work area so they can easily see the
array of letters.

Model how to make a word by pulling the letters
b, i, and s to make his. Then give the following clues
for the words. Keep the pace moving. After children
make each word, write it on an index-card-sized piece
of paper and on the board so children can check their
spelling and you have a list of the words on display.
(The cards can be used for sorting.)

• Change the last letter to make hit.
• Change the first letter to make sit.
• Change the first letter and add an s to make kits.
• Take away the t and add s to make kiss.
• Swap one s for a c, and rearrange the letters to
  make sick.
• Change the first letter to make tick.
• Add a letter to the beginning to make stick.
• Use all six letters to make the things you throw for
  a dog to fetch. (sticks)

Note that when a single vowel comes in the middle
of a one-syllable word, the vowel is usually short.
Check this statement with the words on display.

Have children look at the words on display and tell if
they see anything that is the same about the words or
group of words.

Words That Rhyme
sit, kit, hit
sick, tick, stick

Words That Start with the Same Letter
sit, sick, stick
kit, kiss

Today's Challenge
Student page 24 Have children use the clues to
determine the beginning letter or letters for short i
words.

Answers for student page 24: 1. sit 2. chick
3. lick 4. hit 5. brick 6. pick 7. pit 8. trick
9. wick 10. kick

Go Further
Student page 24 Have children work in pairs to
make up three sentences, each sentence using one
word from the activity. Encourage each pair to show
their words to another pair of children.

Assessment
Student self-assessment page 24 Have
children check one of the three choices to describe
how they feel about this activity.

Assessment tip Can children use the phonic
elements practiced in this lesson to read and spell
words?
Week 5 • Activity 25

Materials
Student page 25

Concept
Identify the sequence of events in a passage on a multiple-choice test.

Get Started
Remind children that the sequence of events in a passage shows the order in which things happen. Understanding the sequence of a passage helps readers better comprehend the text.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a test item and have several answers to choose from, they should try to “rule out” some of the answers. Then they can find the best answer from the remaining choices. Read aloud the following passage and questions to children.

First, Nico took out the bread. Then she spread the tuna fish on it. Just as she was ready to eat her sandwich, her cat grabbed it! “Well, time to make another sandwich!” Nico said. Then she laughed.

What happened after Nico made the sandwich?

A) Nico’s cat grabbed the sandwich.
B) Nico spread the tuna fish.
C) Nico took out the bread.
D) Nico laughed.

Ask a volunteer to choose an answer that he or she knows is wrong. For example, a child might say that C is wrong because Nico had to take the bread out before she could make the sandwich. Discuss the choice and answer. Ask another volunteer to rule out another wrong answer and proceed in the same way. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (It’s the only choice that directly follows Nico making the sandwich.)

Remind children to look for clue words. The ones in this passage include first and then.

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 25 Have children work through the items, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed the questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 25: 1. C 2. A

Go Further
Have children tell and then write, on a separate sheet of paper, the steps they would take to feed a cat, a dog, or a fish. Responses on the sequence of events in feeding a pet will vary but should be complete sentences with conventional spelling.

Assessment
Student self-assessment page 25 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children find the sequence of events in a story or passage?
Week 6 • Activity 26

Materials
Student page 26

Concept
Read with fluency and appropriate vocal expression to convey the author's intended meaning.

Get Started
Read aloud the following lines from a play. First, read it very slowly, as if you are completely bored with what you are reading. Then read it with expression, using the author's words as prompts for how to speak each line.

Jon: (moaning) How are we ever going to clean up this mess?
Jack: (yelling) Look at the mud all over the floor!
Jon: (sighing) I have never seen such a big mess.

Ask children what they thought about the two readings. Did they understand what was going on in the first reading? Did they understand how the characters felt in the second reading? Encourage children to understand that the changes in how you spoke the different lines gave them an appreciation for how the characters were speaking and, therefore, feeling.

Now ask children to remember a time when they were given a gift they really liked. Write the following sentences on the board:

"Oh, wow! I can't believe you gave this to me. How did you know I wanted this?"

Ask a volunteer to read the sentences aloud. Ask children if they understand how happy the speaker is. Ask how they know. If children don't recognize the tone of appreciation and excitement, ask them to suggest ways the reader could change his or her voice to convey those emotions. Then ask how the speaker would sound if he or she did not like the gift.

Then discuss with the group how reading aloud with expression helps the reader understand the text. It also makes it more fun for the audience to listen to the reading.

Today's Challenge
Tell children that they are going to read a play with a small group. First, group members should decide how to read aloud the play. They can assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the play silently to get a sense of what the author is saying. Then each child will practice reading aloud within the small groups so that he or she can provide feedback to each other. Read the play all the way through with groups who need extra support. Remind children to follow but not read the stage directions set off in italics and parentheses.

Student page 26 Ask each group to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 26 Have children work in pairs to write Act 4 of the play and to read it aloud to each other. Suggest that they brainstorm and decide on what events to include before they begin writing.

Assessment
Student self-assessment page 26 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Do children read with appropriate expression, using the punctuation, vocal directions, and words to create meaning?
Week 6 • Activity 27

Materials
Student pages 26, 27

Concept
Visualize characters, settings, and actions when reading or listening.

Get Started
Explain to children that writers choose their words carefully to help readers get a clear mental picture of the people and places in a play or story. They want you to see what characters look like, where they are, and what they are doing. Tell children that the process of forming a picture of what you see when reading is called visualizing. Explain that visualizing is an excellent way to remember what has been read and to stay interested in a story. Then read the following passage aloud.

At the circus, a big elephant picked up one foot and put it on a stool. He was all gray and his long nose was pointing to the top of the tent. At the same time, a clown jumped up and down. He ran around the elephant and beeped a horn as he went by. He had a great big red nose and a big red smile painted on his white face.

Read the passage again, this time directing children to visualize what the elephant and clown looked like, and what they were doing.

Discuss the clues children used to make mental pictures and how making mental pictures helps them understand what they are reading.

What the animals and people looked like
The elephant was big and gray.
The clown had a white face with a big red nose and a big red smile painted on.

What they were doing
The elephant put one foot on a stool.
The clown jumped up and down and ran around beeping a horn.

Ask children if they can see what the animal and clown looked like and what they were doing. Explain once more how seeing what characters (and animals) look like and what takes place helps readers better understand what they are reading.

Today’s Challenge
Student page 27 Direct children to look at student page 27. Have children write details from the play to fill in the web. Explain that details help readers or listeners to form a picture in their minds.

Answers for student page 27: Answers will vary. Possible answers: Web with “Kitchen is a mess”: dropped jelly, dropped juice, sticky floor. Web with “What girls and Mom say about the mess”: Mom asks if she must clean up the mess; girls say they’ll clean it themselves.

Go Further
Student page 27 Have children write some sentences to put in the play that would help you picture what Kim looks like. Have children share their sentences with partners.

Assessment
Student self-assessment page 27 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children visualize the people, places, and events in a reading?
Week 6 • Activity 28

Materials
Student page 28
One pair of word cards for every four children

Concept
Use meaning and context to build vocabulary.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word per every four children in your group. (Two pairs of children each get the same word card.) Student page 28 focuses on verbs, so you may want to use verbs in the game (e.g., crawl, sleep, win, sing, burn).

Explain to children that they will play Guess the Word in pairs, with one child giving clues and the other child trying to guess the word. Two pairs of children will play at a time, each pair trying to guess the same word. Thus, clues are received from both teams.

Instructions for Playing Guess the Word
Group children in pairs by counting off in twos. Have two teams of two children come forward. Each pair of children sits with partners facing each other.
Hand a word card to the child on each team who will be giving the clues. Choose one team to play first. The game begins with the first team member offering a one-word clue to help his or her partner guess the word. If the child does not guess the word, play continues in the same manner with the second team. Children give one-word clues in turn until a player guesses the word or until a total of six clues (three for each team) have been given, at which point the rest of the children can offer guesses. At the end of this turn, have two new teams play.

Point out that sometimes players will encounter a word that has more than one meaning, such as light. Players should not limit themselves to only one meaning; they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 28 Have children write a story about a day in the park, using at least one action word from each of the four columns in the box on student page 28. Explain that action words have different endings depending on how they are used (pass, passing, passed). Tell children that they can use any form as long as they are used correctly in context.

Answers for student page 28: Answers will vary, but the story should be logical and the verb forms should be used correctly.

Go Further
Student page 28 Invite partners to read each other’s stories and tell what they like about the stories.

Assessment
Student self-assessment page 28 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children use words (verbs) correctly in sentences?
**Building Words**

**Week 6 • Activity 29**

**Materials**
Student page 29  
Sum of the Parts Cards (Week 6 Activity 29)

**Concept**
Build words using the phonograms -ick, -in, -ing, -ink, -ip, and -it.

**Get Started**
Distribute the 18 Sum of the Parts cards for Week 29. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

**Instructions for Playing Sum of the Parts** Ask children to look at their cards and find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished playing the game, put the cards into an envelope or bag labeled “Week 6 Activity 29.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following: spin, pink, zip, wing, fit, stick.

**Today’s Challenge**
**Student page 29** Have children find within the word search the words that answer the clues. All the words run across.

**Answers for student page 29:**  
1. bit  
2. quit  
3. tick  
4. trip  
5. crib  
6. ship

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**Go Further**
**Student page 29** Have children make their own word searches, using grid paper if available. Children can make up clues and tell partners how many words to find.

**Assessment**
**Student self-assessment page 29** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use the phonic elements practiced in this lesson to read and spell words?
Week 6 • Activity 30

Materials
Student page 30

Concept
Visualize people, places, and actions in a passage on a multiple-choice test.

Get Started
Remind children that visualizing the people, places, and actions in a passage will help them better understand what they are reading. It will also help them know if something doesn’t make sense because the picture won’t be quite right.

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a test item and have several answers to choose from, they should try to “rule out” some of the answers. Then they can find the best answer from the remaining choices. Read the following passage and question to children.

Tony ran down the street. It was dark out, and there were no lights. Tony was afraid to see who was behind him. He was glad he had his best running shoes on. His brown hair blew in the wind. He heard the noise again. Who was chasing him? Finally, he looked around to see who was after him. He began to laugh. An empty can bumped along the street as the wind rolled it along.

What did the can do?
A) rolled quietly in the wind
B) nothing
C) bumped along the street
D) hit Tony’s leg

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the passage says nothing about the can hitting Tony’s leg. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It is the only answer that matches the passage.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 30  Have children read the passage together, ruling out two answers, giving reasons, and choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 30: 1. A 2. D

Go Further
Have children write two or three sentences to further describe what the men on the expedition looked like. If children need help, give them clues such as: boots, covered in snow, jackets.

Assessment
Student self-assessment page 30  Have children check one of three choices to describe how they feel about this activity.

Assessment tip  Can children visualize the people, places, and things in a text passage?
Week 7 • Activity 31

Materials
Student page 31

Concept
Read aloud using punctuation to determine the pace and tone of voice.

Get Started
Review different punctuation marks and how they affect the reader’s delivery when speaking aloud.

**period**—an end mark that tells readers to stop and pause as the end of a sentence. (Rob walked down the street. [stop] He saw his friend Pete.)

**comma**—a mark that tells readers to make a brief pause within a sentence. (When you get there, [brief pause] say hello to Anna.)

**question mark**—an end mark that tells readers a question is being asked. The readers’ voice should go up slightly at the end of the sentence. (Do you have the cookies? [raise voice for cookies.])

**exclamation mark**—an end mark that tells readers the sentence expresses strong emotion. (He rode all the way home! [Stress the words that fit the context of the surrounding sentences. For example, the sentence could be read: He rode all the way home!])

Explain to children that when they read aloud, they should pay attention to punctuation marks. These marks will help them know how to use their voices to help listeners understand and enjoy the author’s message.

Today's Challenge
Tell children that they are going to read a passage with a small group. First, children should read the passage silently to get a sense of what the author is saying. Read the passage all the way through with children who need extra support. Then group members should decide how to read aloud the passage: They can assign specific lines to individuals, or they can read it together (choral reading). The children in each group will practice reading aloud so that they can provide feedback to each other. Remind the groups to pay attention to the punctuation, adjusting their reading accordingly.

**Student page 31** Ask the groups to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
**Student page 31** Have children write several sentences telling what they know about Earth. Have them use different types of punctuation, and then read their sentences to a partner. Review punctuation marks if children need guidance.

Assessment
**Student self-assessment page 31** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children adjust their reading according to the punctuation in the text?
Week 7 • Activity 32

Materials
Student pages 31, 32

Concept
Identify main idea and details.

Get Started
Remind children that the main idea of a passage is what the passage is mainly about. The details in the passage should all be about, or support, the main idea. You might want to draw on the board the picture below. Tell children they can think of the main idea as the palm of the hand—it holds the details, the fingers, that tell about the main idea.

Now read the sentences that follow. Have children tell which sentence states the main idea of “Day and Night.”

1. It tells why we have day and night.
2. It is day here when Earth faces the sun.
3. It is night here when Earth faces away from the sun.
4. When it is day here, it is night somewhere else.

Children should identify statement 1 as the main idea because this statement holds together all the details, like the palm of the hand holds together all the fingers. Children should understand that statements 2, 3, and 4 are details that support the main idea, the fingers.

Today’s Challenge
Student page 32 Have children look at student page 32. They are to write in the palm of the hand their statement of the main idea of the passage “Sun and Earth.” Then they are to write details on the fingers that support the main idea.

Answers for student page 32: Main Idea—The sun and Earth work together. Details—Accept any details from the passage.

Go Further
Student page 32 Have children write what they would like to learn about the sun. If children need guidance, have a discussion about the sun and Earth to enable children to have ideas about what they would like to learn.

Assessment
Student self-assessment page 32 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the main idea and details in a passage?
**Week 7 • Activity 33**

**Materials**  
Student page 33  
Paper and pencil for each child

**Concept**  
Build vocabulary by understanding characteristics of words—consonant digraphs, homographs, and phonetic structural elements.

**Get Started**  
As needed, review the following terms used in today’s game.

- **multi-meaning word**—a word that has more than one meaning (bat—a club used to hit a ball; to bat at a ball; to pick up a bat and hit; a winged animal)

- **homophones**—two words that are spelled differently but sound the same (bear/bare, here/hear)

- **noun**—a word that names a person, animal, place, or thing (girl, dog, park, ball)

**Instructions for Playing Who Wants to Be the Top Scorer?**  
Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5.

As you ask each of five questions, have children look at their word and answer the question. The points to award for certain answers are shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have more than one meaning? If yes, score 2 points.
2. Does your word have two letters that stand for one sound? If yes, score 2 points.

3. Is your word spelled differently from another word that sounds the same? If yes, score 2 points.
4. Can your word name a person (or animal), place, or thing? If yes, score 2 points.
5. Is there a word that rhymes with your word? If yes, score 2 points.

Have children find their total scores. (Maximum score is 12, which includes being able to use the word in a sentence.) Determine which child has the highest score. Have that child write the word on the board and explain how he or she scored the points.

**Today’s Challenge**

**Student page 33**  
Have children write the answers to the set of questions for each word. Offer assistance to children who need to be supported in this activity.

**Answers for student page 33:**  
1.a. yes  b. no  
c. yes  d. no  
2.a. yes  b. tch  
c. yes  d. yes

**Go Further**

**Student page 33**  
Have children write one word that has more than one meaning and use it in a sentence to show both meanings. To help children, read the following sentence: *I see a boat far out in the sea.*

**Assessment**

**Student self-assessment page 33**  
Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip**  
Can children identify characteristics of words?
Building Words

Week 7 • Activity 34

Materials

Student page 34
A set of Letter Cards (b, c, k, l, o, 2s) for each child (9 or fewer) or pair of children (up to 18 children)

Concept

Use the letters in blocks to build words that have the short o phonograms -ob and -ock.

Get Started

Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters c, o, and b together to make cob. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized piece of paper and on the board so children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Change the first letter in cob to make sob.
- Take away the letter b from sob. Add the letters ck to make sock.
- Take away the letter s from sock. Add the letter l to make lock.
- Add the letter s to lock to make locks.
- Take the l away from locks and add a letter to make socks.
- Use all the letters to make blocks.

Have children look at the words on display and suggest ways that some of the words could be grouped together. Here are some suggestions:

Words That Mean More Than One: locks, socks, blocks

Words That Rhyme: cob, sob; block, lock; socks, blocks

Today’s Challenge

Student page 34 Have children answer the riddles on student page 34 to apply what they have learned about the phonograms -ob and -ock.

Answers for student page 34: 1. rock 2. sob 3. job 4. lock 5. knob 6. clock 7. knock

Go Further

Student page 34 Before children begin to write their own silly sentences, you may wish to model one or two sentences for the group. Say, for example: Don’t sob because it is a hard job to fix the clock.

Assessment

Student self-assessment page 34 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and spell words with the short o sound?
Rule Out 2

Week 7 • Activity 35

**Materials**
Student page 35

**Concept**
Identify main ideas and details on a multiple-choice test.

**Get Started**
Remind children that the main idea of a passage is what the passage is mostly about. The details of a passage give smaller pieces of information about the main idea. The main idea is like the palm of a hand. The details are like the fingers; they are connected to the main idea, or palm. (See page 32.)

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children.

When the temperature is 32 degrees, we say it is freezing. Why? Water freezes into ice when it is 32 degrees. Snowflakes melt when they fall through air that is warmer than 32 degrees.

What is the main idea of the passage?

- **A** Snowflakes melt when they fall through air warmer than 32 degrees.
- **B** The freezing temperature is 32 degrees.
- **C** We say it is freezing.
- **D** The ice melts.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the passage talks about ice and snow. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The article is mostly about the freezing temperature of 32 degrees; all other sentences give more information about that idea.)

**Today’s Challenge**
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 35** Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 35:** 1. C 2. D

**Go Further**

**Student page 35** Children will write about one thing they do in school each day. Their main idea should state the activity (“I read a lot of different kinds of books in school”). The details will vary but should all relate to and support the main idea (“Last week I read a mystery”).

**Assessment**

**Student self-assessment page 35** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify main ideas and details?
Week 8 • Activity 36

Materials
Student page 36

Concept
Use prior knowledge and text clues to read with appropriate expression.

Get Started
Read the following passage aloud in two different ways: Read it once in a monotone, and then with excitement. Have children listen for and comment on the difference.

The runners were ready. Bang! The gun went off, and the race began. “They’re off! I’ve never seen such a race!” the TV reporter cried, almost out of breath. The runners were all keeping the same pace. No one was ahead. “Look!” shouted the reporter. “Eric Woo is taking the lead. He’s running toward the finish line. Will he stay ahead of the others?” The boy gave it everything he had. “He’s done it! He’s done it!” the reporter yelled. “Eric Woo has won!”

Explain to children that this is an exciting story. Ask children to tell you what made it exciting for them, as listeners. Ask questions such as these:

- Did my voice get louder and softer?
- Did I shout at times?
- Did I speed up and slow down?

Help children understand that the different ways you said words and sentences communicated the story’s mood to the listeners, which helps them understand what the story is about.

Point out that when children read a passage, they should do the following to know how to use their voices:

- Put themselves in the story. (How would I sound if I were reporting on an exciting race?)
- Look for words the author uses that describe the situation or character. (“almost out of breath,” cried, yelled).
- Look for punctuation. (Bang! Look!)

Today’s Challenge
Tell children that they are going to read a story with a small group. First, group members should decide how to read aloud the story. They can assign specific characters or lines to individuals, or they can read it together (choral reading). Everyone in the group will read the story silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud so that they can provide feedback to each other. Remind the groups to vary the tone and level of their voice to convey a sense of excitement, as well as adjust the speed of their reading. Read the story all the way through with children who need extra support.

Student page 36 Ask each group to read aloud to the remaining children. When they are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 36 Before children write what the Bunny family did about getting some dinner, suggest that they share their ideas in small groups. Encourage children to think about possible dialogue among the characters, as well as the actions they might take.

Assessment
Student self-assessment page 36 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use prior knowledge and text clues to read with appropriate expression?
Week 8 • Activity 37

Materials
Student pages 36, 37

Concept
Enhance comprehension by identifying story elements: character, setting, and plot.

Get Started
Tell children that characters are the people in a story, or fiction. The setting is where the story takes place. The plot of a story is what happens in the beginning, the middle, and the end.

Show children the graphic organizer on student page 37. Ask children to listen for the characters, setting, and plot as you read the following story. Tell children that knowing the characters, setting, and plot will help them form a clearer picture in their mind of what they are reading. This picture will help them better understand and enjoy the story.

It was raining, and Jack and Sasha were in their living room.

“I beat you,” Sasha teased Jack after she won a game of 20 questions.

“I bet I’ll win the next game though,” said Jack.

It was Jack’s turn to choose a game. He chose checkers. After Jack won the game, he asked, “Now what do we do?"

“Let’s get Dad and make a pie,” said Sasha.

“Good idea,” agreed Jack.

And that is how they spent the rest of the rainy day.
Refer to the graphic organizer on student page 37 as you ask children the following questions. Have them explain their answers.

1. Who are the characters? (Sasha and Jack).
2. Where are the children? (in their living room)
3. What happens at the beginning of the story? (Sasha wins at a game of 20 questions.)
4. What happens in the middle of the story? (Jack wins a game of checkers.)
5. What happens at the end of the story? (They make a pie with their father.)

Today’s Challenge
Student page 37 Have children read the story on student page 36. Then have them fill in the graphic organizer by naming the story’s characters and settings and by identifying its plot.

Answers for student page 37: Characters: Ba, Ma, and Pa Bunny Setting: Farmer Jack’s garden; the road Plot: Beginning—The bunny family goes to Farmer Jack’s garden for lunch; Middle—Farmer Jack chases them away; End—The bunny family decides to go to town for pizza.

Go Further
Student page 37 Before children discuss their ideas or write them, some of them may enjoy drawing pictures that represent their likes and dislikes. Encourage children who draw to use their pictures as they participate in group discussion.

Assessment
Student self-assessment page 37 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the characters, setting, and plot of a story?
Week 8 • Activity 38

Materials
Student page 38
One word card for each child, plus one extra
Tape

Concept
Build vocabulary by using meaning and structural clues.

Get Started
Before the session, prepare a word card (index-card-sized or so) for each child in your class plus one extra. Use any words that will be familiar to children. As a suggestion, use words that you have heard in children’s conversations about their studies in school or their after-school activities. If you are in contact with your children’s teachers, find out what they are studying and use some related vocabulary. Another approach is to relate all the words to a theme (for example, sports, plants, or animals).

Instructions for Playing What’s My Word? To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. Sample questions include the following.

- Does the word name a person, place, or thing?
- Does it have more than 4 letters?
- Does it begin with a letter between m and z?
- Does it name an animal?
- Does it have more than one syllable?

If children do not narrow in on the word after a reasonable amount of time, offer a hint as to the meaning. Keep a brisk pace so the children will stay interested.

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If after three to five minutes children have not guessed their words, try another approach. Seat all the children. Take one word card at a time, hold it over the child’s head where everyone but the child can see it, and ask the remaining children to offer clues.

Today’s Challenge
Student page 38 Have children use structural and meaning clues to answer the riddles.

Answers for student page 38: 1. duck 2. seven 3. tiger 4. train 5. chair

Go Further
Student page 38 Have children work with partners, each writing his or her own riddle and guessing the answer to each other’s riddle. Some children may benefit from making a quick list of riddle-worthy ideas before they begin to write. If one idea doesn’t work well, they will have others at the ready to choose among as alternatives.

Assessment
Student self-assessment page 38 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and structural clues to figure out a word?
Week 8•Activity 39

Materials
Student page 39
A set of Letter Cards (o, p, 2s, t) for each child (9 or fewer) or pair of children up to 18 children.

Concept
Use the letters in stops to build words that have the short o phonograms -op and "ot."

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters t, o, and p together to make top. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Change the order of the letters in top to make pot.
- Add the letter s to pot to make spot.
- Change the order of the letters in spot to make tops.
- Take away the p in spot and add s. Then change the order of the letters to make toss.
- Replace one s in toss with a p. Change the order of the letters to make stop.
- Add another s to stop to make stops.

Explain to children that when two of the same consonants are side by side, only one is heard: toss.

Have children look at the words on display and use them in sentences.

Some examples: There is a spot on the dog. I can toss a ball.

Today's Challenge
Student page 39 Have children write a word from the box into the puzzle by reading the clues. Assist children who are unfamiliar with crossword puzzles.

Answers for student page 39: Across: 1. dot 3. stop 4. pop 5. hop Down: 2. top 3. shop

Go Further
Student page 39 Have children use the word knot or drop to write a word clue. Prompt children as needed to get them started. You might, for example, suggest "a tear ______" or "something you get in your shoelaces."

Assessment
Student self-assessment page 39 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
Rule Out 2

Week 8 • Activity 40

Materials
Student page 40

Concept
Identify the story elements of character, setting, and plot on multiple-choice tests.

Get Started
Review with children that characters are the people in a story and that setting is where a story takes place. Remind them that a story's plot tells what happens in the beginning, middle, and end of a story. Point out that knowing these things will help them understand and remember the stories they read.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps them to be able to "rule out" some of the answers. Read the following passage and question to children.

Billy and Grandpa got in the boat to go fishing. "This is the way to catch a fish," Grandpa said. He put the fishing line in the water. Then he put his hat over his head and took a nap.

"Now I know why Grandpa never catches a fish," Billy thought.

What happens at the end of the story?
A) Grandpa goes to sleep while he pretends to be fishing.
B) Grandpa put the fishing line in the water.
C) Billy and Grandpa go fishing.
D) Billy knows why Grandpa never catches a fish.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because Billy and Grandpa go fishing at the beginning of the story. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (It's the last thing that happens in the story.)

Today's Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today's activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 40 Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 40: 1. C 2. B

Go Further
Have children discuss what they think Carla's brother might say when he gets home. Before they begin, encourage children who have attended camp to share their experiences. This may spark children's ideas for responding to the activity.

Assessment
Student self-assessment page 40 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story elements of characters, setting, and plot?
Week 9 • Activity 41

Materials
Student page 41

Concept
Read with appropriate expression to convey the author’s meaning.

Get Started
Read the following passage aloud in two different ways: read it once with appropriate expression, guided by the punctuation and quotation marks, and once without. Have children listen for and comment on the difference.

Niko wanted to plant a garden. He went to a store and bought all kinds of seeds. But Niko lived in a city. “I have no backyard!” cried Niko. He asked himself, “How can I find a place to plant my seeds?”

Next to Niko’s apartment house was an empty lot. It had weeds and trash in it. Niko talked to his friends who lived on the street. Together they cleaned out the lot and planted small gardens. Today there are hundreds of flowers on Niko’s street!

Explain to children that paying attention to punctuation will help them express the author’s meaning.

Read each sentence that follows, and ask children what punctuation mark they think is at the end of the sentence and why. Then write the two sentences on the board so that children can see the punctuation and practice reading accordingly.

- “How can I find a place to plant my seeds?”
- Today there are hundreds of flowers on Niko’s street!

Point out to children that when they read to themselves, they should also pay attention to punctuation. It will help them understand and enjoy what they are reading.

Today’s Challenge
Tell children that they are going to work in groups of three or four to read an article aloud. First, group members should decide how to read aloud the story: They can assign lines to individuals, or they can read it together (choral reading). Everyone in the group will read the article silently to get familiar with the words and general meaning of the article, as well as to preview the use of punctuation marks and how they will affect their reading. Then the children in each group will practice reading aloud so they can provide feedback to each other. Remind groups to think about the author’s meaning and watch for punctuation. Read the article through once with groups who need additional support.

Student page 41 Ask the groups to read aloud to the remaining children. Listeners are to look at the reader rather than at their texts because the reader is trying to communicate information to the listener. The practice will help children develop good listening skills. It will also provide uninterrupted reading time for children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 41 Have children work in pairs. Ask partners to write two sentence about what they would like to plant all over America, and how they could make it grow. Children should then read their sentences to each other and tell what punctuation marks their partner used.

Assessment
Student self-assessment page 41 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children use punctuation to convey the meaning of the author’s words?
Week 9 • Activity 42

Materials
Student pages 41, 42

Concept
Enhance comprehension by making predictions.

Get Started
Tell children that when they make a prediction, they use what they already know and look for clues in a text to help them make an educated guess about what will happen next.

Read the following clues from an article about learning to swim.

- To show you how to swim, I will tell you about teaching Merna how to swim.
- First, I told Merna she should wear something that would keep her from sinking down in the water.
- Next, I told her to float on her stomach in the water with her arms out in front of her and her legs straight out in back.
- Then I held her under her stomach so she could get used to kicking her feet.
- Finally, I took my hand away from under her stomach.

Ask children what the article is about. Then ask them to tell the clues they remember. Last, ask children what will happen after the writer takes his hand away from under Merna’s stomach. Encourage children to use what they know about swimming and the story clues to make a prediction. Predictions will vary, depending on children’s experiences with swimming. Accept any predictions that children can explain; for example, “I think Merna will sink because that’s what happened to me when I first learned to swim.” Explain that their predictions will not always match the story. Good readers change or make new predictions as they read. The important thing is to always look for clues and to always compare those clues with what they already know.

Then play a prediction game by having children make some predictions about the rest of the day. Children can use clues such as the weather, their daily routine, and any special circumstances. You can record their predictions and have children verify them tomorrow.

Today’s Challenge
Student page 42 Have children read the article on student page 41. Then direct them to look at page 42 in the student book. Children can work on their own, in pairs, or in small groups to tell about what might happen if Johnny Appleseed could go back before they write their predictions.

Answers for student page 42: Children’s predictions will vary, but their reasons for making them should be logical.

Go Further
Student page 42 Have children work in pairs. Partners write the name of their favorite fruit on a piece of paper that they fold. Then each child gives his or her partner clues so the partner can predict what fruit the clue giver will buy at the store. When the fruit name has been guessed, have partners exchange roles.

Assessment
Student self-assessment page 42 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children use story clues and prior knowledge to make logical predictions?
Week 9 • Activity 43

Materials
Student page 43
Word Maze Cards (Week 9 Activity 43)

Concept
Focus on word meanings and relationships (homophones, synonyms, and antonyms).

Get Started
Review with children the meanings of these words.

- **homophone**—a word that is pronounced the same as but spelled differently from another word (*to/too/two*)
- **synonym**—a word with the same or nearly the same meaning as another word (*big/large, small/tiny*)
- **antonym**—a word with the opposite or nearly the opposite meaning of another word (*up/down, in/out*)

Today's Challenge
Distribute the 18 Word Maze cards for Week 43. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play Word Maze. During the game, guide children as needed. For example, you may have to remind children of word definitions. You may also wish to use the words in a sentence to help children understand how they are used. When you have finished the game, put the cards in an envelope or bag labeled “Week 9 Activity 43.”

Instructions for Playing Word Maze Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask: “Who has the card with the answer to the question just read?” Ask that child to read the answer and then the question on his or her card. The game continues until all questions have been answered.

The correct sequence of questions and answers is shown on page 183.

Student page 43 When the group has finished playing the game, have children look at student page 43. Point out that the sentences on this page are a special way to look at how words are related to each other. Write this example on the board:

*High* is to *low* as *top* is to *___.*

Read the analogy, or “is to” sentence, to children. Ask how *high* and *low* are related. (They are opposites.) Put the words in a sentence that tells the relationship: *High* is the opposite of *low.* Explain that the words in the second part of the analogy should fit the sentence in the same way; that is, they should be opposites. Have children give the opposite of *top* and write *bottom* to complete the analogy. Then work through the first example on student page 43 with children. Guide them to realize that the words in this analogy are related because they sound alike but have different spellings and meanings. Then have children complete the activity. If children have trouble completing the analogies, make the page a whole-group activity.

**Answers for student page 43:** 2. deer 3. sleep 4. bare 5. down 6. steak 7. left or wrong 8. hot Accept other answers that children can justify.

Go Further

Student page 43 Point out that each sentence frame leaves out an additional word. Read the clues for children, and then have them complete the analogies.

**Answers for student page 43:** Possible answers: 9. stop/finish 10. on, big/little

Assessment

Student self-assessment page 43 Have children check one of the three boxes to describe how they feel about this activity.

**Assessment tip** Do children understand word relationships such as synonyms, antonyms, and homophones?
Building Words

Week 9 • Activity 44

Materials
Student page 44
Sum of the Parts Cards (Week 9 Activity 44)

Concept
Make words from initial consonants and blends (bl, cl, k, kn, m, p, r, st, t) and short o phonograms (-ob, -ock, -op, -ot).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 9. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the extra cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask children to look at their cards and find one or more children with whom they can combine their cards to make a word. When children have made as many words as possible, have them display their cards in the correct order to make their words. Write all the words on the board or on chart paper. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished the game, put the cards in an envelope or bag labeled “Week 9 Activity 44.”

Word combinations will vary according to how many cards are used in each round of the game. Some of the many possible word combinations include block, clock, knock, rock, pot, tot, cot, mob, rob, knob.

Today’s Challenge
Student page 44 Have children complete the chart by writing words that are related to the underlined letters.

Answers for student page 44: Answers will vary. Possible answers: 1. knock, dock, rock 2. top, mop, hop 3. dot, lot, pot 4. clean, club, clear 5. blue, black, blood 6. job, mob, sob 7. pink, pack, poor 8. see, sad, some

Go Further
Student page 44 Have children work in pairs. Before children try to find rhymes specific to a given phonogram, have them try to think of as many rhyming pairs as they can. Suggest that they use rhymes that involve short vowel phonograms, such as -at, -et, -ap, -ed. Model some rhyming pairs, such as cap/nap and set/wet.

Assessment
Student self-assessment page 44 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use phonograms to build and read short o words?
**Rule Out 2**

**Weekly 9 • Activity 45**

**Materials**
Student page 45

**Concept**
Predict what will happen next in a text passage on a multiple-choice test.

**Get Started**
Remind children that a prediction is a guess about what will come next in a story, based on what they have already read and what they know from their own experience.

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a test item and have several answers to choose from, it helps to “rule out” some of the answers. Read the following passage and question to children.

Tom put on his boots. Then he zipped up his jacket. He put on his hat and his mittens. “Don’t play too long!” Ms. LeRoy said. “Okay,” said Tom.

What do you predict Tom will do next?

- A. read a book
- B. go swimming
- C. walk to school
- D. play in the snow

Ask a volunteer to choose an incorrect answer and to explain how he or she knows it is wrong. For example, a child might say that A is wrong because people don’t put on heavy winter clothing to read a book. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The clues in the passage indicate winter clothing, and the mother says not to play too long.)

**Today’s Challenge**
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored. Each student will receive 10 points for each answer (up to two answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 45** Have children read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 45:** 1. B 2. D

**Go Further**

**Student page 45** Have children work in pairs to make up a story by taking turns adding one sentence to further the story along. Children keep on going until they think the story is over. Tell students that their first sentence should be the kind of sentence that might begin a story. Explain that the last sentence should be one that clearly states that the story is over.

**Assessment**

**Student self-assessment page 45** Have children check one of three choices to describe how they feel about this activity.

**Assessment tip** Can children use their prior knowledge and clues from the text to predict what will happen next?
Week 10 • Activity 46

Materials
Student page 46

Concept
Use punctuation as a guide to reading aloud with the appropriate expression.

Get Started
Write this riddle on the board.
What kind of gum do whales chew?
Blubber gum!
Read the riddle aloud twice. First, read the riddle in a flat voice, without any expression or regard for punctuation. Then, read the riddle again, stressing how your voice goes up for the question mark and how you emphasize the answer for the exclamation point.

Ask children which reading they liked best and why. Lead children to see how your voice rose at the end of the first sentence to indicate a question. Point out the question mark on the board. Then ask them how your voice changed for the second sentence. Encourage children to understand that the exclamation point told you to read the sentence with emphasis.

Explain to children that punctuation helps them read aloud with expression. Changing their voice according to punctuation shows that they understand the text. Discuss how expressive reading is more fun for the audience and helps the listeners understand the author’s meaning.

Today’s Challenge
Tell children that they are going to read riddles with a small group. First, group members should decide how to read aloud the riddles: They can assign specific questions and answers to individuals in their group, or they can read them together (choral reading). They can also assign a specific question to one child in the group and the answer to another child. Everyone in the group will read the riddles silently to get a sense of how to use the punctuation to help them read aloud. Then, the children in each group will practice reading aloud so that they can provide feedback to each other. Read the riddles through with children who need extra support.

Student page 46 Ask the groups to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. This practice will help children develop listening skills; it also provides uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 46 Have children work in pairs to read the riddles aloud as if there were different punctuation. Children should then tell each other how the understanding of the riddles changed. If needed, read aloud the riddle above, switching the punctuation marks.

Assessment
Student self-assessment page 46 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children convey the humor of each riddle by adjusting the tone of their voice and stress of their words according to punctuation?
Week 10 • Activity 47

Materials
Student pages 46, 47

Concept
Gain a better understanding of text by making personal connections.

Get Started
Tell children that when they make a connection to a text, they are relating their own experiences and feelings to what they are reading. When readers make personal connections to text, they are more apt to understand and remember what they read.

Read the following riddle. Ask children to explain whether or not they find it funny. Guide children to explain how they connected to the text:

**Question:** What room can a child never enter?

**Answer:** A mushroom!

Help children make connections to riddles by asking the following questions. Tell children to think about why they answered the way they did.

- What makes this riddle funny?
- Do you tell riddles you know to friends?
- Do you ever make up riddles?

Today’s Challenge

**Student page 47** Direct children to look at student page 47. Model how to fill in the chart by doing the first question together with the group. Some children may find it helpful to use a sheet of paper to guide their eyes straight across a row. Have children work individually to complete the rating chart. Stress that children should use their own thoughts and experiences to answer the questions. There are no right or wrong answers.

**Answers for student page 47:** Answers will vary. If there is time, children might want to share their ratings with one another.

Go Further

**Student page 47** Have children work in pairs to write a riddle. Then partners can share their riddle with the class. Point to the riddle on the board and remind children that when they read their riddle, their voice should change according to the punctuation in the text.

Assessment

**Student self-assessment page 47** Have children check one of the three activities to describe how they feel about this activity.

**Assessment tip** Can children use their own experience and knowledge to connect, then understand the humor in riddles?
Week 10 • Activity 48

Materials
Student page 48
One pair of word cards for every four children

Concept
Build vocabulary by using meaning clues.

Get Started
Before the session, prepare two word cards (index-card-sized paper or so) of the same word for every four children in your group. (Two pairs of children each get the same word card.) See student page 48 for some suggestions, use words from children’s classroom curriculum, or use themed words (e.g., cloudy, sunburn, ice, puddle).

Instructions for Playing Guess the Word
Explain to children that they will play this game in pairs, with one child giving clues and the other child trying to guess the word. Two pairs of children will play at a time, each pair trying to guess the same word. Thus, clues are received from both teams.

Partner children by counting off in twos. Have two teams of two children come forward. Each pair of children sits with partners facing each other. Hand a word card to the child on each team who will be giving the clues. Choose one team to play first. The game begins with the first team member offering a one-word clue to help his or her partner guess the word. If the child does not guess the word, play continues in the same manner with the second team. Children give one-word clues in turn until a player guesses the word or a total of six clues (three for each team) have been given. At this point, the rest of the group can offer guesses. At the end of this turn, have two new teams play.

Today’s Challenge
Student page 48 Show children how to fill in a crossword puzzle with words that go across and words that go down. Write the following on the board.

Tell children that the clue for 1 across is a pet you take for a walk. Point to each letter for dog. Then tell children that the clue for 2 down is the opposite of bad. Point to the letters in good. Show how the clue for dog goes across and that a letter in dog becomes the beginning of good, a word that goes down.

Have children read each clue on student page 48 and write the word in the puzzle. Remind children that all the words have to do with weather.

Answers for student page 48: 1. cloud 2. heat 3. cold 4. sunshine 5. thunder 6. rain 7. wind 8. snow

Go Further
Student page 48 Have children make a four-word puzzle of their own and share it with a partner or a small group. If grid paper is available, children will have an easier time making a puzzle.

Assessment
Student self-assessment page 48 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children use meaning clues to identify words?
**Materials**

Student page 49
A set of Letter Cards (k, n, r, s, t, u) for each child (9 or fewer) or pair of children up to 18 children

**Concept**

Use the letters in *trunks* to build words that have short *u* phonograms (-ut, -un, -unk).

**Get Started**

Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so they can easily see the array of letters.

Model how to make a word by pulling the letters *n, u,* and *t* together to make *nut.* After children make each word, write it on the board or a card so children can check their spelling. Guide the discussion with these prompts:

- Add *s* to *nut* to make *nuts.*
- Take away *n* and add *r* to make *ruts.*
- Take away *s* to make *rut.*
- Take away *t* and add *n* to make *run.*
- Add *s* to make *runs.*
- Take away *r, add *t,* and reorder the letters to make *stun.*
- Take away *t, add *k,* and reorder the letters to make *sunk.*
- What word can you make with all the letters? (trunks)

Have children look at the words on display and suggest ways some of the words could be grouped.

Here are some suggestions:

<table>
<thead>
<tr>
<th>Words That Rhyme</th>
<th>Words That Start the Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>nut, rut</td>
<td>nut, nuts</td>
</tr>
<tr>
<td>run, stun</td>
<td>rut, ruts, run, runs</td>
</tr>
<tr>
<td>nuts, ruts</td>
<td>stun, sunk</td>
</tr>
</tbody>
</table>

**Today’s Challenge**

**Student page 49** Have children sort the words from the box and write them in the three clouds according to how they rhyme. If needed, ask children to give examples for rhymes not on the student page. Get them to understand that rhyming words have endings that sound the same.

**Answers for student page 49:**
1. cut, hut, shut
2. sun, bun, run
3. flunk, skunk, chunk

**Go Further**

**Student page 49** Have children choose one set of rhyming words and use them in a sentence.

**Assessment**

**Student self-assessment page 49** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children apply the phonic elements from this lesson to read and spell words?
Week 10 • Activity 50

Materials
Student page 50

Concept
Make connections with the text on multiple-choice tests.

Get Started
Tell children that they can use their own experience and knowledge to make connections with what they read.

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 50 Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 50 Have children work in pairs, each writing a joke that they think is funny. Then have partners share their jokes with each other. Partners should give positive feedback if they do not think their partner’s joke is humorous.

Assessment
Student self-assessment page 50 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children make connections to text based on their personal knowledge and experiences?
Week 11 • Activity 51

Materials
Student page 51

Concept
Use punctuation to help express meaning and guide phrasing when reading.

Get Started
Read aloud the following passage in two different ways. Read it once with appropriate pauses and expression as signaled by the punctuation, and once without. Ask children which version is easier to understand.

My mom and dad both like to run. They run on the path that goes around Lake Ripple. My father wears an old hat on his head. Wow! Does he look silly! My mom looks pretty good in her new baseball cap, though. The two of them wave at their friends, who also run around the lake. Soon, however, Mom gets ahead of Dad. Dad goes out alone at night to run. Why does he do that? He’s practicing to get ahead of Mom!

Point out to children that in your first reading:

• You used punctuation to better express the author’s meaning.
• You used punctuation to help phrase the words.

Write the following two sentences on the board:
Ouch I hurt my foot so I can’t skate now.
Ouch! I hurt my foot, so I can’t skate now.

Ask children to read the first sentence with you. Read in a flat voice, running all the words together. Then ask children to read the second sentence with you. Emphasize the word Ouch, and pause after the exclamation point. Have children tell you which sentence made more sense. Ask if the second sentence sounds more like someone who hurt his or her foot would sound. Point out that the second sentence has punctuation to show you how to read it. Ask children to tell you where the punctuation marks are in the sentence and what they do for a reader.

Today’s Challenge
Tell children that they are going to read a passage with a small group. First, group members should decide how to read aloud the passage. They can assign specific lines to individuals, or they can read it together (choral reading). Encourage children to highlight or underline the sentences they are to read. Everyone in the group will read the passage silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud so that they can provide feedback to each other. Remind the groups to watch for the punctuation as they read. Read the passage through once with children who need extra support.

Student page 51 Ask each group to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 51 Have children tell why they would rather go to Camp Kelly or to Camp Maple. If needed, have children name where they would rather go and why, and where they would rather not go and why. Then have children write the activity.

Assessment
Student self-assessment page 51 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children use punctuation to express meaning and guide phrasing when they read aloud?
**Week 11 • Activity 52**

**Materials**
Student pages 51, 52

**Concept**
Identify comparison and contrast.

**Get Started**
Ask two volunteers to stand up and have the class tell how they are alike and different. You might suggest clothing, height, and gender as possible categories of comparison and contrast. Explain to children that when they identify how the two children are alike, they are comparing. When they identify something different about the two children, they are contrasting. Point out that writers may include clue words to help readers identify comparisons. Share these clue words:

| like, as—clue words that tell two things are alike |
| but, unlike—clue words that tell two things are different |
| too, also—clue words that signify likenesses |

Tell children that to help readers understand a text, the author sometimes writes about how one thing is like another. When an author does this, the author is making a comparison. Sometimes an author also writes about how one thing is different from another. It can be helpful to describe characters, places, and events by telling what they are not like. When an author does this, the author is making a contrast.

Read aloud the following passage. Use the questions below to help children identify comparisons and contrasts.

White Star is a young, lively horse. He is brown, like a nut, with a white star on his forehead. Duke is also brown with a white star on his head, but he is an older horse and very quiet. White Star bothers Duke. Duke used to run faster than any of the horses on the farm, but now White Star outruns him.

- What is the color of the two horses? (brown) Are they alike or different in color? (alike) Are you comparing or contrasting? (comparing) How do you know? (It shows how two things are alike.)
- What are the ages of the two horses? (White Star is young and Duke is old.) Are they alike or different in ages? (different) Are you comparing or contrasting? (contrasting) How do you know? (It shows how two things are different.)
- How does Duke run now, and how did he used to run? (Duke used to run fast, and now he runs slowly.) Is he runs now similar to or different from how he used to run? (different) Are you comparing or contrasting? (contrasting)

**Today’s Challenge**

Student page 52 Demonstrate how to fill in a Venn diagram: The information that is different goes in the outside parts of the circles, and information that is the same goes in the middle. Have children read the passage on student page 51 and fill in the Venn diagram on student page 52. Children can work on their own, in pairs, or in small groups to complete the Venn diagram.

**Answers for student page 52:** Answers may vary but should include these points: Camp Kelly—slept in cabins, no bugs, looked for animal tracks; Both Camps—played games and went swimming, made lots of friends, would like to go back to either camp again; Camp Maple—slept in tent, bugs in tent, took pictures of animals.

**Go Further**

Student page 52 Have children think of two different places they would like to go and tell how they are alike and different.

**Assessment**

Student self-assessment page 52 Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children make comparisons and contrasts?
Week 11 • Activity 53

Materials
Student page 53
Paper and pencil for each child

Concept
Identify nouns, verbs, adjectives, and adverbs.

Get Started
As needed, go over the following terms used in today's game.

- **naming word**—a word that names a person, place, thing, or animal (*doctor, park, ball, elephant*)
- **action word**—a word that tells what someone or something does (*go, rain, fell, laughed, saying*)
- **describing word**—a word that tells what someone or something is like (*pretty, dark, funny, warm*)
- **how describing word**—a word that tells how someone or something does an action (*quickly, smoothly, happily*)

Instructions for Playing Who Wants to Be the Top Scorer? Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5.

As you ask each of five questions, have children look at their word and jot down the points they earn for each “yes” answer. The value in points of each “yes” answer is shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word name a person, place, or animal? If yes, score 2 points.
2. Does your word name an object, or thing? If yes, score 2 points.
3. Is your word an action word? If yes, score 2 points.
4. Does your word describe what someone or something is like? If yes, score 2 points.
5. Does your word describe how someone does something, such as *slowly.* If yes, score two points.

Have children find their total scores. Determine which child has the highest score. Have that child write the word on the board and explain how he or she scored the points.

Today's Challenge

**Student page 53** Have children choose words from the box to use in sentences. They should use at least two of the words per sentence. They do not have to use all the words. Go over the terms discussed at the beginning of this lesson to help children know how to use the words.

**Answers for student page 53:** Children's sentences will vary but should show what they know about how words function in a sentence.

Go Further

**Student page 53** Have children work in pairs. Each child describes an object in the room, and the partner tries to guess the object. Have two volunteers model the activity to help children understand what they are to do.

Assessment

**Student self-assessment page 53** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children understand how nouns, verbs, adjectives, and adverbs work in sentences?
Building Words

Week 11 • Activity 54

Materials
Student page 54
A set of Letter Cards (a, b, g, o, 2t, u) for each child (9 or fewer) or pair of children up to 18 children.

Concept
Use the letters in tugboat to make words with the phonograms -ag, -at, -ot, -oat, -ug, and -ut.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters b, u, and t together to make but. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so children can check their spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Take away the t in but and add g to make bug.
• Take away b and add t to make tug.
• Take away u and add a to make tag.
• Take away t and add b to make bag.
• The away g and add t to make bat.
• Take away b and a and add g and o to make got.
• Add a to made goat.
• Take away g and add b to make boat.
• Use all the letters to make a word that means a kind of ship that pulls another ship. (tugboat)

Have children look at the words on display and suggest some ways they can be grouped. Some examples follow.

Words with long o
boat, goat

Words with short u
but, tug, bug

Word with short a
tag, bag, bat

Point out to children that the letters oa are a way of spelling the long o sound, as in boat and goat.

Today’s Challenge
Student page 54 Have children write words that rhyme with each word given. Use the words above to give some examples children can use to help them do the activity, such as tag/bag and boat/goat.

Answers for student page 54: Answers will vary. Possible answers: sag, lag, flag, nag; cat, hat, mat, fat; hot, cot, dot, not; coat, goat, note, vote

Go Further
Student page 54 Have children work in pairs to make up funny stories using some of the words they wrote in the boxes. Before children begin to write their ideas, encourage them to brainstorm so they will have several possibilities at-the-ready if one doesn’t play out.

Assessment
Student self-assessment page 54 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic and structural elements practiced in this lesson to read and spell words?
Week 11 • Activity 55

Materials
Student page 55

Concept
Identify comparisons and contrasts on multiple-choice tests.

Get Started
Remind children that sometimes a reader can learn about one thing by comparing it to another. For example, if you know how big a robin is, you will know how big a blue jay is because it is about the size of a robin. If you know how big a blue jay is you will have an idea of how big a crow is because it is bigger than a blue jay.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children.

Some birds live all year long in the north, where it is cold in the winter. Many other birds fly south for the winter to find a warm climate. Even sharks like to be warm! Many stay in the south, where the water is warm in winter months. They then swim north to cooler seas when it is hot in the summer.

How can you compare some birds and sharks?

A. They both like to swim in warm water.
B. They both like to be warm in the winter months.
C. They both live all year in the north.
D. They both fly south in the winter.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because birds do not swim in the water. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (Both birds and sharks travel south in winter to be warm.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 55 Have partners or groups read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or groups as needed.


Go Further
Have children choose two animals and tell how they are alike and different. Some children may like to draw pictures that show the likeness and differences they described in words.

Assessment
Student self-assessment page 55 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify comparisons and contrasts on multiple-choice tests?
Week 12 • Activity 56

Materials
Student page 56

Concept
Read aloud with appropriate phrasing to convey the author’s meaning.

Get Started
Read aloud the following passage in two different ways. First, read without regard to punctuation or phrasing. For example, stop in the middle of phrases and string some sentences together. Then read the passage with fluency. Ask children to listen for and comment on the difference.

We went camping on Wednesday. Of course, it was raining. Our tent got flooded with water, so we had to move it in the middle of the night. Happily, the next day was bright and warm. We hiked up Ajax Mountain and had a picnic.

Explain to children that writers use punctuation to help readers understand what they are saying. Read two of the sentences strung together as in the first reading. Then read them with a full stop at the period. Tell children you stopped at the end of the first sentence. Write a big dot on the board. Explain that this mark is a period and that it indicates a stop. Explain that a sentence holds only one or two thoughts. The period keeps readers from stringing thoughts together.

Now read aloud a sentence with a comma. Read the sentence once without pausing for the comma. Then read it again with the proper pause. Write a big comma on the board and tell children that this mark is a comma. Explain that it means a brief stop in reading. Tell children that a comma, like the period, helps readers separate ideas that are held in one sentence.

Today’s Challenge
Tell children that they are going to read a passage with a small group. First, group members should decide how to read aloud the passage. They can assign specific lines to individuals, or read it together (choral reading). Encourage children to highlight or underline the sentences they are to read. Everyone in the group will read the passage silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud to themselves so that they can provide feedback to each other. Remind the groups about the comma and the period. Tell them to stop and pause when they see these marks. Read the passage all the way through with groups who need extra support.

Student page 56 Ask the groups to read aloud to the remaining children. Remind readers to use proper phrasing, indicated by punctuation marks. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 56 Have children work in pairs to create a dialogue in which people in the flood discuss their situation. You may wish to brainstorm possible topics before children begin.

Assessment
Student self-assessment page 56 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children use proper phrasing to convey meaning?
**Materials**
Student pages 56, 57

**Concept**
Understand cause and effect.

**Get Started**
Ask children what happens to the windows in school when it rains. Encourage children to state that the windows get wet. Remind them that a cause is why something happens. In this case, the rain is the cause. A cause makes something else happen. Point out that the windows getting wet is an effect. An effect is what happens as a result of something else that happens. Understanding what happens and why it happens helps children understand what the author is saying. Explain that clue words such as because, reason, so, and when can signal a cause-effect relationship. Read the following aloud.

We left the cookies in the oven too long. The cookies got burned. Because the cookies were too burned for us to eat, we gave them to our dogs. The dogs are always hungry, so they gobbled up the burned cookies.

Tell children that the cause is leaving the cookies in the oven too long. The effect is that the cookies were burned. Point out that because the cookies were burned, the people gave them to the dogs. Because the dogs were always hungry, they gobbled up the cookies. Have children see that, in this case, each effect becomes the cause of something else.

**Today’s Challenge**
**Student page 57** Have children read the passage on page 56 and then answer the questions about causes and effects. Point out that just like the passage you read about the burnt cake, there are several causes and effects in the passage on page 56.

**Answers for student page 57:** 1. It got higher because it rained so hard. 2. There was a flood. 3. The water was coming into their homes. 4. The flood couldn’t reach the top of the hill. 5. They stayed at the school so they would be safe from the flood.

**Go Further**
**Student page 57** On a separate sheet of paper, have each child write two sentences about the storm that indicate cause-and-effect situations. Answers will vary, but the sentences should reflect conventional grammar and spelling.

**Assessment**
**Student self-assessment page 57** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the causes and effects in a passage?
Week 12 • Activity 58

Materials
Student page 58
One word card for each child, plus one extra
Tape

Concept
Build vocabulary by using meaning and structural clues.

Get Started
Before the session, prepare a word card (index-card size or so) for each child in your class, plus one extra. Use any words that will be familiar to children. As a suggestion, use words that you have heard in children’s conversations about their studies in school or their after-school activities. If you are in contact with the children's teachers, find out what they are studying and use some related vocabulary. Another approach is to relate all the words to a theme (for example, sports, plants, and pets).

Instructions for Playing What's My Word?
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. Sample questions include the following.

• Does the word name an animal?
• Does it have more than 4 letters?
• Does it begin with a letter between a and m?
• Does it tell about an action, such as swim, run, or build?
• Does it have more than one syllable?
• Does it have two letters that stand for one sound?

If children do not narrow in on the word after a reasonable amount of time, offer a hint about the meaning.

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If after two to five minutes children have not guessed their words, try another approach. Seat all the children. Take one word card at a time, hold it over the child's head where everyone but the child can see it, and ask the remaining children to offer clues.

Today’s Challenge
Student page 58 Have children work in pairs to complete the chart by reading the category and writing words for it that begin with the letters given. Challenge children to write more than one word per square! Then expand children's repertoire of words by asking pairs to share their words.

Answers for student page 58: Possible answers: vegetable—beans, carrots, peas; fruit—banana, cantaloupe, pear; breakfast foods—bagel, cereal, pancakes; snack foods—brownie, crackers, pretzels

Go Further
Student page 58 Have children choose a food that they named and write why they do or do not like it.

Assessment
Student self-assessment page 58 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and structural clues to identify a word?
Week 12 • Activity 59

Materials
Student page 59
Sum of the Parts Cards (Week 12 Activity 59)

Concept
Build words from word parts—short-vowel phonograms (ag, at, ot, ug, um, un, unk, ur) and the long o vowel combination oa.

Get Started
Distribute the 18 Sum of the Parts Cards for Week 12. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask children to look at their cards and find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished the game, put the cards in an envelope or bag labeled “Week 12 Activity 59.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following:
rag, rat, goat, spot, shrug, sum, cot, chunk, flunk, cut, bung, sun, hat.

Today’s Challenge
Student page 59 Have children write sentences for the words shown. To help children get started, ask a volunteer to choose one of the words and create a sentence using the word.

Answers for student page 59: Answers will vary but should demonstrate correct grammar and spelling.

Go Further
Student page 59 Have children choose one of the words from the activity, think of a word that rhymes, and write a sentence using both words. As an example, write the word gate on the board. Ask children to name a word that rhymes with gate. (Examples include date, hate, late, plate, state, wait.) Then have children help you compose a sentence using gate and the rhyming word children named.

Assessment
Student self-assessment page 59 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children understand how to combine phonograms and consonants to form other words?
**Rule Out 2**

**Week 12 • Activity 60**

**Materials**
Student page 60

**Concept**
Identify cause and effect on multiple-choice tests.

**Get Started**
Remind children that identifying causes and effects will help them understand and follow the events in a story.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children.

Clem gave Roberto a paintbrush and paint for his birthday. Roberto began to paint and found he was very good. His school asked him to hang some of his paintings. The art teacher looked at the paintings on the wall, and he gave Roberto a prize. What happened because Roberto’s art teacher saw his paintings?

A. He gave Clem an award.
B. He gave Roberto a prize.
C. He hung Roberto’s paintings in school.
D. He asked Roberto to hang the paintings.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because Clem gave the paintbrush and paint to Roberto. He did not win the prize. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The art teacher gave Roberto a prize because he saw Roberto’s paintings.)

**Today’s Challenge**
Divide children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 60** Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 60:** 1. C 2. A

**Go Further**
Have children work in pairs to tell whether they think the people in the passage did or did not have a good plan. Remind them to support their opinions with reasons.

**Assessment**

**Student self-assessment page 60** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students identify causes and effects in the text on a multiple-choice test?
Week 13 • Activity 61

Materials
Student page 61

Concept
Use typographic clues to read aloud with expression and fluency.

Get Started
Read the following bit of dialogue aloud two ways. First, read it in a flat voice, ignoring the question marks, the exclamation marks, and the typographic treatment (italics). Then read the dialogue aloud with the excitement suggested by the context—two TV reporters discussing an exciting news story. Direct children to listen carefully and be ready to comment on the difference in the two readings. Explain that that the dialogue is between the two reporters.

Al: Over one thousand people marched down Green Street today!

Tania: That’s amazing! I don’t think we’ve ever had a march that big. Am I right, Al?

Al: Absolutely! People came from all over to be in this march. Two thousand people! Imagine!

Tania: People are certainly angry about shutting down the Pineville hospital.

Tell children that you changed the way you expressed words and sentences according to the punctuation. Write the following sentences on the board, and ask children to read them aloud with you. Point out that each punctuation mark, along with the use of italics, indicates how to say the words or sentence.

• That’s amazing! [Read excitedly but with the same emphasis on each word.]
• That’s amazing.
• That’s amazing! [Put the emphasis on the word amazing.]
• Do you think that’s amazing?

Explain to children that reading aloud with the proper expression helps them better understand and enjoy what they are reading aloud. Point out briefly that pacing also affects how listeners understand and enjoy a reading. Read the following at a slightly slow pace. Then read again at a quick pace, slowing down for the second sentence. Have children tell you which reading they liked better and why. Explain that speeding up and slowing down better expresses the author’s meaning.

He ran fast, then faster, then even faster. Finally, he slowed down, slower, then even slower.

Today’s Challenge
Tell children that they are going to read a news report with a small group. First, group members should decide how to read aloud the report. They can assign specific lines to individuals, or they can read it together (choral reading). Suggest that students underline the part they are to read. Everyone in the group will read the report silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud so that they can provide feedback to each other. Read the report all the way through with groups who need extra support.

Student page 61 Ask the groups to read aloud to the remaining children. When they are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Have children work in pairs to create additional dialogue for the news report. They can write on additional sheets of paper or work orally.

Assessment
Student self-assessment page 61 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children use typographic clues to read aloud with expression and fluency?
Week 13 • Activity 62

Materials
Student pages 61, 62

Concept
Identify the sequence of events in text.

Get Started
Remind children that sequence is the order of events in a text. Invite a volunteer to model a simple process, such as brushing one's teeth. Have children identify the sequence of events in the order in which they occur. Explain that when children are reading, it is important for them to keep track of the order of events. Otherwise they will have a difficult time writing about or discussing the events later on.

Point out that writers often include clue words to help readers identify the sequence of events. Share these clue words: first, second, third, next, later, then, last, finally, after, begin.

Then read the following passage and tell children to pay attention to the sequence of events.

First, Jon wrote a letter. Next, he put it in an envelope. Last, Jon put the letter in the mailbox.

Ask children to identify which events come first, second, and last.

Today's Challenge
Student page 62 Have children read the report on student page 61. Then have them list events from the report in the order of which they happened.

Answers for student page 62: Possible answers:
1. The city decided to turn Pine Park into a parking lot.
2. The people held up signs saying they wanted to keep the park.
3. People gave speeches about how important the park was.
4. The mayor listened to the people.
5. She decided to keep the park as it was.
6. This news story was reported on the six o'clock news.

Go Further
Student page 62 Have children work in pairs to make up news stories of their own to tell to each other. Ask that partners be aware of the sequence of events in the reports.

Assessment
Student self-assessment page 62 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children identify the sequence of events in a text?
Week 13 • Activity 63

Materials
Student page 63
Word Maze Cards (Week 13 Activity 63)

Concept
Focus on word meanings and relationships—synonyms and antonyms.

Get Started
Review with children the meaning of these words.

- **synonym** — a word that means the same or nearly the same as another word (*big/large, small/tiny)*
- **antonym** — a word that means the opposite or nearly the opposite of another word (*up/down, in/out)*

**Today’s Challenge**
Distribute the 18 Word Maze cards for Week 63. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play Word Maze. During the game, guide children as needed. For example, you may have to remind children of definitions. You may wish to use the words in a sentence to help children understand how they are used. When you have finished the game, put the cards in an envelope or bag labeled “Week 13 Activity 63.”

**Instructions for Playing Word Maze** Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask: “Who has the card with the answer to the question just read?” Ask that child to read the answer and then the question on his or her card. The game continues until all questions have been answered. The last answer to be read should be the answer on the first student’s card.

The correct sequence of questions and answers is shown on page 184.

**Student page 63** Have children use the clues given to add or take away letters in order to make new words.

**Answers for student page 63:** 1. train 2. flame 3. trim 4. heat 5. hat 6. rip

**Go Further**
**Student page 63** Have children choose one of the activity words and add or take away a different letter to make a new word. You might also suggest that children can rearrange the letters if they like.

**Assessment**
**Student self-assessment page 63** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children understand word meanings and relationships in synonyms and antonyms?
Week 13 • Activity 64

Materials
Student page 64
A set of Letter Cards (a, e, m, r, s, t) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in stream to build words that have long e (ea), long a (CVCe), and the short a phonogram -at.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Model how to make a word by pulling the letters t, e, a, and m together to make team. Explain to children that the letters ea are a way of spelling the long e sound. Point out that the first vowel is usually long and the second vowel is usually silent. Model this with the word team. Then give the following clues to make the words. After children make each word, write it on an index-card-sized paper and on the board so that children can check their spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Take away t in team and add b to make beam.
• Take away b in beam and add s to make seam.
• Add t to seam to make steam.
• Take away s, and change the order of the letters to make meat.
• Move around the letters in meat to make mate.
• Take e away and make mat.
• Take away m and add r to make rat.
• Add e to rat to make rate.
• Take away r to make ate.
• What word can you make from all six letters? (stream) Some children may notice that they can also make master with all six letters.

Words That End the Same
seam, team, steam, stream
ate, mate, rate
mat, rat

Words with ea
beam, seam, team, steam, meat, stream

Today's Challenge
Student page 64 Have children choose words from the list with ea or CVCe to complete the cloze passage.

Answers for student page 64: 1. game 2. late
3. seat 4. team 5. treat 6. beat 7. scream 8. hate
9. dream

Go Further
Student page 64 Have children list the word choices in two columns, one column with the words they used in the story, the other column with the words they did not choose. Have children tell how they are alike and how they are different. Children should understand that the words in both lists have the long a and long e sounds, but with different spellings.

Assessment
Student self-assessment page 64 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements in this lesson to read and spell words?
Week 13 • Activity 65

Materials
Student page 65

Concept
Identify the sequence of events in a passage on a multiple-choice test.

Get Started
Remind children what they know about the sequence of events in a passage. Help them understand that keeping track of the order of events in a passage on a multiple-choice test will help them better understand and answer questions.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a test item and have several answers to choose from, they should try to "rule out" some of the answers. Then they can find the best answer from the remaining choices. Read the following passage and question to children.

First, Monique got the leash out for her dog, Trixie. Before she could even put the leash on the dog, Trixie began to jump up and down. Then Monique took Trixie down in the elevator, where three people said how cute Trixie looked. At last, Monique and Trixie were on the street and finally in the park.

What happened first?
A) Monique got the leash out for Trixie.
B) Monique took Trixie down in the elevator.
C) Monique took Trixie to the street.
D) Trixie barked.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because the passage does not mention the dog barking. Continue with another incorrect answer. Then ask students to choose the correct answer (A) from the remaining choices. Be sure children understand why A is correct. (The passage begins with the word First, and then says Monique got the leash out for her dog, Trixie.)

Today's Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today's activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 65 Have partners read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 65: 1. A 2. C

Go Further
Student page 65 Allow children a few minutes to think of an activity they like to do. Ask them to think about the steps that help them do the activity. For example, for skating they might put on knee pads and elbow pads, then put on skates, and last put on a helmet. When they have selected an activity, partners should explain "in steps" what they do.

Assessment
Student self-assessment page 65 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children identify the sequence of events in a passage?
**Materials**
Student page 66

**Concept**
Read dialogue to convey a character’s feelings.

**Get Started**
Read the following passage aloud in two different ways. First, read the dialogue without changing your tone of voice. Then read the dialogue, using different tones of voice for the two characters.

Sammy sighed, “Oh, how I wish I had a bike like yours.” Lisa was annoyed and out of patience with Sammy. She said, “You wish you had everything everyone else has! You’ve got to see what you have, not what you don’t have.”

Ask children which reading was more interesting. Ask which one gave them a better understanding of the characters and how they are feeling. Tell children that when they read dialogue aloud, they should ask themselves how they would sound if they were the character speaking. The reason for sounding like a character is to help the listener understand the author’s meaning. If Lisa responded in a cheery manner, it would confuse the listener, who was expecting her to sound annoyed.

Point out that the author uses clue words to help the reader recognize the feelings of a character. Go over the passage again, and ask children to be aware of words and phrases such as sighed, annoyed, and out of patience. Explain that the author has also italicized certain words to signal readers to emphasize them, making it easier to understand what each character sounds like. Reread the dialogue emphasizing those words. Have children identify the stressed words.

**Today’s Challenge**
Arrange children in small groups to practice reading the passage aloud. They might decide to assign the dialogue to some children and the narrative to other children. Suggest that they underline the parts they are to read. Remind the readers of the dialogue to sound like the characters. Children should read their parts silently, getting used to the difference of each character’s tone and pacing. Read the passage all the way through with children who need extra support.

*Student page 66* Have children read the passage aloud to the rest of the group. Encourage groups to provide helpful feedback about reading the lines of different characters. Allow time for each group to present the passage. Remind the audience to demonstrate good listening behaviors, such as looking at the reader rather than following along in the text. Also encourage children to show respect for speakers who may have difficulty pronouncing words.

**Go Further**
*Student page 66* Have children add four sentences to the story that include dialogue and clue words for how to read the dialogue with expression. Then have children work in pairs to read their new lines to each other.

**Assessment**
*Student self-assessment page 66* Have children check one of the three boxes to describe how they feel about this activity.

**Assessment tip** Can children use text clues and prior knowledge to read aloud expressively?
Week 14 • Activity 67

Materials
Student page 67

Concept
Use context to determine the meanings of unfamiliar words.

Get Started
Explain to children that they can often figure out the meaning of a word by finding what the words and sentences around it mean. Write the following sentence on the board. Then read it aloud.

The acacia was growing taller and taller. Its feathery, yellow leaves smelled sweet. We rested in its shade.

Ask children what they think an acacia is. Ask them what led them to know what an acacia is (a tree). As children identify context clues, circle those words and sentences (growing, leaves, shade). Explain that the words and sentences around an unknown word make up the context in which the word is used. Remind children that in many instances they can figure out the meaning of a word. Read the passage again, substituting tree for acacia. Does tree make sense? (Yes, it does. An acacia is a tree.)

Today's Challenge
Student page 67 Have children read the story and pay attention to the underlined words. Then ask children to use context to determine the meaning of each underlined word. Children should circle the letter of the correct answer.

Answers for student page 67: 1. b 2. d 3. a 4. c 5. c 6. a

Go Further
Student page 67 Have children identify in the story the context that helped them determine the meaning of one of the underlined words. Even if children already know the meanings of the underlined words, they should be able to identify the context clues.

Assessment
Student self-assessment page 67 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children use context clues to determine the meaning of an unfamiliar word?
Materials
Student page 68
One pair of word cards for every four children

Concept
Build vocabulary by using meaning clues.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word per every four children in your group. (Two pairs of children each get the same word card.) See student page 68 for ideas.

Today's Challenge
Student page 68 Have children unscramble the words by using the clues given in the second column of the chart. Some children may find this activity more accessible if they are allowed to manipulate letter cards.

Answers for student page 68: lake, extra, man, orange, new, after, drum, eight, bottle, crowd

Go Further
Student page 68 Have children work in pairs to give each other scrambled words and clues that hint at the words. Give children ample time to unscramble their partner's word. If children have difficulty unscrambling the words, encourage partners to provide more clues.

Assessment
Student self-assessment page 68 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children build vocabulary by using meaning clues?
Week 14 • Activity 69

Materials
Student page 69
A set of Letter Cards (h, o, r, s, t, w) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in throws to build words that have the vowel sounds in snow and cow, the short o phonogram -ot, and the consonant diagraph sh.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so they can easily see the array of letters. Model how to make a word by pulling the letters r, o, t together to make rot. Then give the following clues to make the words. Keep the pace brisk. After children make each word, write it on an index-card-sized piece of paper and on the board so that children can check their spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Take the r away in rot and add h to make hot.
• Take the b away and add sh to make shot.
• Take the t away and add w to make show.
• Take the s away to make how.
• Take the h away and add t to make tow.
• Add h and r to make throw.
• What word can you make with all six letters? (throws)

Words That Rhyme
tow, row, show, throw
hot, rot

Words That Start the Same
row, rot, row
shot, show
hot, how

Today’s Challenge
Student page 69 Have children sort words that rhyme with ow as in blow and ot as in dot. To help children get started, write the words rot and row on the board and ask children to identify the column in which they would write each word.

Answers for student page 69: Words that rhyme with blow—crow, grow, flow, slow, low, glow, mow Words that rhyme with dot—got, lot, not, pot, plot, blot, cot

Go Further
Student page 69 Have children work in pairs to add additional words to each column. Possible answers: snow, tow, row, bow; hot, jot, rot, slot.

Assessment
Student self-assessment page 69 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonograms -ow (long o) and -ot (short o) to build, spell, and pronounce words?
Rule Out 2

**Week 14 • Activity 70**

**Materials**
Student page 70

**Concept**
Use context to determine the meanings of words on a multiple-choice test.

**Get Started**
Remind children what they learned about using context to define unfamiliar words. Explain that they can use this skill when they take multiple-choice tests.

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a test item and have several answers to choose from, they should try to “rule out” some of the answers. Then they can find the best answer from the remaining choices.

Read the following sentence leaving out the word that goes in the blank. Then read children the answer choices for the missing word:

I looked at the _____ I took with my camera.

A) painting  
B) photograph  
C) television  
D) window

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because a camera can not take a window. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining choices. Be sure children understand why B is correct. (Since a painting, a television, and a window cannot be taken by a camera, photograph is the only word that makes sense.)

**Today’s Challenge**
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each item is 30.

**Student page 70** Have partners take turns reading the sentences to each other, ruling out two answers, and then choosing the correct answer. When a group has completed the four items, members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


**Go Further**

**Student page 70** Have children work in pairs, each child writing a sentence in which he or she intentionally leaves out a word. Children should write answer choices for the missing word and have their partners solve. If children need guidance, have them use the activity on student page 70 as a model.

**Assessment**

**Student self-assessment page 70** Have children check one of three choices to describe how they feel about this activity.

**Assessment tip** Can children use context to determine the meanings of words?
Read Out Loud

Week 15 • Activity 71

Materials
Student page 71

Concept
Read aloud, using clue words in a story to aid in expressing the author’s meaning.

Get Started
Read the following passage aloud in two different ways: First, read it without expression and fluency. Then read the passage with expression, using word clues such as couldn’t believe, looked so sad, scolding, and laughing to alter the tone and speed of your voice. Ask children to listen for and comment on the difference.

Jenny couldn’t believe what Woofer looked like. Woofer was her dog. He was walking slowly, and he looked so sad. “Woofer,” shouted Jenny, “What did you do?” Woofer couldn’t answer, of course. Jenny scolded her dog. “You should not roll in mud puddles!” Jenny turned around. She did not want Woofer to see her face. She was laughing. Woofer did look funny and silly!

Ask children:
• Which reading helped you understand what the passage was about? Why?
• Which reading was more enjoyable? Why?

Explain that you changed the tone of your voice to match the feelings and events in the passage. Point out that you slowed down when Woofer was walking, and you made the sentence sound sad, to match what Woofer looked like.

Explain to children that reading aloud with the appropriate expression shows that the reader understands what is going on in the passage. Also, it helps the reader communicate the meaning of the passage to the listeners.

Today’s Challenge
Tell children that they are going to read a story in a small group. First, group members should decide how to read aloud the story. They can assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the story silently to get a sense of what the author is saying. Then the children in each group will practice reading aloud so that they can provide feedback to each other. Remind the groups to use their voices to help the listeners understand that Ned had a good time at his party. You might want to point out word clues such as happy, playing, mess, and shy. Read the story all the way through with groups who need extra support.

Student page 71 Ask each group to read aloud to the remaining children. When children are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. The practice will help children develop listening skills, as well as provide uninterrupted reading time for the children. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 71 Before children begin the activity, have them talk briefly about birthday parties. Ask them to describe the usual activities. Then have children think specifically about Ned’s party to tell one more thing the children who attended the party might have done. Remind them to use their voices to help their partner understand what they are saying.

You might write the following on the board and ask volunteers to read it: Michael was very sad because his grandfather was going home. Ask children how the readers used their voices to help listeners understand the author’s meaning.

Assessment
Student self-assessment page 71 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read fluently and expressively?
Week 15 • Activity 72

Materials
Student pages 71, 72

Concept
Identify main idea and details to understand the author's meaning.

Get Started
Tell children that the main idea of a story or other text is what it is mainly about. It is the most important idea. It gives a reader an overall sense of what the author is saying. The details in the passage all give information about the main idea. The main idea is like the palm of a hand. The details are like the fingers, which all connect to the palm. Draw the following on the board and ask children to explain the drawing. Make your drawing large enough to write in.

Ask children which sentence in the passage tells the main idea. When they have identified the first sentence, write the main idea in the palm of the hand you drew on the board. Then ask children to name details that support the main idea (the following four sentences). Explain that looking for the main idea and details in a passage or story will help children follow the text and better understand the author's message. It will also help children to recall the important ideas from the text at a later time.

Today's Challenge
Student page 72 Have children read the passage on student page 71 and fill in the graphic organizer by identifying the main idea and details that support it. Explain that the hand on their paper has four fingers in which to write details. Tell children that they can leave out details and write only the four that they think are most important.

Answers for student page 72: Wording of main idea may vary but should reflect the following. Main Idea: Ned's birthday was a very happy day. Details: Children's choice of details will vary. Possible details are: Some friends played video games while others baked cupcakes. Ned was happy that he had told everyone not to bring presents. Ned played with everyone for two hours. His parents gave him a bike.

Go Further
Student page 72 Have children work in pairs. Each child should write an additional sentence to the story that gives another detail to support the main idea. Pairs should then talk about their sentences with each other.

Assessment
Student self-assessment page 72 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the main idea and details of a passage?
Week 15 • Activity 73

Materials
Student page 73
Paper and pencil for each child

Concept
Build vocabulary by recognizing syllables, homophones, and nouns.

Get Started
As needed, review the following terms used in today’s game.

- **homophone**—a word that sounds like another word but has a different meaning (*two/to; I/eye*)
- **syllable**—an uninterrupted unit of speech (*Run* has one syllable, but *running* has two.)
- **singular noun**—a word that names one person, animal, place, thing, or idea (*dog, child, selfishness*)
- **plural noun**—a word that names more than one person, animal, place, thing, or idea (*children, schools*)

Instructions for Playing *Who Wants to Be the Top Scorer*?
Explain that today children will play *Who Wants to Be the Top Scorer?* Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5.

As you ask each of five questions, have children look at their word and answer the question “yes” or “no.” The points to award for “yes” answers are shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have one syllable? If yes, score 2 points.
2. Does your word sound like another word but have a different meaning? If yes, score 2 points.
3. Does your word name more than one person, place, thing, or idea? If yes, score 2 points.
4. Does your word have more than three letters? If yes, score 2 points.
5. Does your word name an idea? If yes, score 2 points.

Have children find their total scores. Determine which child (or children) has the highest score. Have that child (or children) write the word on the board and explain how he or she scored the points.

Today’s Challenge

**Student page 73** Have children answer yes-no questions about the two words given. The questions are the same kinds of questions asked for the game *Who Wants to Be the Top Scorer?*

**Answers for student page 73:** Sentences will vary. Answers to questions: 1a. yes, 1b. no, 1c. no 1d. no 2a. yes 2b. no 3c. yes 3d. no

Go Further

**Student page 73** Have children name the two homophones for the words in the activity and write a definition for each one. Definitions will vary. The homophones are *brake* and *pains.*

Assessment

**Student self-assessment page 73** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recognize homophones, syllables, and nouns?
Week 15 • Activity 74

Materials
Student page 74
Sum of the Parts Cards (Week 15 Activity 74)

Concept
Build long-vowel words with phonograms (-ade, -ale, -ate, -eak, -eal, -eap, -eat, -ow).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 15. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask children to look at their cards and find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished the game, put the cards into an envelope or bag labeled “Week 15 Activity 74.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations include the following: take, safe, hate, blow, steal, cheap, leap, cheat, streak.

Today’s Challenge
Student page 74 Children are to use beginning consonants, rhymes, and meaning clues to write the correct words, which have many of the vowel sounds used in the game.


Go Further
Student page 74 Have children work in pairs, each child writing an item like those they completed in the activity. The last row is empty for them to use. Children should trade papers and solve.

Assessment
Student self-assessment page 74 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children understand how to combine phonograms and consonants to form words?
**Week 15 • Activity 75**

**Materials**
Student page 75

**Concept**
Identify the main idea and supporting details in text on a multiple-choice test.

**Get Started**
Remind children that the main idea of a passage is the idea that holds all the details together. Details are small pieces of information that tell more about the main idea. If children have difficulty with this skill, review the hand analogy from Activity 72.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to "rule out" some of the answers. Read the following passage and question to children.

The Ortiz family was going on vacation. The car was packed, and the Ortiz family just had one thing left to do. They had to fit four people, one dog, and two traveling cat boxes into the car. Finally, everyone was inside. It was time for the vacation!

What is the main idea of the passage?

A. The Ortiz family was going on vacation.
B. There are four people in the Ortiz family.
C. It is hard to get so many people and animals into a car.
D. The cats traveled in cat boxes.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the other sentences in the story do not tell more about the cats and their cat boxes. Discuss the choice and reasoning.

Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (All the sentences give information about how the Ortiz family gets ready to go on vacation.)

**Today’s Challenge**
Organize the children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 75** Have children read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 75:**
1. C 2. D

**Go Further**
Have children write a sentence that would add another detail to the passage on student page 75.

**Assessment**

**Student self-assessment page 75** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the main idea and supporting details in text?
Materials
Student page 76

Concept
Read aloud with expression and pacing to build suspense in a story.

Get Started
Read aloud the following story in two different ways. The first time, read the text as a monotone and with the same pacing throughout. In a second reading, change the tone of your voice and vary the pacing and speed to build suspense. For example, leave long pauses between the sentences about the principal and the words he is speaking. Raise the tone of your voice as you come closer and closer to the principal’s announcement. Elicit suspense by drawing out the text as if you were Raoul and Katie waiting to hear if they won the bike.

The principal was about to pick a ticket stub from a big bowl. Whoever held the matching ticket number was going to win a new bike. Raoul and Katie had number 102. They were going to share the prize if they won. The two children held their breath, waiting, and waiting. Mr. Cray put his hand into the bowl, but then he took it out. “Please, please,” said Raoul. “Don’t keep us waiting like this.”

“Hee goes!” Mr. Cray said as he picked a ticket. He looked at the ticket stub and smiled. Raoul and Katie held each other’s hand. “Oh,” they groaned. The principal said, “And now—” he paused. “The winner is—” he paused again. “I can’t stand this,” cried Katie.

“Number 102, come get your prize!” Raoul and Katie yelled, “It’s us! We won!” The two took turns riding their shiny new bike back home.

Ask children which reading helped them understand the story better and why. Encourage them to notice how you built suspense in your reading (drawing out sentences, taking long pauses, changing volume of voice, and changing tone of voice). Explain that building suspense while reading makes listeners “hang on to” the words. Imagining this expression and pacing when reading silently will also help them understand and enjoy a story more.

Today’s Challenge
Student page 76 Allow time for each group to present the story to the rest of the class. Remind listeners to demonstrate good listening behaviors, such as keeping their eyes on the speaker instead of following along with the text, sitting still, and keeping quiet. To review, ask children once again how they can build suspense while reading.

Go Further
Student page 76 Have children work in small groups to exchange constructive comments and suggestions about one another’s reading.

Assessment
Student self-assessment page 76 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud with expression and pacing to build suspense in a story?
Week 16  Activity 77

Materials
Student pages 76, 77

Concept
Enhance comprehension by recognizing characters, setting, and plot.

Get Started
Remind children that in a story, the characters are the people in it. Ask children to name characters in favorite books they have read. Then explain that where a story takes place is called the setting. Ask children: What would the setting be if [names of two children in class] were in a story right now? Make sure children understand that the setting would be the classroom.

Tell children that in each story they read, there is a problem the characters are trying to solve. What happens as they go about solving the problem is called the plot. Explain that knowing the characters, setting, and plot will help them to understand and remember stories. Tell children that it will also help them to become better at making predictions. Then read the following paragraph aloud.

Greg wanted a baseball mitt, and Rosa wanted a new video game. But the children didn’t have enough money. The children decided to do jobs for their parents. Their parents would pay them money. Greg and Rosa worked in all the rooms of their house. The children washed dishes. Then they swept the floors. Finally, they had enough money to buy the games.

Ask the children who the characters are in the story. Then ask where the story takes place. Last, ask what problem the children had to solve. Ask them what Greg and Rosa did to solve the problem. Explain that the problem and what they did to solve it make up the plot. Remind children that knowing the characters, setting, and plot will help them to better understand and remember stories.

Display the following organizer. Tell children they can use it to keep track of the important elements of any story: characters, setting, and plot.

<table>
<thead>
<tr>
<th>Story Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>Important Events</td>
<td></td>
</tr>
</tbody>
</table>

Today’s Challenge
Student page 77 Have children read the story on student page 76 and identify the characters, the setting, and the plot events. You may want children to work in pairs or in small groups.

Answers for student page 77: Characters: Keesha and her father  Setting: the woods  Plot: Wordings and choice of events will vary but should approximate the following: Keesha and her father find a lost wolf cub; they want to return the cub to its home, but they have to find the home; so they go through the woods and find the home; they return the cub to its family.

Go Further
Student page 77 Have children work with a partner or in small groups to discuss the value of knowing the characters, setting, and plot of a story. If children need guidance, have them read aloud the story on student page 76, leaving out the characters, the setting, or the plot. Have them discuss how eliminating any of those elements affects their understanding of the story.

Assessment
Student self-assessment page 77 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the characters, setting, and plot of a story?
Materials
Student page 78
One word card for each child, plus one extra
Tape

Concept
Build vocabulary using meaning and structural clues.

Get Started
This game is like Password. Before the session, prepare a word card (index-card size or so) for each child in your class, plus an extra one. Use any words that will be familiar to children. As a suggestion, use words that you have heard in children's conversations about their studies in school or their after-school activities. If you are in contact with the children's teachers, find out what they are studying and use some related vocabulary. Because the words on Student page 78 are all compound words, you may wish to focus on them in the game. Examples for the game include inside, outside, newspaper, bathroom, skateboard, and butterfly.

Instructions for Playing What's My Word?
Remind children that a compound word is a word made from two words joined together. For example, dog + house = doghouse.

To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. Sample questions include the following:

• Does the word name a person, a place, or a thing?
• Does it have more than six letters?
• Does it begin with a letter between A and L?
• Does it have more than two syllables?
• Is it a compound word?
• Does it name an animal?

If children do not narrow in on the word after a reasonable amount of time, offer a hint about the meaning.

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If children have not guessed the words after three to five minutes, try another approach. Seat all the children. Take one word card at a time and hold it over the child's head where everyone but that child can see it. Then ask the remaining children to offer clues.

Today's Challenge
Student page 78 Have children use the clues and the words in the box to make compound words.

Answers for student page 78: 1. snowman
2. payday 3. desktop 4. everyone 5. railroad
6. mailbox

Go Further
Student page 78 Have children work in pairs to make as many compound words that they can. Answers will vary, but the words should be compounds. Check any you're not sure of in a dictionary, and explain to children that sometimes what they think may be a compound word is actually two separate words. An example from the boxed words is snow day.

Assessment
Student self-assessment page 78 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words from meaning and structural clues?
Materials
Student page 79
A set of Letter Cards (d, f, g, h, i, l, o, s) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in goldfish to build words that have long o, short i, and the vowel combination oi.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters g and o to make go. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add l and d to go to make gold.
- Take away the g and add b to make hold.
- Take away b and d and add f and i. Then change the order of the letters to make foil.
- Take away the o and l and add sh to make fish.
- Replace the f with a d to make dish.
- Use all the letters to make a word that names something you see swimming in a bowl. (goldfish)

Have children look at the words on display and use them in sentences. For example: A fish does not belong in a dish.

Have children note that when the vowel o is at the end of a word, it usually stands for a long o sound: go, so, no, piano, radio. Point out that there are exceptions, however, such as to and do. Then point out that the letters oi stand for the sound heard in foil.

Today's Challenge
Student page 79 Have children write the appropriate words from the box in each sentence. They will use context clues to choose the correct word.

Answers for student page 79: 1. told 2. cold 3. coil 4. swish 5. spoil 6. no 7. trip

Go Further
Student page 79 Have children work in pairs to use at least three of the words they wrote to make up a story. If time permits, have partners take turns reading their stories to each other.

Assessment
Student self-assessment page 79 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
Materials
Student page 80

Concept
Identify the story elements of character, plot, and setting in passages on multiple-choice tests.

Get Started
Remind children that characters are the people in a story, the setting is where it takes place, and the plot is the problem the characters have and how they solve it.

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Have children read the story and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 80: 1. B 2. D

Go Further
Student page 80 Have children draw, on a separate sheet of paper, a picture of the story’s setting. Have them write a caption at the bottom of the picture, “Setting: snowy woods.”

Assessment
Student self-assessment page 80 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize story elements—characters, setting, and plot?
Week 17 • Activity 81

Materials
Student page 81

Concept
Read aloud factual material with expression and fluency.

Get Started
Read aloud the following article in two different ways. First, read it in a monotone voice, running sentences together. Then read the article with expression and fluency, conveying a sense of excitement about the people and events. Ask children to listen for and comment on the difference.

Well Done, Nellie!
1890, New York, January 25, Nellie Bly has done it! She has traveled around the world in only 72 days. Miss Bly has written many newspaper stories. In our time, hardly any women work. Almost no women write for newspapers.

Miss Bly decided to make this amazing trip when she read a book about a man who went around Earth in 80 days. The man was make-believe; he was not real. Well, Nellie has done it a week faster than the made-up man. She has surprised us all with her daring and cleverness. Well done, Nellie!

Ask children:
• Which reading helped you understand what the article was about? Why?
• Which reading was more exciting? Why?

Explain to children that many people read without expression when they are reading about real people and real events. Point out that you read some of the information in the article in a normal voice, but your voice changed to indicate information that was especially exciting. Explain that in articles children read, some words will be underlined, and the underlines tell them to emphasize those words. Write the following sentences on the board.

Nellie Bly has done it.
Nellie Bly has done it!
Nellie Bly has done it!

Have volunteers read the sentences aloud and ask children why each sentence sounded different.

Today’s Challenge
Organize children into groups of 2 or 3. First, children should read through the text silently. Then one child reads aloud, while the other(s) listens. The silent reading will familiarize children with the text. Reading aloud to a partner or group members will provide an opportunity for listener feedback prior to reading in front of other children.

Student page 81 Before you begin, have children practice saying the names “Jeana Yeager” (GEE-nuh YAY-gur) and “Dick Rutan” (ROO-tan) until they are able to read them aloud fluently. Allow time for each group to present the newspaper article for the remainder of the children. Remind the listeners to demonstrate good listening behaviors, such as keeping eyes on the listener, sitting still, and not following along in the text.

Go Further
Student page 81 Have children work with a partner to read aloud the sentences and discuss how punctuation and underlining change the way a sentence is read. If children need guidance, refer them to the sentences you had written on the board (see above). Have children read those sentences aloud with you.

Assessment
Student self-assessment page 81 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children use typographic clues when reading aloud?
Week 17 • Activity 82

Materials
Student page 82

Concept
Use context to determine the meanings of unfamiliar words.

Get Started
Explain to children that they can often figure out the meaning of a word by finding what the words and sentences around it mean. Write the following sentence on the board. Ask children to figure out what passengers means from the clues.

The passengers got on the train and sat down.

Even if children are familiar with the word, guide them to see that passengers is followed by clues that can help them to understand the word. Point out that someone or something got on the train. Then someone or something sat down. Ask children what the word means (the people who ride on a train).

Today’s Challenge
Student page 82 Have children read each sentence and circle any clue word or words that helped them determine the meaning of the underlined word. Then children should write a sentence using the underlined word. Children’s sentence will vary but should make correct use of the vocabulary word.

Answers for student page 82: Circled clue words will vary but should approximate the following: 1. save 2. loved 3. could hear him 4. coat 5. claps

Go Further
Student page 82 Have children work in groups to share the sentences they wrote for the activity. Encourage children to read aloud their sentences to one another. You might also suggest that they vocally emphasize the vocabulary word.

Assessment
Student self-assessment page 82 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use context clues to determine the meanings of unfamiliar words?
Week 17 • Activity 83

Materials
Student page 83
Word Maze Cards (Week 17 Activity 83)

Concept
Build vocabulary by understanding word relationships (synonyms and antonyms).

Get Started
Review with children the meanings of these terms. Depending on your group, you may wish to mention the terms synonym and antonym and then share and use orally the simpler wording on student page 83 (word that means the same and word that means the opposite).

**synonyms**—two words that mean almost the same thing (big/large)

**antonyms**—words with opposite meanings (up/down)

**rhyme**—words that sound the same at the end (hat/sat)

Today's Challenge
Distribute the 18 Word Maze cards for Week 17. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play the Word Maze game. During the game, guide children as needed. For example, you may have to remind children of word definitions. You may wish to use the words in a sentence to help children understand how they are used. When you have finished the game, put the cards into an envelope or bag labeled “Week 17 Activity 83.”

Instructions for Playing Word Maze
Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask: “Who has the card with the answer to the question just read?” Ask that child to read the answer and then the question on his or her card. The game continues until all questions have been answered. The last answer to be read should be the answer on the first student’s card.

The correct sequence of questions and answers is shown on page 185.

**Student page 83** Have children write either a synonym or antonym from the box to complete the chart. You might want to point out that one word in the box is not used.

**Answers for student page 83:** 1. sad 2. hot 3. night 4. far 5. dirty 6. simple 7. weak 8. start

Go Further
**Student page 83** Have children use the activity as a model for making a chart with three new words. If children have difficulty getting started, write on the board a couple of simple examples, such as fast (quick, slow) and hard (firm, soft). Children can exchange charts with a partner and fill in each other’s chart.

Assessment
**Student self-assessment page 83** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children understand what synonyms and antonyms are?
Building Words

Week 17 • Activity 84

Materials
Student page 84
A set of Letter Cards (a, e, n, p, r, s, t) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in parents to make words with r-controlled vowels.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Model how to make a word by pulling the letters p, e, a, and r together to make pear. Then give the following clues to the words. Keep the pace moving briskly. After each word is made, write it on an index-card-sized paper and on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)
• Add s to pear to make spear.
• Change the order of the letters to make spare.
• Take away s and p and add n. Then change the order of the letters to make near.
• Take away the n and add s and t. Then change the order of the letters to make stare.
• Take away s and e and add p. Then change the order of the letters to make part.
• Take away p and add s. Then change the order of the letters to make star.
• Take away the s and add e. Then change the order of the letters to make tear.
• Take away e and change the order of the letters to make art.
• What word can you make with all the letters? (parents)

Have children look at the words on display and make up a sentence with two words that have the same letters. (The plan was part of a trap.) Tell children that they are not limited to just the words on display. (Note trap in the sentence above.)

Explain to children that r gives the vowel before it a sound that is neither long nor short, as shown in part. Then have children look at the words on display and suggest some ways they can be grouped. For example:

<table>
<thead>
<tr>
<th>ar</th>
<th>ear</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>star</td>
<td>pear</td>
<td>spare</td>
</tr>
<tr>
<td>part</td>
<td>spear</td>
<td>stare</td>
</tr>
<tr>
<td>art</td>
<td>near</td>
<td>tear</td>
</tr>
</tbody>
</table>

Point out the different pronunciations of words spelled with -ear.

Today’s Challenge
Student page 84 Have children choose and write the r-controlled words that are given. Remind them to read all the words around the missing word, pointing out that the following sentence can also provide context clues.

Answers for student page 84: 1. start 2. car 3. wear 4. far 5. fear 6. scare 7. bear 8. hear

Go Further
Student page 84 Have children use -ar and -are to make new words. If children need help, ask volunteers to make two or three words (for example, scar, tar, glare, stare).

Assessment
Student self-assessment page 84 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
Rule Out 2

Week 17 • Activity 85

Materials
Student page 85

Concept
Use context to determine the meanings of words in passages on multiple-choice tests.

Get Started
Remind children about using context to figure out the meaning of a word. Explain that they can use not only the surrounding words but also the surrounding sentences to search for clues that will help figure out unfamiliar words when they read.

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for choosing the correct answer.

Student page 85 Have partners read the story and use context to determine the meaning of each underlined word. When a group has completed the questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 85 Have children choose one of their answers and explain how they ruled out two choices. If children need help, ask volunteers to explain the process of ruling out two answers. Use the example given on this page. Go through all the choices with children.

Assessment
Student self-assessment page 85 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children use context clues to figure out the meanings of unfamiliar words?
Week 18 • Activity 86

Materials
Student page 86

Concept
Use special print type and pacing to help convey the author’s meaning.

Get Started
Read the following riddle aloud twice. First, read it in a flat voice, without emphasizing the word in italics and without changing your pace. Then read the riddle, using a normal speaking voice for the question, drawing out the answer, and exaggerating the word in italics. Direct children to listen carefully and be ready to comment on the difference in the two readings:

Question: What did one math book say to the other math book?
Answer: I really have a lot of problems!

Ask the following:
• Did I read all the sentences and phrases at the same speed? How did my speed differ? (Lead children to understand that you slowed down when reading the answer.) How did my slowing down when reading the answer help you better understand the riddle?
• What word or words did I emphasize, or stress? Did emphasizing that word help you better understand the riddle?

Tell children that in the book you are reading from, the words you stressed are written in a special way. Explain that they will see underlined words in the riddles they are going to read.

Point out that changing the speed of one’s voice and emphasizing certain words helps listeners better understand and enjoy what they are reading.

Today’s Challenge
Tell children that they are going to read aloud riddles with partners. First, partners should decide how to read aloud the riddles: they can read them together (choral reading) or assign specific riddles or parts of riddles to individuals. Partners will read the riddles silently to understand what expression and emphasis is needed to deliver them. Then, the partners will practice reading aloud so that they can provide feedback to each other. Remind partners to adjust the speed of their reading and to emphasize or stress words where indicated by special typographical print.

Student page 86 Ask partners to read aloud to the remaining children. When they are listening, children are to look at the reader(s) rather than at their text. (There is always a tendency to correct a misread word when following along.) The practice will also help children develop good listening skills.

Go Further
Student page 86 Have children tell one thing that their group did well. Suggest, as an example, that children discuss whether they confused the questions and answer, or whether they read them in the correct order.

Assessment
Student self-assessment page 86 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use special print type and pacing to help convey the author’s meaning?
Week 18 • Activity 87

Materials
Student pages 86, 87

Concept
Make connections from personal experience to text.

Get Started
Remind children that when they make a connection to a text, they link the information in the text to something they know about. Explain that readers who make connections from themselves to the text tend to understand and remember what they’ve read.

Tell children that you are going to read a riddle about a mouse and a cat. To establish links to what children know about cats and mice from their own experience and knowledge, ask the following questions.

• Do you know what a cat is? Do you know what a cat looks like?
• Do you know what a mouse is? From books you have read, do you know what a mouse looks like?
• From books you have read, do you know how a cat chases a mouse?
• Can you connect the words tail and end of me?

Next, to show how this information is put together in a riddle, read the following one aloud.

Question: What did the mouse say when the cat bit its tail?
Answer: That’s the end of me!

Then, to make the connection between prior knowledge and the riddle explicit, ask children how knowing about cats and mice helped them understand the riddle and see how it is funny.

Discuss with children how understanding the words and making connections with the text helps readers understand why a riddle is or is not funny.

Today’s Challenge
Student page 87 Have children read the first three riddles on student page 86. Then have them fill the boxes to show whether they liked or did not like each riddle. Have them think of the questions you asked about the cat and the mouse to help them work through the activity.

Answers for student page 87: Answers will vary but should show an understanding of the humor in each riddle.

Go Further
Student page 87 Have children work in pairs or small groups to tell riddles they already know.

Assessment
Student self-assessment page 87 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make connections from themselves to text?
Word Games

Week 18 • Activity 88

Materials
Student page 88
One pair of word cards for every four children

Concept
Build vocabulary by using meaning clues.

Get Started
Before the session, prepare word cards (index-card size or so) of the same word for every four children in your group. (Two pairs of children each get the same word card.) See student page 88 for some ideas.

Instructions for Playing Guess the Word
Explain to children that they will play this game in pairs, with one child giving clues and the other child trying to guess the word. Two pairs of children will play at a time, each pair trying to guess the same word. Thus, clues are received from both teams.

Partner children by counting off in twos. Have two teams of two children come forward. Each pair of children sits with partners facing each other. Hand a word card to the child on each team who will be giving the clues. Choose one team to play first. The game begins with the first team member offering a one-word clue to help his or her partner guess the word. If the child does not guess the word, play continues in the same manner with the second team. Children give one-word clues in turn until a player guesses the word or until a total of six clues (three for each team) have been given. At this point, the rest of the group can offer guesses. At the end of this turn, have two new teams play.

Point out that sometimes players will encounter a word that has more than one meaning, such as bear. Players should not limit themselves to only one meaning. They can give clues for both meanings, if necessary.

Today’s Challenge
Student page 88 Review with children how to work on a crossword puzzle. Go over the first clue with them. Explain how they should read the clue and find the word in the box that answers the clue. Then they should match the number of the clue to the number in the puzzle and fill in the answer. Point out that all the words in the puzzle are homophones, two words that sound the same but are spelled differently and have different meanings. Show children that 1-Across is weak, as in “not strong,” while 1-Down is week, meaning “seven days.”

Answers for student page 88: Across 1. weak 2. meat 5. road 8. one 9. meet Down 1. week 3. rode 4. eight 6. won 7. ate

Go Further
Student page 88 Have children choose a pair of homophones and use them in a sentence. Give them an example, such as: The bear was bare without its fur.

Assessment
Student self-assessment page 88 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning clues to identify homophones?
Building Words

Week 18 • Activity 89

Materials

Student page 89
Sum of the Parts Cards (Week 18 Activity 89)

Concept

Build words from word parts, r-controlled vowels, and phonograms (-ish, -oil, -old).

Get Started

Distribute the 18 Sum of the Parts Cards for Week 18. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts

Ask children to look at their cards, hold them face out, and find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations.

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following:
bar, scar, spar, star, tar, bare, dare, fere, hare, scare, spare, square, stare, barn, bare, dear, fear, hear, spear, swear, tear, dish, fish, squish, swish, boil, toil, bold, fold, bold, scold, told.

Today’s Challenge

Student page 89

Children are to write the word that is a homophone, using the words in the box. Work through the first item with children. Ask children to pronounce the word wore. Then have them find the word that sounds the same as wore. Point out that war has a different spelling and meaning, but it sounds the same. Then have children complete the activity.

Answers for student page 89: 1. war 2. bear 3. pear 4. hear 5. bowed 6. stare 7. deer 8. tied

Go Further

Student page 89

Have children work with a partner or in small groups to write three sentences, each containing a pair of homophones from the activity. If needed, give them an example, such as: I was very bold when I bowled today.

Assessment

Student self-assessment page 89

Have children check one of the three choices to describe how they feel about this activity.

Assessment tip

Do children understand how to combine word parts and use phonograms to form words?
**Week 18•Activity 90**

**Materials**
Student page 90

**Concept**
Make connections with the text on a multiple-choice test.

**Get Started**
Remind children that when they make a connection to a text, they link the information in the text to something they know about from their own knowledge or experience. For example, if children are reading a passage about trees, it helps to think about what they already know about trees and to picture in their minds trees that they have seen. Explain that they can apply what they learned about making connections when they take multiple-choice tests.

Remind children that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps them to be able to “rule out” some of the answers. Read the following riddle and question to children, but first make sure children know that the word school can mean a “group of fishes.”

**Question:** Why are fish so smart?
**Answer:** They’re in schools!

**What makes the riddle funny?**
- **A** Fish aren’t smart.
- **B** There are no schools underwater.
- **C** The words smart and schools go together.
- **D** Fish swim in water, not schools.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the riddle says that fish are smart. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It is the play on the words smart and schools that makes the riddle funny.)

**Today’s Challenge**
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 90** Have partners read the riddles and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 90:** 1. C 2. B

**Go Further**
**Student page 90** Have children write riddles of their own. To help them get started, suggest that they think of words that sound the same but are spelled differently. The homophones will help them create riddles.

**Assessment**
**Student self-assessment page 90** Have children check one of three choices to describe how they feel about this activity.

**Assessment tip** Can children make connections with the text?
Today's Challenge

Arrange children in small groups to practice reading the story on page 91 aloud. First, children should look for clue words that will tell them how to read each line. Then children should read the story to themselves, getting used to the different tones of voice they might use. Finally, have children read the story aloud to their group members. Encourage groups to provide helpful feedback about changing tone of voice to match the words and sentences they are reading.

Student page 91 Allow time for each group to present the story to the rest of the class. First, have children practice saying the unfamiliar words: Zack, Orby, Trumby, rugdug, rockoplane. (Use any pronunciation you want.) Then tell children to use clue words that indicate a change in tone. Give an example, using one of the words from the story. They include: strange, quiet, whispered; happy, danced, cheered; light, bright; weak glow; glad, waved; frowned. Remind the listeners to demonstrate good listening behaviors (for example, keep eyes on the reader, sit still, keep quiet).

Go Further

Student page 91 Have children talk about the clue words that told them how to read their parts. If needed, read one of the sentences in the paragraphs above that contains one or more clue words.

Assessment

Student self-assessment page 91 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use context to read expressively and convey the author's meaning?
Week 19 • Activity 92

Materials
Student pages 91, 92

Concept
Enhance comprehension by making comparisons and contrasts.

Get Started
Hold up a pencil and a pen, and ask children to tell how they are alike and how they are different. Remind children that when they tell how two or more things are alike, they are making a comparison. When they tell how two or more things are different, they are making a contrast.

Tell children that that authors sometimes compare and contrast people, places, and events to help readers visualize, or see, each in their minds.

Read aloud the following passage. Then ask questions to help children make comparisons and contrasts. Ask children to identify clue words that helped them find comparisons. Finally, ask children to tell what they visualized as you read the paragraph.

The morning was warm and sunny, and the little brook flowed gently down the hill. By afternoon, it was dark and raining hard. The air had grown cold. The quiet little brook had turned into a rushing stream.

- What things do the sentences compare? (*morning and afternoon; the brook in the morning and afternoon*)
- What words describe the morning? (*warm and sunny*)
- What words describe the afternoon? (*dark and raining; cold*)
- Are the morning and afternoon alike? (*no*)
- Are the morning brook and afternoon brook alike? (*no*)
- What words describe the morning brook? (*flowed gently*)
- What word describes the afternoon brook? (*rushing*)

Today’s Challenge
Student page 92 Direct children to look at student page 92. Children can work on their own, in pairs, or in small groups to complete the graphic organizer with information from the story on student page 91. Remind them to ask themselves what two things are being compared. What words does the writer use to tell about the two things? Are the things alike or different?

Answers for student page 92: Note that A stands for *Alike* and D stands for *Different*.

<table>
<thead>
<tr>
<th></th>
<th>Orby</th>
<th>Trumby</th>
<th>A or D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sounds</td>
<td>quiet, whispered, no music</td>
<td>music, happy noises, cheered</td>
<td>D</td>
</tr>
<tr>
<td>2. light</td>
<td>weak glow</td>
<td>light, bright, sunny</td>
<td>D</td>
</tr>
<tr>
<td>3. homes</td>
<td>small, square tents</td>
<td>large, round domes</td>
<td>D</td>
</tr>
<tr>
<td>4. play</td>
<td>rugrug</td>
<td>rugrug</td>
<td>A</td>
</tr>
<tr>
<td>5. travel</td>
<td>rockoplane</td>
<td>rockoplane</td>
<td>A</td>
</tr>
<tr>
<td>6. good-bye</td>
<td>frowned</td>
<td>waved</td>
<td>D</td>
</tr>
</tbody>
</table>

Go Further
Student page 92 Have children work in pairs or small groups to talk about other ways Orby and Trumby might be different. Suggest the topic of food to help children begin.

Assessment
Student self-assessment page 92 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make comparisons and contrasts?
Word Games

Week 19 • Activity 93

Materials

Student page 93
Paper and pencil for each student.

Concept

Build vocabulary by understanding characteristics of words—syllables; word endings -ed, -ing, -s; past tense.

Get Started

As needed, review the following terms used in today’s game.

**syllable**—an uninterrupted unit of speech (*Pay* has one syllable; *paying* has two syllables.)

**word ending**—a simple ending (-ing, -ed)

**past tense**—a word that tells about an action that happened in the past (*ran, sigbed, looked*)

Instructions for Playing Who Wants to Be the Top Scorer?

Explain that today children will play a game called *Who Wants to Be the Top Scorer?* Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5.

As you ask each of five questions, have children look at their word and answer the question. The points to award for yes answers are shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have more than one syllable?
   If yes, score 2 points.

2. Does your word name an action? If yes, score 2 points.

3. Does your word have an ending? If yes, score 2 points.

4. Does your word tell about an action that happened in the past? If yes, score 2 points.

5. Is there a word that rhymes with your word?
   If yes, score 2 points.

Have children find their total scores. (Maximum score is 12, which includes being able to use their word in a sentence.) Determine which child has the highest score. Have that child write the word on the board and explain how he or she scored the points.

Today’s Challenge

**Student page 93** Review the meanings of the terms used in this activity—**syllable, word ending, past tense**. Then have children write the answers to the set of questions for each word.

**Answers for student page 93:**

1. a. no  b. yes  c. -ed  d. no  2. a. no  b. no  c. -ing  d. yes

Children’s sentences will vary.

Go Further

**Student page 93** Have children use the clues to think of a word that will earn the most points. For example, *pushed* would score the maximum 6 points because it has one syllable, tells about something that happened in the past, and tells an action.

Assessment

**Student self-assessment page 93** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children understand syllables, word endings, and past-tense verbs?
Building Words

Week 19 • Activity 94

Materials
Student page 95
A set of Letter Cards (a, e, i, n, p, s, t) for each
student (9 or fewer) or pair of students (up to 18
students)

Concept
Use the letters in planets to build words that have
long a (CVCe) and plurals with -s.

Get Started
Distribute a set of letter cards to each child or pair of
children. Show children how to line up the cards at
the top of their work area so that they can see the
array of letters. Model how to make a word by
pulling the letters l, a, n, and e together to make lane.
Then give the following clues to make the words.
Keep the pace brisk. After each word is made, write it
on an index-card-sized paper and on the board so
that children can check the spelling and you have a
list of the words on display. (The cards can be used
for sorting.)

• Add s to lane to make lanes.
• Add p to make planes.
• Take away a letter from planes to make plane.
• Take away n and add t to make plate.
• Add s to make plates.
• Take away p and move the letters around to make
  stale.
• Move the letters around to make steal.
• Add p and move the letters around to make staple.
• Take away s and add n. Move the letters around to
  make planet.
• Use all the letters to make a word that names
  things that are in the sky. (planets)

Point out to children that they can usually make a
word mean “more than one” by adding -s to the end
of the word.

Have children look at the words on display and use
them in sentences: For example: A plane cannot go
around a planet. I walked down the lane.

Today’s Challenge
Student page 94 Have children complete the
puzzle by reading a clue, choosing a word from those
given, and writing it in the puzzle. If children need
help filling out a crossword puzzle, sketch the
following on the board:

1. __ __ 

Point to the boxes going across and down and
identify them. Ask children what word across they
would fill in if you gave them this clue: This means
the same as large. Write the word big in 1-Across.
Next, ask what people use to hit a baseball. Fill in bat
for 1-Down. Point out how the letters from one word
are used to make another word.

Answers for student page 94: Across—1. cape
3. tale 4. lakes 5. cases Down—1. cake 2. pages
3. tape 4. lace 6. sale

Assessment
Student self-assessment page 94 Have
children check one of the three choices to describe
how they feel about this activity.

Assessment tip Can children read and spell plurals
and words with long a (CVCe)?
Rule Out 2

Week 19 • Activity 95

Materials
Student page 95

Concept
Identify comparisons and contrasts on multiple-choice tests.

Get Started
Remind children that comparisons show how two or more things are alike. Contrasts show how two or more things are different.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children.

Most birds make nests. However, all nests are not made of the same materials. Some birds use feathers in their nests. Other birds use mud to make their nests.

How are bird nests different?

A) Most birds make nests.
B) All bird nests are made with feathers.
C) Some are made of feathers and some with mud.
D) All nests are the same.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the passage says that nests are made from different materials. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The statement echoes how different kinds of birds make nests from different materials.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each student will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 95 Have children read the passage and questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 95: 1. C 2. B

Go Further
Student page 95 Have children write two sentences of their own comparing and contrasting someone or something.

Assessment
Student self-assessment page 95 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify comparisons and contrasts?
Week 20 • Activity 96

Materials
Student page 96

Concept
Use emphasis and pacing to read aloud information.

Get Started
Read the following passage aloud in two different ways. Read it once without changing pacing or expression. Then read it again more slowly, and slow down the last sentence even more. Stress the words law of gravity. Ask children to listen for and comment on the difference between the two readings.

Imagine that an apple falls off a tree. At the exact same time, a bird drops a twig. Which do you think would fall faster, the apple or the twig? The law of gravity says that all objects fall at the same speed.

Encourage children to comment on the two readings. Ask leading questions such as: Which reading helped you better understand the information? Did you notice that I said some words differently than others? Did you notice that I changed the pacing, or speed, when I read the last sentence?

Ask children what the author wanted to do in this passage. Did the author want to entertain? Or did the author want to give readers information? Explain that when children read aloud passages that give information, they should read at a slower, more even pace than when they read other kinds of text. Point out that they can read even more slowly for sentences that give especially important information. Ask why this is important. (It helps the listener hear the words clearly and gives the listener time to think.) Remind children that they should also stress words that the author underlines.

Today's Challenge
Tell children that today they are going to work in groups to read an article that gives information. First, they will read silently a couple times to become familiar with the article. Then, the group members will decide who will read which lines aloud. To practice, group members will read their parts of the article aloud to each other. Read the article through with children who need extra support.

Student page 96 Allow time for each group to present the reading to the rest of the children. Remind the listeners to demonstrate good listening behaviors, such as looking at the listener, sitting still, and keeping quiet.

Go Further
Student page 96 Have children work in small groups or with partners. Have them talk about how they read the article so that the audience could understand what the author wanted to say.

Assessment
Student self-assessment page 96 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read information with appropriate pacing and expression?
Week 20 • Activity 97

Materials
Student pages 96, 97

Concept
Identify cause-and-effect relationships in text.

Get Started
Read the following aloud:

Suppose you see a ball roll through a fence and onto the sidewalk. Then you notice a dog peeking through the fence.

• Why do you think the ball rolled onto the sidewalk? (Encourage logical answers, such as, “The dog was playing with the ball, and it rolled through the fence.”)

• What do you think you would do with the ball? (Encourage logical answers, such as, “I would throw the ball back over the fence.”)

Depending on the answers to your questions, help children to see the cause-and-effect relationship between the actions by writing their responses in an organizer, such as:

The dog was playing with the ball.

The ball rolled through the fence and onto the sidewalk.

You find the ball the ball and throw it back over the fence.

Today’s Challenge

Student page 97 Have children read the article on student page 96. Then have them find the cause-and-effect relationships to complete the graphic organizer. If children need to be reminded of a cause-and-effect string of events, use the following:

Cause: It was springtime and so...
Effect: Billy planted seeds.
Cause: Billy planted seeds and so...
Effect: Flowers bloomed in the summer.

Answers for student page 97: The following are possible answers. **Causes of forest fires**—lightning, campfires, matches, and cigarette butts **Effects of forest fires**—no clean air, floods, and mud slides

Go Further

Student page 97 Have children think of something they did yesterday that caused other things to happen. Have children tell their cause-and-effect events to a partner or to group members.

Assessment

Student self-assessment page 97 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify cause-and-effect relationships?

Explain that in many passages children read, they will come across things that happen to make other things happen. Understanding which is which will help children understand what is happening and why it is happening.
Word Games

Week 20 • Activity 98

Materials
Student page 98
One word card for each child, plus one extra
Tape

Concept
Build vocabulary by using meaning and word-structure clues.

Get Started
Before the session, prepare a word card (index-card size or so) for each child in your class, plus one extra. Use any words that will be familiar to children. As a suggestion, use words that you have heard in children’s conversations about their studies in school or their after-school activities. If you are in contact with your children’s teachers, find out what they are studying and use some related vocabulary. Another approach is to relate all the words to a theme, such as words that relate to school, the playground, or their classmates.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. Sample questions include the following:

• Does the word name more than one person, place, or thing?
• Does it have more than four letters?
• Does it have a word ending, such as -s, -es, or -ing?
• Does it begin with a letter between A and L?
• Does it have more than one syllable?
• Does it have to do with school?

If children do not narrow in on the word after a reasonable amount of time, offer a hint as to the meaning.

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If after three to five minutes children have not guessed their words, try another approach. Seat all the children. Take one word card at a time, hold it over a child’s head where everyone but the child can see it, and ask the remaining children to offer clues.

Today’s Challenge
Student page 98 If necessary, review with children how to fill in a word search puzzle. Explain that they are to use the words in the box on student page 98, and find and circle those words in the puzzle. Let children use crayons to color over the letters of given words, if they would prefer.

Answers for student page 98:

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SWITCHES
XLFGMPT
HLIPSPI
ASYSLGMEC
MATEHESK
SRGFXFTS
SMCUBSF
JSKZRAGS
```

Go Further
Student page 98 Before children write their completion sentences, demonstrate how to write one by substituting a blank for the target word. Children should then check each other’s work.

Assessment
Student self-assessment page 98 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and word-structure clues to identify words?
**Week 20 • Activity 99**

**Materials**
Student page 99
A set of Letter Cards (a, g, i, n, o, r, s, t) for each child (9 or fewer) or pair of children (up to 18 children)

**Concept**
Use the letters in *roasting* to build words with the ending -ing and/or with r-controlled vowels (oar, ar).

**Get Started**
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters s, t, a, and r together to make *star*. Then give the following clues to make the words.
Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away *t* from *star* and add *o* to make *soar*.
- Add -ing to make *soaring*.
- Take away *a* and add *t* to make *storing*.
- Take away *o* to make *string*.
- Take away *r* to make *sting*.
- Take away *s* and add *r* and *a* to make * Rating*.
- Take away *a* and *t* to make *ring*.
- Take away *r* and *i* and add *s* and *o* to make *song*.

Use all the letters to spell a word that can complete this sentence: The chicken is ____ in the oven.

(roasting

Have children look at the words on display and use them in sentences. For example: The kite is *soaring* on a *string*.

**Today’s Challenge**
**Student page 99** Read the words in each column with children, helping them identify the common element to underline: *ar, oar,* and -ing. Then have children use the words to complete the sentences.

**Answers for student page 99:**
1. car
2. coasting
3. soar
4. singing
5. roar
6. board
7. crying
8. bark
9. dark

**Go Further**
**Student page 99** Have children write a word that rhymes with *star* and one that rhymes with *growing*. Tell them to write each word in a sentence. Help children understand the activity by giving them this example: I can rhyme the word *far* with *star*. Then I can put it in a sentence such as “We went to the beach that was far away.”

**Assessment**
**Student self-assessment page 99** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use the phonic and structural elements practiced in this lesson to read and spell words?
Week 20 • Activity 100

Materials
Student page 100

Concept
Identify cause-and-effect relationships in text on a multiple-choice test.

Get Started
Remind children that identifying cause-and-effect relationships will help them understand what they are reading. Remind them also that a cause is why something happened. An effect is what happened.

Remind children that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children.

Mr. Allen received two tickets to a movie. He also won a free dinner for two people at a nearby restaurant. He was very pleased that he won the school raffle.

Why did Mr. Allen win a free dinner for two people?
A) He was hungry.
B) He won the school raffle.
C) He went to the restaurant.
D) He won tickets to a movie.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because Mr. Allen won the raffle before he went to the restaurant. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer, and proceed in the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The passage says that Mr. Allen won the school raffle.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 100 Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 100: 1. D 2. B

Go Further
Student page 100 Have children draw two pictures to go with the passage. Tell them to label one picture “cause” and one picture “effect.” To give children an example, go over the passage and the cause and effect asked in the text questions. Ask children to show their pictures and tell why the pictures show cause and effect. Children’s drawings may be difficult to interpret, but if their explanations are logical, you can assume that the drawings depict the correct relationships between cause and effect.

Assessment
Student self-assessment page 100 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify cause-and-effect relationships?
Materials
Student page 101

Concept
Use phrasing to read aloud fluently.

Get Started
Read aloud the following poem in two different ways. In the first reading, stop at random places, breaking phrases inappropriately. Then read the poem again, with natural phrasing.

Woofle Woof, you are so fine.
I’m so glad that you are mine.
Follow me. We’ll have such fun.
We’ll play until the day is done.

Ask children which reading they liked better and why. Have them talk about the second reading, focusing on groups of words that go together naturally, such as “so fine,” “such fun,” and “until the day.” Help children note that when groups of words are broken in unnatural places, listeners have to think harder about how the words should go together in order to understand what the poet, or author, is trying to say. Also point out that using natural phrasing in poetry is especially important because there is a tendency to stress the rhythm too much, resulting in a sing-song quality to the reading.

Today’s Challenge
Tell children that they will be reading a poem in small groups. First, children should read through the poem silently to understand the author’s meaning and to find phrases that go together naturally. Then, group members should take turns reading aloud to each other. The silent reading will familiarize children with the poem. Reading aloud to a small group will provide an opportunity to practice the rhythm of the poem and have listener feedback prior to reading in front of other children.

Student page 101 Allow time for each group to present the poem to the remaining children. Remind children to read with rhythm. Explain that reading the poem with rhythm will make the poem enjoyable for listeners. Tell listeners to demonstrate good listening behaviors, such as keeping eyes on the listener, sitting still, keeping quiet, and not following along in the text.

Go Further
Student page 101 Have children work with partners. Demonstrate how to say this sentence, stressing different words.

What a wonderful way to be silly and free.
Have partners take turns reading the line and discussing how the meaning changes.

Assessment
Student self-assessment page 101 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read words with appropriate phrasing?
Week 21 • Activity 102

Materials
Sentence strips
Student pages 101, 102

Concept
Identify the sequence of events in text.

Get Started
Ask children what they do first—put on their shoes or put on their socks. Verbalize the process: *First, you put on your socks. Next, you put on your shoes. Last, you tie your shoes.* Explain that telling events in the order in which they happen is putting them in *sequence*. Tell children that recognizing sequence helps readers keep track of events and the order in which they happen. Identifying the sequence of events will help children better understand a passage or a poem. On sentence strips, write the day's agenda, and display the strips in mixed-up order.

*Next,* we have morning classes.
*Then,* we go to lunch.
*Last,* we have afternoon classes.
*First,* we take attendance.

Ask children if the agenda makes sense in this order. Ask them how they can rearrange the sentence strips so that the day's events make sense. Point out the words *Next,* *Then,* *Last,* and *First.* Lead children to tell you that the event that begins with *First* must come first in the agenda, and the event that begins with *Last* must end the agenda. Then have children look at the two lines that begin with *Next* and *Then.* Lead them to see that morning classes have to come before lunch, so that event is second in the list.

Have children arrange the sentence strips in the correct order and read the agenda in sequence. Explain that keeping events in order as they read can help children better understand and remember what they read.

Today's Challenge

**Student page 102** Have children read the poem on student page 101. Then have them choose four events from the poem and write them in sequence. If you want, you can read the following scrambled lines from the poem and ask children to put them in order. This will help them know what to do for today's activity.

But now it's your turn to lead . . . (second)
What a wonderful way to be silly and free. (last)
Follow the leader all over the place. (first)

**Answers for student page 102:** Possible answers include: **Event 1**—First off he giggles . . .
**Event 2**—You get confused . . . **Event 3**—They start to run. **Event 4**—They shout and they cheer.

Go Further

**Student page 102** Have children work with partners or in small groups to give each other sequenced steps that explain the directions for a game they like to play. Children can check each other's work by making sure the directions are in the correct order. Give the following example to help children understand the activity.

The child who is it closes his or her eyes.
The other children run and hide.
The child who is it finds one of the children who is hiding.
The child who is it tags the child who was hiding and says, "You're it."

Assessment

**Student self-assessment page 102** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the sequence of events in a text?
Materials
Student page 103
Word Maze Cards (Week 21 Activity 103)

Concept
Focus on synonyms, rhymes, and beginning consonant blends.

Get Started
Review with children the meanings of these terms:

- **words that mean the same**—two or more words that have the same or almost the same meaning (big/large, plate/dish)
- **rhyme**—two words that have the same end sound (send/lend, tieltry)
- **beginning sounds**—the letters that begin a word (b- as in bell, str- as in street)

Today’s Challenge
Distribute the 18 Word Maze cards for Week 21. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play Word Maze. During the game, guide children as needed. For example, you may have to remind children of word definitions. You may also wish to use the words in sentences to help children understand their usage. When you have finished the game, put the cards into an envelope or bag labeled “Week 21 Activity 103.”

Instructions for Playing Word Maze Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask: “Who has the card with the answer to the question just read?” Ask that child to read the answer and then the question on his or her card. The game continues until all questions have been answered. The last answer to be read should be the answer on the first child’s card.

The correct sequence of questions and answers is shown on page 186.

**Student page 103** Have children read each clue. Then have them rearrange the letters of the scrambled word to write the unscrambled word. To start children off, write the following on the board:

s b t a k e

Then tell children you are going to give them a clue: *This is something you put things in and take on a picnic.* Ask children to unscramble the letters. Write the different responses on the board. Tell children they probably will have to try different letter sequences before they find the unscrambled word.

**Answers for student page 103:** 1. ticket 2. brush 3. sky 4. bell 5. camera 6. brick 7. feet 8. spoon

Go Further
**Student page 103** Have children work in pairs, each child writing down a scrambled word, giving the partner a clue, and asking the partner to guess the word. If needed, repeat the model used in explaining Today’s Challenge.

Assessment
**Student self-assessment page 103** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify synonyms, rhymes, and beginning consonant blends?
Building Words

Week 21 • Activity 104

Materials
Student page 104
Sum of the Parts Cards (Week 21 Activity 104)

Concept
Gain a better understanding of word structure by adding endings to words (plural -s, verb -s, and -ing).

Get Started
Understanding how words are built will help children decode and write unfamiliar words.

Distribute the 18 Sum of the Parts Cards for Week 21. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask children to look at their cards and then hold them face out. Then ask players to find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished playing the game, put the cards into an envelope or bag labeled “Week 21 Activity 104.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations follow: boils, boiling, boasts, boasting, planets, roasts, roasting, sings, singing, sleeps, sleeping, steals, stealing, tables.

Today’s Challenge

Student page 104 Children are to write a sentence for each base word and for each related word with the ending given. To help children understand what they are to do, say the following.

I have the word look. How could I use the word look in a sentence? (Invite children to use the word correctly.)

Now I have the word looks. How could I use the word looks in a sentence? (Invite children to use the word correctly.)

Now I have the word looking. How could I use the word looking in a sentence? (Invite children to use the word correctly.)

Answers for student page 104: Answers will vary, but sentences should use the different verb forms correctly.

Go Further

Student page 104 Have children choose a verb and write a sentence in which the verb ends in -s or -es. To help them choose their words, explain that first they must find an action word, such as help. Then they decide whether they should add -s or -es to the word. Give a couple examples, such as feed (feeds) and kiss (kisses). Then explain that children should write a sentence using this form of the word.

Assessment

Student self-assessment page 104 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read and write words ending in -s and -ing?
Week 21 • Activity 105

Materials
Student page 105

Concept
Identify sequence to answer questions on a multiple-choice test.

Get Started
Remind children that they should keep track of what happens in a passage and in what order the events happen.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps them to be able to “rule out” some of the answers. Read the following passage and question to children.

Today I went to a dog show with my father. First, we looked at all the little dogs. I really liked one dog named Toodles. Dad said, “Dan, that’s a poodle. In fact, there areoodles of poodles here.” I groaned. Next, we looked at lots of other kinds of dogs. I wanted to take each one home. Finally, we saw the dogs walk around the ring so that the judge could figure out which dog was the best in its group. I didn’t always agree with the judge, but the winners were super dogs.

What happened after Dan and his father looked at the poodle?

A. They saw the dogs walk around the ring.
B. They went to a dog show that day.
C. They looked at lots of other kinds of dogs.
D. Dan didn’t always agree with the judge.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the dogs didn’t walk around the ring until the end of the day. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The passage says that “next” they looked at other kinds of dogs.)

Today’s Challenge
Organize the children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 105 Have partners read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Have children write a new question for the passage, with two answer choices. The choices should be two events from the passage, and the question should ask which event comes first. Have partners answer each other’s questions.

Assessment
Student self-assessment page 105 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the sequence of events in text?
**Week 22 • Activity 106**

**Materials**
Student page 106

**Concept**
Read aloud a passage with appropriate expression.

**Get Started**
Read aloud the passage below in two different ways. Read it first in a monotone, reading all sentences with the same tone of voice and without any pauses. Then read it again, changing your tone according to the meaning of the sentence and slowing or quickening your pace as needed. For example, you might read the first two sentences slowly, expressing boredom in the way you read; then you might quicken your pace and sound amazed. For the last paragraph, you might quiet your tone and slow your pace somewhat.

Dell paced back and forth on the porch. When he spotted his friend Josh rushing toward him, he stopped pacing.

"Where have you been?" demanded Dell, with hands on his hips.

"I’m sorry," said Josh breathlessly. "I couldn’t leave until I finished cleaning my room. And you know what a mess it was!"

"Yeah," admitted Dell, smiling for the first time. "I guess we did make quite a mess with that science experiment!"

Ask children:

- Which reading did you like better? Why do you think you liked that reading?
- Did you notice how my voice changed? How did I sound when I read Dell’s lines at the beginning of the passage? How did I sound when I read Josh’s lines?
- How did my voice change when I read Dell’s lines at the end of the passage?

Remind children that when they read aloud, they can change the way their voices sound to convey the way the characters are feeling. Reading expressively like this helps listeners better understand and appreciate what is being read. Remind children also that they can draw on their own experiences to convey characters’ feelings.

**Today’s Challenge**
Organize children into small groups. Tell them that they are going to read a passage about children at the beach on a sunny day. Explain to children that when they read, they should vary their expressions according to what the characters are experiencing. First, children should read through the passage silently. Then group members should take turns reading aloud while the others listen. The silent reading will familiarize children with the passage. Reading aloud to group members will provide an opportunity for listener feedback prior to reading in front of the remaining children.

**Student page 106** Allow time for each group to present the passage to the remainder of the children. Remind the listeners to demonstrate good listening behaviors, such as keeping their eyes on the reader instead of reading along in their books, sitting still, and keeping quiet.

**Go Further**
**Student page 106** Have children work in small groups or with partners to talk about other things the children in the passage might see, hear, or feel at the beach. Let children pick another sensory activity if they have limited or no beach experiences.

**Assessment**
**Student self-assessment page 106** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children read aloud with appropriate expression?
**Week 22 • Activity 107**

**Materials**
Student pages 106, 107

**Concept**
Visualize the details in a passage to better understand the author's meaning.

**Get Started**
Explain to children that good readers use the author’s words to make a little movie inside their heads. To help readers do this, writers choose their words carefully to give readers a mental picture of the text. Often, writers will use words that appeal to our five senses. Call on volunteers to name the five senses. *(sight, touch, hearing, smell, and taste)* Then read the following passage aloud.

Ms. Brown’s second-grade class visited a local bakery. The first things the children saw were the bright, shiny mixers. They could hear the thump of the blades as they stirred the dough. Then the children sniffed the air. They could smell the rich, yeasty bread. One baker let the children roll out some warm, sticky dough. Another baker let the children taste some spicy gingerbread cookies. Everyone had a great time at the bakery.

Copy the following chart on the board, filling in the left column only. Then ask children to tell you details in the passage that correlate with each sense. If necessary, reread sentences from the passage to help children remember the details. Write the details in the right-hand column as children give them.

<table>
<thead>
<tr>
<th>sight</th>
<th>bright, shiny mixers</th>
</tr>
</thead>
<tbody>
<tr>
<td>sound</td>
<td>thump of the blades</td>
</tr>
<tr>
<td>smell</td>
<td>rich, yeasty bread</td>
</tr>
<tr>
<td>taste</td>
<td>spicy cookies</td>
</tr>
<tr>
<td>touch</td>
<td>warm, sticky dough</td>
</tr>
</tbody>
</table>

Today’s Challenge

**Student page 107** Have children read the passage on student page 106. Then direct them to fill in the sensory chart. Children can work on their own, in pairs, or in small groups to complete the chart. Encourage children to visualize, or imagine, the passage as they work. To help children get started, ask them to name one detail that they could write into the “What you see” part of the chart.

**Answers for student page 107:** Possible details: *(What you see)*—sand, colorful beach umbrellas, red-and-white umbrella, sand castle *(What you hear)—* roar of waves, name being called, the children being called for lunch *(What you feel)—* hot and gritty sand, damp towel, shovel *(What you smell)—* salty air, hot dogs *(What you taste)—* spicy hot dogs

**Go Further**

**Student page 107** Have children draw pictures of the beach scenes they pictured when they read the passage. Display the pictures and discuss individual interpretations.

**Assessment**

**Student self-assessment page 107** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use details to visualize what they read in text?
**Week 22 • Activity 108**

**Materials**
Student page 108
One pair of word cards for every four children

**Concept**
Build vocabulary by using meaning clues.

**Get Started**

*Before the session*, prepare two word cards (index-card size or so) of the same word for every four children in your group. (Two pairs of children each get the same word card.) See student page 108 for some ideas. Synonyms, antonyms, and homophones are included.

Explain to children that they will play Guess the Word in pairs, with one child giving clues and the other child trying to guess the word. Two pairs of children will play at a time, each pair trying to guess the same word. Thus, clues are received from both teams.

**Instructions for Playing Guess the Word**
Partner children by counting off in twos. Have two teams of two children come forward. Each pair of children sits with partners facing each other. Hand a word card to the child on each team who will be giving the clues. Choose one team to play first. The game begins with the first team member offering a one-word clue to help his or her partner guess the word. If the child does not guess the word, play continues in the same manner with the second team. Children give one-word clues in turn until a player guesses the word or a total of six clues (three for each team) have been given, at which point the rest of the children can offer guesses. At the end of this round, have two new teams play.

Point out that sometimes players will encounter a word that has more than one meaning, such as *ring*. Players should not limit themselves to only one meaning; they can give clues for both meanings, if necessary.

**Today's Challenge**

**Student page 108** Explain that these “is to” sentences, or analogies, compare words; they look at how words are similar or related. Have children complete each analogy by turning the word pair into a sentence that expresses the relationship of the analogy. Work together with the entire group to explain how the first pair of words is related. For example, help children understand that a rose is one kind of flower. So, a sentence might say this: *A rose is a type of flower, so baseball is a type of...what?* (sport) Continue with other examples, as needed. If children need additional help, point out that the word pairs in items 3–5 are sound-alike words; in items 6–7, they are words with the same or similar meanings; and in items 8–10, the pairs are opposites.


**Go Further**

**Student page 108** Have children write analogies like the ones they have just completed. If necessary, repeat the explanation you used to prepare children for the activity. Suggest that partners decide on how they want the words to be related before they write their sentences. Children's analogies will vary.

**Assessment**

**Student self-assessment page 108** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning clues to identify a word?
Materials
Student page 109
A set of Letter Cards (a, b, c, d, e, h, n, r) for each child (9 or fewer) or pair of children (up to 18 children).

Concept
Use the letters in branched to build verbs and their past-tense forms and words that have soft c and hard c.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Model how to make a word by pulling the letters r, a, c, and e together to make race. Then give the following clues for the words. Keep the pace lively. After each word is made, write it on an index-card-sized paper and on the board so children can check their spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add d to race to make raced.
- Change the order of the letters to make cared.
- Add b and change the order of the letters to make braced.
- Take away c and d, and change the order of the letters to make bare.
- Add d to make bared.
- Take away b and d, and add c to make care.
- Add b and change the order of the letters to make brace.
- Use all the letters to make an eight-letter word that is the past tense of the action word branch and means “spread out.” (branched)

Have children look at the words on display and group them into two categories: base words and past-tense words.

Write the word follow on the board. Ask children for a form of the word that means the action has already happened. Write followed on the board. Then write place, placed, and placed on the board. Ask children to read each word. Point out that if children add -ed to place without first dropping the final -e the word would be hard to pronounce. Explain that for words that end in -e, children should drop the -e before they add -ed.

Today’s Challenge
Student page 109 Tell children that they should decide how to add -ed to each verb. Then they should write the -ed word and write a sentence using the new word. You might want to draw two boxes on the board and write the word wave in the left-hand box. Ask children how they would spell wave if they added -ed. When children have spelled out waved, write the word in the empty box. Then ask them to make up a sentence using the word waved. Tell children that this is how they are to go about the activity on the student page.

Answers for student page 109: 1. paced 2. pleased 3. cared 4. banged 5. called 6. circled Sentences will vary but should show correct usage of the past-tense verbs, along with conventional grammar and spelling.

Go Further
Student page 109 Review with children that the letter c usually stands for the /kl/ sound, as in cat; but when it comes before e or i, c usually stands for /sl/, as in cent. Tell children that they should write two words for e as in cent and two words for c as in cat.

Answers for student page 109: 7. paced, circled 8. cared, called

Assessment
Student self-assessment page 109 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic and structural elements in this lesson to read and spell words?
Rule Out 2

Week 22 • Activity 110

Materials
Student page 110

Concept
Use the correct word forms on multiple-choice tests.

Get Started
Remind children that they can change words by adding different endings to them. The different endings make the words “sound right” in sentences. Write these words on the board:

sneeze sneezes sneezed sneezing

Review the -s, -ed, and -ing endings. Then present the following sentences orally. Have children tell which form of the word “sounds right” in each sentence.

I ______ when there is dust in the air. (sneeze)
Delia ______ when there’s a cat nearby. (sneezes)
Yesterday, I ______ a lot. (sneezed)
______ clears the dust out of my nose. (Sneezing)

Remind children that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Write the following on the board. Have children tell which word best completes the sentence.

I ______ sheep to help me sleep last night.

A count
B counts
C counted
D counting

Remind children of how they used the different forms of sneeze. Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say the B is wrong because action words that follow I don’t end in -s. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The action took place last night, so the word should end in -ed to show past action.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 110 Have children read each sentence together. Then have them rule out two answers, explain their reasons, and choose the correct answer from the remaining choices. When a group has completed the four items, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 110 Have children work in pairs. Each child writes two sentences and then exchanges papers with his or her partner. Partners can read each other’s sentences aloud to verify that the selected words “sound right” in the sentences.

Assessment
Student self-assessment page 110 Have children check one of the three choices to describe how they feel about the activity.

Assessment tip Do children use the correct verbs in sentences?
Week 23 • Activity 111

Materials
Student page 111

Concept
Read fluently and expressively to convey the author’s meaning.

Get Started
Read the following nonfiction passage aloud in two different ways. First, read it in a casual way, reading it more rapidly and then faltering over a few words or repeating them inappropriately. Let your voice drop off on some key words, such as but whales have hair! Then read the passage in an authoritative voice that conveys knowledge or expertise. Read words distinctly and slowly.

Whales are not at all like fish. A whale breathes air and takes it into its lungs. Not many people know this, but whales have hair! Whales are also warm-blooded. They have a high body temperature. Whales also have glands they use to feed their young, just as a human mother feeds her child.

Ask children the following questions.
• Which reading helped you better understand what I was reading? Why?
• Was the author trying to entertain you, to make you see and feel what is happening in a passage? Or did the author give you information about a subject?
• Was my voice in an even tone? Did I read in a voice that sounded sure of the information I was reading? Did I read slowly enough for you to follow what I was saying?

Today’s Challenge
Have children practice reading in groups of two or three. First, children should read through the passage silently. Then, one child reads aloud, while the others listen. The silent reading will familiarize children with the text. Reading aloud will provide children an opportunity for listener feedback prior to reading in front of other children. Remind children that when a passage gives factual information, they should read in a normal voice, slowly enough for listeners to follow and understand. When children understand what is being read, they can absorb the information given.

Student page 111 Allow time for each group to present the passage to the remaining children. Remind the listeners to demonstrate good listening behaviors, such as keeping their eyes on the listener, sitting still, and keeping quiet.

Go Further
Student page 111 Have children work in pairs or small groups to draw pictures of one of the ways in which whales move. Children should then show their pictures to their partners or group members and tell what their pictures show. If children need help, draw a wavy line on the board to indicate the water’s surface. Then draw a whale or large shape half out of the water. Explain that children may want to draw the water first to help them show how the whale moves.

Assessment
Student self-assessment page 111 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read fluently and expressively to convey the author’s meaning?
Today’s Challenge

**Student page 112** Direct children to look at page 112 in the student book. Tell children that on this page they are to write the main idea of the passage about whales and the details that tell about the main idea. If children need help, remind them of the passage you read earlier about bugs. Go over the example again.

**Answers for student page 112:** Wording of children’s answers may vary but should reflect the meaning of the answers here. **Main Idea**—Whales move in four different ways. **Details**—Breaching whales jump for fun and play. Skyhopping whales poke their heads above water to look around. Lobtailing whales stick their tails out of the water to slap and make a sound to warn other whales. Logging whales lie still in the water to rest.

Go Further

**Student page 112** Have children work in small groups to act out the four ways whales move. Tell children that they do not have to lie down or jump very high. Each time a child acts out a movement, have the group members identify the kind of movement and tell why the whale makes that motion.

**Assessment**

**Student self-assessment page 112** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the main idea and supporting details in a passage?
Week 23 • Activity 113

Materials
Student page 113
Paper and pencil for each child

Concept
Identify characteristics of words (parts of speech) and structure (endings, compound words).

Get Started
As needed, review the following terms used in today's game.

- **naming word**—a word that names a person, animal, place, thing, or idea (tiger, park, ball, happiness)
- **action word**—a word that names an action (run, catch, play)
- **word ending**—a word part that is added to a word to change its meaning (-ing or -ed)
- **compound word**—a word made up of two other words (baseball, doghouse)

Instructions for Playing Who Wants to Be the Top Scorer? Explain that today children will play a game called Who Wants to Be the Top Scorer? Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5.

As you ask each of five yes-no questions, have children look at their word and answer the question. The points to award for answers are shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word name something? If yes, score 2 points.
2. Does your word end in -ing? If yes, score 2 points.
3. Does your word end in -ed? If yes, score 2 points.
4. Does your word name an action? If yes, score 2 points.
5. Is your word made up of two words? If yes, score 2 points.

Have children find their total scores. (Maximum score is 12, which includes being able to use the word in a sentence.) Determine which child has the highest score. Have that child or children write the word on the board and explain how he or she scored the points.

Today's Challenge
Student page 113 Have children use the words in the box to make compounds with the words in the chart. Ask children to look at their papers and read the first word in the chart. **(sun)** Then have them find the word in the box that will make a new word. **(flower)** Have children look at how the word **flower** is written in the chart. Then have children look at how **sun** and **flower** make the new word **sunflower**. Have children complete the page.


Go Further
Student page 113 Have children work with partners to form silly compound words. Partners can then ask other partners what their compound words mean. To help children get started, suggest **bumpwalk**, meaning "bumping into things on a walk."

Assessment
Student self-assessment page 113 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify characteristics of words (parts of speech) and structure (endings, compound words)?
Building Words

Week 23 • Activity 114

Materials
Student page 114
A set of Letter Cards (a, c, e, h, s, t, w) for each child (9 or fewer) or pair of children (up to 18 students)

Concept
Use the letters in watches to build words that have short a (-at), -ew, and the initial consonant digraph cb.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters b, a, and t together to make hat. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add w to hat to make what.
- Add c and rearrange the letters to make watch.
- Take away w and rearrange the letters to make chat.
- Add e to make cheat.
- Rearrange the letters to make teach.
- Take away a and t. Add w and rearrange the letters to make chew.
- Take away c and b and add s and t to make stew.
- Take away t to make sew.
- Take away e and add a to make saw.
- What word can you make with all the letters? (watches)

Have children look at the words on display and use them in sentences: For example: Please don’t chat while you chew. Watch what I can do.

Note that to form a word that means “more than one,” add -s at the end. For plural words and action words that end in x, ss, sh, or ch, add -es at the end (for example: mixes, kisses, matches).

Today’s Challenge
Student page 114 Tell children they are to answer the questions on their papers. Point out that if they do not understand the meaning of a question because they do not know the meaning of the underlined word, they should look at the other words around it and think of how the word fits into the whole sentence.

Answers for student page 114: Answers will vary but should be logical responses to the questions asked. They need not be complete sentences.

Go Further
Student page 114 Have children work in pairs to make up sentences for each other to answer. To get children started, have two volunteers model the process.

Assessment
Student self-assessment page 114 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use phonic and structural elements to read and spell words?
**Rule Out 2**

**Week 23 • Activity 115**

**Materials**
Student page 115

**Concept**
Identify the main idea and supporting details on a multiple-choice test.

**Get Started**
Remind children that the main idea of a passage is the idea that is, in general, what a passage is about. Supporting details tell more about the main idea.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children.

Whales with teeth hunt for their food. They use their teeth to catch fish, and they swallow the fish whole. Whales can hear fish swimming that are far away from them. That way, the whales can find fish to eat.

Which statement tells the main idea of the passage?

A) Whales with teeth use their teeth to help them rest.
B) Whales with teeth hear fish swimming far away.
C) Whales with teeth swallow their fish whole.
D) Whales with teeth hunt for food.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because it does not say anything about hunting, and resting is not even in the passage. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (It says that whales with teeth hunt for food, and that is what the details of the passage are about.)

**Today’s Challenge**
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each student will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 115** Have children read the passage and read through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 115:** 1. B 2. C

**Go Further**

**Student page 115** Have children tell which detail in the passage was most interesting to them and why.

**Assessment**

**Student self-assessment page 115** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the main idea and details of a passage?
Materials
Student page 116

Concept
Read a story aloud with expression using word clues and content to reflect the author's intended meaning.

Get Started
Read aloud several lines of following passage without any expression. Then continue reading but use expression for dramatic effect. For example, you might sound frightened and a little out of breath as you read “I can't stand being this frightened.”

Jared was hurrying down an empty street at night. It was raining and the wind was wild. Suddenly, he heard footsteps behind him! He walked faster, but still he heard the footsteps. He kept running. Still the footsteps followed him. “What will happen to me?” thought Jared. “I must find out who is after me. I can't stand being this frightened.” He turned quickly around. And then he laughed! He was being followed by a tin can, bumping along as the wind carried it down the street.

Ask children the following questions.

• Did my voice change after I was reading a while? How?
• Which reading did you like better? Why?
• Did the changes in my voice help you better understand the passage? How?
• How do you think I knew when and how to change my voice?

At this point, help children understand that a sentence, and certain words in the sentence, determine how one needs to read a sentence. Display the following.

• Jared sighed a big sigh of relief.
• Jared was frightened when he heard the footsteps.
• He walked faster, but still he heard the footsteps behind him.

Ask volunteers to read the sentences aloud. Have children tell what clue words they used to help them read the sentences. Ask children if they can use their own knowledge and life experience to help them know how to read the sentences. Have several volunteers demonstrate how they would read each of the lines.

Explain that reading words and sentences with the appropriate expression is important because it helps listeners, as well as readers, to understand and to better enjoy a story.

Today's Challenge
Tell children that today they will work in groups to read aloud a story. Explain that this story is about a mouse and a lion in a forest. Children will read the passage silently a few times so that they are familiar with it. Have group members decide who will read which lines and what kind of expression will be used to best convey the meaning of the story.

Student page 116 Allow time for each group to present the reading to the class. Remind readers to use the right kind of expression, depending on word clues and meaning clues. Remind all children to show good listening behavior, such as keeping their eyes on the reader and sitting quietly during the performance.

Go Further
Student page 116 Have children focus on how well they read aloud by asking what they did well.

Assessment
Student self-assessment page 116 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read a story using word clues and content to express meaning?
Week 24 • Activity 117

Materials
Student pages 116, 117

Concept
Recognize setting, characters, and plot to understand a story.

Get Started
Remind children that every story they read will have at least one character, setting, and plot. Review that characters are the people or animals in the story and that the setting is where and when the story takes place. The plot is what happens. Usually a character must solve a problem or reach a goal. Read aloud the following story.

Cherise was looking everywhere in the house. She couldn’t find her glasses. She needed them, too. Cherise had to read a chapter of her book to be ready for school the next day. She looked in the kitchen. She looked in the living room. She looked in her own room. Still she couldn’t find them. Then Cherise saw her brother.

“Kendo, have you seen my glasses?” she asked. Kendo grinned. “Come on,” cried Cherise. “Do you know where they are?”

“Yep, I know.”

“Well, where are they?” demanded Cherise.

“They’re on the top of your head!” laughed Kendo.

Today’s Challenge

Student page 117 Have children read the story on student page 116. Then direct their attention to the activity on student page 117. Tell children they are going to identify the setting, characters, and plot of the story they just have read.

Answers for student page 117: 1. among the trees 2. the mouse and the lion 3. The lion does not kill the mouse because she promises to save his life one day. The mouse saves the lion when he is trapped in a hunter’s net.

Go Further

Student page 117 Have children work in pairs or small groups to make up their own short story. Remind them to think about characters, setting, and plot. Tell them it is often easier to make up a story by first thinking of a problem someone might have, such as trying to earn money to buy a toy. Children can then think of where the story will take place, who they want to be in their story, and what will happen to solve the problem.

Assessment

Student self-assessment page 117 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the setting, characters, and plot of a story?
Week 24 • Activity 118

Materials
Student page 118
One word card for each student, plus one extra
Tape

Concept
Build vocabulary by using meaning and structural clues.

Get Started
Before the session, prepare a word card (index-card size or so) for each child in your class plus one extra. Use any words that will be familiar to children. For example, use words that you have heard in children’s conversations about their studies in school or their after-school activities. Find out from your children’s teachers what they are studying and use some subject-related vocabulary. You may want to relate all the words to a theme familiar to children, such as animals, plants, or transportation. Also, see the words on student page 118.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. If children do not narrow in on the word after a reasonable amount of time, offer a hint as to the meaning. Sample questions include the following:

- Does the word describe something?
- Does it have more than four letters?
- Is there another word that means the same or almost the same thing as your word?
- Does it begin with a letter between A and L?
- Does it have more than one syllable?

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If after three to five minutes children have not guessed their words, try another approach. Seat all the children. Take one word card at a time, hold it over a child’s head where everyone but the child can see it, and ask the remaining children to offer clues.

Today’s Challenge
Student page 118 Have children write the word from the box that means the same or almost the same as each word listed. If children need help, review words such as gift/present and small/tiny.

Answers for student page 118: 1. speedy 
2. friend 3. peaceful 4. whirl 5. cheerful 6. watch 
7. fly 8. pick 9. noise 10. spot 11. job 12. pat

Go Further
Student page 118 Have children work in pairs. Each child should write three words and have his or her partner find other words that mean the same or almost the same. Partners take turns.

Assessment
Student self-assessment page 118 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children build vocabulary by using meaning and structural clues?
Materials
Student page 119
Sum of the Parts Cards (Week 24 Activity 119)

Concept
Gain a better understanding of word structure by adding the endings -s, -es, -ed, and -ing to base words.

Get Started
Distribute the 18 Sum of the Parts Cards for Week 24. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts
Ask children to look at their cards and find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished playing the game, put the cards into an envelope or bag labeled “Week 24 Activity 119.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following: benches, books, brushes, brushing, buses, dresses, dressing, eats, eating, foxes, patches, patching, reached, reaching, reading, talked, talking.

Today’s Challenge
Student page 119 Have children write each word by adding the word part -s, -es, -ed, or -ing as appropriate. You might want to talk children through the first word on student page 119. Go through the different endings that can be added to bunch. Explain that children should write bunch with each ending that can be added to it.


Go Further
Student page 119 Have children choose one of the words they wrote from the activity. Have them try to use the letters from the chosen word to make as many words from it as they can. For example, bunches can yield sun, bus, hen, bun, such. If children need additional examples, display the word wonderful and ask children what smaller words can they find in wonderful. Responses might include one, won, fond, word, drown, foul.

Assessment
Student self-assessment page 119 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children form, read, and spell words with endings?
Rule Out 2

**Week 24 • Activity 120**

**Materials**
Student page 120

**Concept**
Identify a story’s setting, characters, and plot on multiple-choice tests.

**Get Started**
Remind children that identifying plot, character, and setting will help them understand what they are reading. Remind them that plot is what happens when characters try to solve a problem.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read aloud the following passage and question.

Fannie and her brother Deke were sitting on the porch. Deke asked, “How about playing ball?” Fannie replied, “Nah, I don’t feel like playing ball. How about mowing the lawn for Mom?” Deke said, “I don’t want to do that!” Fannie said, “Well, let’s write things we each want to do on pieces of paper. We’ll put the pieces in a hat and pick one. Then, we’ll do whatever is on the paper.” Deke agreed.

They wrote out the things they wanted to do. Then Deke got a hat and Fannie put the papers in. Deke put his hand in the hat and picked out one paper. Fannie read what was on it. “We’ll take turns playing what each of us wants.” They both laughed.

What is the problem in the story?
A) Deke doesn’t want to put the papers in the hat.
B) Fannie and Deke need to decide what to play.
C) Fannie wants to mow the lawn.
D) Deke and Fannie take turns playing games.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong.

For example, a child might say that C is wrong because mowing the lawn is just one detail in the story. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (Everything in the story is about how Fannie and Deke go about deciding what to play.)

**Today’s Challenge**
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 120** Have children read the story and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 120:** 1. C 2. A

**Assessment**

**Student self-assessment page 120** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recognize setting, characters, and plot in a story?
Week 25 • Activity 121

Materials
Student page 121

Concept
Read aloud expressively to convey characters' feelings.

Get Started
Read the following lines of dialogue aloud in two different ways. First, read each character’s lines with an inappropriate tone of voice or the opposite tone from what is indicated. Then read the lines using the tone indicated by the directions.

Erica: (happily) I just won first prize in the race!
Dylan: (congratulatory) That’s wonderful, Erica.
(timidly) Do you think I could win a race?
Erica: (reassuringly) Of course you can. But you have to practice a lot.
Dylan: (shyly) Will you help me?
Erica: (excitedly) Let’s get started right away!

Ask children the following:

- Which reading helped you understand how Erica and Dylan were each feeling?
- What words would you use to describe how I read the lines?
- How does the tone of your voice help listeners understand the meanings of the words?
- Can your voice tell listeners what a character feels when he or she is speaking? Why?

Explain that in a play, the author often tells the reader how to read the lines. Write the following on the board.

Erica: (happily) I just won first prize in the race!

Ask volunteers to read aloud the line. Ask why the author puts happily before the words Erica speaks. Encourage children to understand that the author wants the line to be read with a happy tone of voice. Then write the following on the board.

Erica: I just won first prize in the race.

Ask volunteers to say the line with different tones of expression, such as sadly or proudly. Ask children how the meaning of the line changes. Point out that when children read a play, they should pay attention to how they say the lines. They should look for the directions the author gives. This will help listeners understand what the characters mean and feel.

Today’s Challenge
Have children practice reading in groups of two or three. First, children should read through the play silently. Then, the group will decide who will read the lines for the two characters and what kind of expression will be used. Tell children to divide the lines among them so that one child reads the first lines of a character, then another child reads the next lines for that character, and so on. The silent reading will familiarize children with the play and how they should use their voices when reading aloud. Reading aloud to group members will provide an opportunity for listener feedback prior to performance.

Student page 121 Allow time for each group to present the play for the remainder of the children. Remind children to look for directions on how to say the lines. Tell children that when they listen, they should demonstrate good listening behavior, such as looking at the speaker rather than following along on their pages.

Go Further
Student page 121 Have children write some more words for the farmer to say. Then have them read aloud to a partner.

Assessment
Student self-assessment page 121 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read with expression appropriate to the text?
Today's Challenge

Student page 122 Have children look at student page 122 and then read the play on page 121. Tell children to use the story clues and what they already know to make a prediction about what the farmer will do next.

Answers for student page 122: Responses will vary but should be plausible and reflect logical thinking.

Go Further

Student page 122 Have children work in pairs or small groups to discuss what they think the farmer might do if his family's house seemed too big. With the whole group, brainstorm ideas before students share individual responses.

Assessment

Student self-assessment page 122 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make predictions by using story clues along with their own knowledge and experience?
**Week 25 • Activity 123**

**Materials**
Student page 123
Word Maze Cards (Week 25 Activity 123)

**Concept**
Focus on word meanings and relationships—
synonyms, antonyms, homophones, and compound words.

**Get Started**
Review with students the meanings of these words.

| **synonym** | a word that means the same or almost the same as another word (big/large, small/tiny) |
| **antonym** | a word that means the opposite of another word (up/down, in/out) |
| **homophone** | a word that is pronounced the same as but spelled differently from another word (hear/here, stare/stair) |
| **compound word** | a word that is made from two smaller words (playground, milkshake) |

**Today's Challenge**
Distribute the 18 Word Maze cards for Week 25. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play Word Maze. During the game, you may need to guide children by reminding them of the definitions above or explaining the definition of a word. You may wish to use the words in a sentence to help children understand how they are used. When you have finished the game, put the cards into an envelope or bag labeled “Week 25 Activity 123.”

**Instructions for Playing Word Maze** Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask, “Who has the card with the answer to the question just read?” Ask that child to read the answer and then read the question on his or her card. Play continues until all questions have been answered. The last answer to be read should be the answer on the first student’s card.

The correct sequence of questions and answers is shown on page 187.

**Student page 123** Ask children if they had the words *out* and *door*, how could they put them together and use them in a sentence. Then have children look at their pages. Point out that they will make the same kind of compound words on their page as they did with *out* and *door*.

**Answers for student page 123:**
1. sunset
2. sunflower
3. sunburn
4. downtown
5. downstairs
6. downhill

**Go Further**
**Student page 123** Have children work in pairs or small groups to see how many compound words they can make with the word *play*. Words they make might include *playground, playhouse, playmate, playpen, plaything*. If dictionaries are available, have children look for additional words.

**Assessment**
**Student self-assessment page 123** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recognize and understand the meanings of synonyms, antonyms, homophones, and compound words?
Building Words

Week 25 • Activity 124

Materials
Student page 124
A set of Letter Cards (d, n, 2o, p, r, u, w) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in downpour to build compound words, words with the vowel combinations ow and ou, r-controlled vowels, homographs, and homophones.

Get Started
Distribute a set of letter cards to each student or pair of students. Show students how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters d, o, w, and n together to make down. Explain that the word down can refer to something below, to feathers on a duck, or to being sad. Since the word is pronounced and spelled the same way, we can tell its meaning only from context of the surrounding words and phrases. Then make the word wound. Explain that this word has two pronunciations and meanings: (wound) an injury, and (wound) the past tense of “to wind.”

Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add a r to down to make drown.
- Take away u and add o to make poor.
- Keep only the r and add w, a, m to make warm.
- What word can you make with all eight letters? (downpour)

Explain to children that downpour is a compound word because it is made up of two separate words. Have children find the words down and pour on the board (or on the papers). Also, remind children that many words have two pronunciations and meanings, such as wound (injury) and wound (the past tense of wind).

Today’s Challenge
Student page 124 Display the following.

I am going to the game today.
I have two tickets for the game.

Ask children to read aloud the sentences. Have them identify the words that sound the same but are spelled differently and have different meanings. Explain that in the next activity, children are to think about similar word pairs. Then have children complete the activity.

Answers for student page 124: 1. knew 2. no 3. hall 4. hole 5. dew 6. blue 7. read 8. sun

Go Further
Student page 124 Have children work in pairs. Each partner chooses a word pair from the activity and writes a sentence using both words but leaving blanks for them. Partners should trade papers and fill in the missing words.

Assessment
Student self-assessment page 124 Have children check one of the three choices to describe how they feel about this activity.

Assessment Tip Can children use the phonic and structural elements practiced in this lesson to read and spell words?
Week 25 • Activity 125

Materials
Student page 125

Concept
Recognize compound words on a multiple-choice test.

Get Started
Remind children of what a compound word is (for example, bookmark). Ask children how a compound word is made. Help them understand that a compound word is one word made up of two smaller words.

Review that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Display the following question and answer choices. Read them to children.

What word here is made up of two smaller words?
(A) meeting  
(B) pleased  
(C) bottlecap  
(D) suppose

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because -ing is an ending and not a word. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (Bottle and cap are two separate words that make a new word.)

Today's Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today's activity. Each student will receive 10 points for choosing the correct answer. So, the maximum number of points for all items is 60.

Student page 125 Have partners read the direction and work through the answer choices, and then choosing the correct answer. When a group has completed all items, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 125 Children choose a word from the activity for their partner to write in a sentence.

Assessment
Student self-assessment page 125 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children recognize compound words?
Week 26 • Activity 126

Materials
Student page 126

Concept
Read a poem with appropriate phrasing and rhythm.

Get Started
Display the following poem. Then read it in two ways. First, read it in a monotone and break up the intended rhythm. For example, you might read, “Every time I see a fly I have” and then, “to think and wonder why if flies.” Then read the poem a second time with appropriate phrasing and rhythm.

Every time I see a fly,
I have to think and wonder why,
If flies can zoom up to the sky,
Why, oh, why, oh, why can’t I?

Point out that poems are written in lines and each line is a phrase with a pause at the end. Tell children that they do not have to figure out how to group words as they do in stories because the poet has already done this for them.

Today’s Challenge
Tell children that they will now work in groups to read aloud two poems. Have children practice reading in groups of two or three. First, children should read through the poems silently. Then one child reads aloud, while the other(s) listen. The silent reading will familiarize them with the poems. Reading aloud to a partner will provide an opportunity for listener feedback prior to reading in front of other children.

Student page 126 Allow time for each group to present the poems for the remainder of the children. Remind children to pause at the end of lines and to read with the rhythm of the poems. Remind listeners to demonstrate good listening behaviors, such as keeping their eyes on the reader instead of following along on their pages, sitting still, and keeping quiet.

Go Further
Student page 126 Have children work in small groups to talk about how the poems are alike and different. They might say that in both poems the children are sitting and that both poems take place in nice weather. Children might also say that the poems are different because one child wants to remain sitting, while the other wishes to be a kite and go up into the sky.

Assessment
Student self-assessment page 126 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read a poem with appropriate phrasing and rhythm?
Materials
Student pages 126, 127

Concept
Enhance comprehension by making connections to the text.

Get Started
Ask children what they think “making connections” means. Children will probably not know how to define the term, so read the following poem to them.

Billy liked to eat spaghetti,
Billy liked to throw confetti,
Billy hated lima beans,
But he liked his old blue jeans.

Tell children they will now make some connections to compare themselves with the character Billy in the poem. Ask children the following.

- What does Billy like to eat? (spaghetti) Are there foods you like to eat or hate to eat?
- Are there things you like to do that are similar to the kind of thing Billy does?
- Is there a piece of clothing you like to wear?

Tell children that when they compare themselves to the people they are reading about, it will help them better understand what they are reading. It will also give them a more enjoyable experience.

Today’s Challenge
Student page 127 Direct children to look at student page 127. Tell children that when they read the two poems, they are going to make connections just as they did when they compared themselves to Billy. Stress that there are no right or wrong answers because everyone has his or her own different connections to what is read.

Answers for student page 127: Children’s answers will vary but should be based on the content of the poem they chose. Children’s responses should reflect their understanding of making connections to the text.

Go Further
Student page 127 Have children tell a partner about some other things they like to do outdoors. You may wish to have all students brainstorm ideas before partners exchange their individual responses.

Assessment
Student self-assessment page 127 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make connections to what they read?
**Week 26 • Activity 128**

**Materials**
Student page 128  
One pair of word cards for every four students

**Concept**
Build vocabulary using category and letter clues.

**Get Started**
*Before the session,* prepare word cards (index-card size) of the same word per every four children in your group. (Two pairs of children each get the same word card.) See student page 128 for some ideas or use words that children may be using in their classes.

Explain that children will play Guess the Word in pairs, with one child giving clues and the other child trying to guess the word. Two pairs of children will play at a time, each pair trying to guess the same word. Thus, clues are received from both teams.

**Instructions for Playing Guess the Word**
Organize children into pairs by counting off in twos. Have two teams of two children come forward. Each pair of children sits with partners facing each other. Hand a word card to the child on each team who will be giving the clues. Choose one team to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word; play continues in the same manner with the second team. Children give one-word clues in turn until a player guesses the word or a total of six clues (three for each team) have been given. At this point, the rest of the group can offer guesses. At the end of this turn, have two new teams play.

Point out that sometimes players will encounter a word that has more than one meaning. Players should not limit themselves to only one meaning. Instead, they can give clues for both meanings, if necessary.

**Today’s Challenge**

**Student page 128** When children have finished playing the game, have them complete the activity on student page 128. To get children started, ask them if they can think of an animal name that begins with the letter *t*. Children may answer *tiger*. Tell children to think of animal names that begin with the letters *c* and *s*. Have them continue in the same way with the other categories. Tell children that they do not have to write in each box. They should write only the words they can think of.

**Answers for student page 128:** Answers will vary. Possible answers include: Animals—tiger, cat, snake  
Places—town, camp, school  
Foods—taco, chili, spaghetti  
Clothes—T-shirt, cap, scarf  
Transportation—train, car, ship  
Favorite Words—All responses will differ, but encourage conventional spelling.

**Go Further**

**Student page 128** Have children work in pairs or small groups to choose a new letter and to name items that begin with that letter. Children take turns choosing a new letter.

**Assessment**

**Student self-assessment page 128** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children build vocabulary using category and letter clues?
Week 26 • Activity 129

Materials
Student page 129
A set of Letter Cards (a, c, e, f, i, m, p, r) for each student (9 or fewer) or pairs of students (up to 18 students)

Concept
Use the letters in campfire to build words with r-controlled vowel sounds (ire, ear); long i (CVCe); short a (-amp); and hard/soft c.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Model how to make a word by pulling the letters m, i, c, e together to make mice. Then give the following clues to change one word into another. Keep the pace moving. After each word is made, write it on an index-card-sized paper and on the board so children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Replace m in mice with r to make rice.
- Replace c with p to make ripe.
- Take away p and add f. Rearrange the letters to make fire.
- Take away i and add a. Rearrange the letters to make fear.
- Take away f and e and add m and p. Rearrange the letters to make ramp.
- Replace r with c to make camp.
- Add r to make cramp.
- Add e and rearrange the letters to make camper.
- What word can you make with all eight letters? (campfire)

Have children look at the words on display and find ways to group them. Here are some examples.

Words Begin with the Same Letter
rice, ripe, ramp; fire, fear; camp, camper, cramp

Words That Rhyme
rice, mice; ramp, camp, cramp

Remind children that a compound word is made of two smaller words, such as camp + fire = campfire. Also explain that adding -er at the end of a word can add the meaning “a person who does something” or “something that does something.” As an example, explain that a camper is “a person who camps.”

Today’s Challenge
Student page 129 Children are to read the kinds of words asked for and write one to three words that fit the description. Complete the first row with children to be certain they understand what to do.

Answers for student page 129: Answers will vary. Possible answers include: 1. helper, camper 2. fire, tire 3. near, clear 4. car, care, cone 5. cent, cell, city 6. carache, fingernail, armchair

Go Further
Student page 129 Have children work in pairs or small groups to make up a short “pass-around” story using as many words as they can from the chart. You may want to give this example:

Kora was our leader when we went camping. She had no fear of the woods, and so she was a good leader.

Tell children that they should keep adding sentences that make sense with the other sentences and, wherever they can, include a word from the chart.

Assessment
Student self-assessment page 129 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic and structural elements practiced in this lesson to read and spell words?
Rule Out 2

Week 26 • Activity 130

Materials
Student page 130

Concept
Make connections to text on multiple-choice tests.

Get Started
Remind children that to make connections, they should think about how they are like or not like a person in a poem.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps them to be able to "rule out" some of the answers. Read the following passage and question to children.

Daisy was going to the movies. A picture was playing that she really wanted to see. Just when she and her father were about to leave, the phone rang. When her father got off the phone he said, "I'm sorry, Daisy, but your brother has a flat tire on his bike and we have to pick him up. We'll have to go to the movies another time." Daisy wanted to say, "That's not fair. You promised me we would go to the movies!" Instead she walked slowly to her room and just sat there in her chair.

What is a reasonable connection to make to this passage?
A) I always go to the movies when I want to.
B) I go to my room at bedtime.
C) I feel that things are unfair sometimes.
D) I never feel things are unfair.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the passage does not say anything about bedtime. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (Almost everyone feels that something is unfair at one time or another.)

Today's Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today's activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 130 Have children read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 130: 1. B  2. D

Go Further
Student page 130 Have children work in pairs or small groups to talk about things they would like to do and how practicing might help them do them well. If needed, have volunteers share things they would like to do. Ask the remaining children what they (the volunteers) could do to achieve their goals.

Assessment
Student self-assessment page 130 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children make reasonable connections to text?
Week 27 • Activity 131

Materials
Student page 130

Concept
Use punctuation and clue words to read fluently and expressively.

Get Started
Read the following passage aloud in two different ways. First, read it ignoring the punctuation marks that signal pauses or stops at the end of phrases and sentences. Also, do not use word clues to read expressively. Then read the passage aloud again, this time as indicated by punctuation and word clues.

The children’s dog, Rena, watched and waited by the hole all morning. It looked as if she was glued to the ground.

“What is that dog doing?” Sammy asked amazed.

“She’s waiting for a rabbit or a mole or a snake!” Lois said in a know-it-all voice.

Sammy sighed. His sister always acted as if she knew everything.

Ask children the following:

• Which reading was easier to understand? Why?
• In the first reading, could you tell where one sentence ended and the next began? Could you tell which sentences were questions and which showed strong feelings?

Display the following.

“____” . , !

Ask children what each mark tells readers. Then display the following.

“What is that dog doing?” Sammy asked amazed.

“She’s waiting for a rabbit or a mole or a snake!” Lois said in a know-it-all voice.

Ask children to read the sentences displayed. Then ask them how the punctuation helped them to pause at appropriate places. Ask what clue words told them how to read with expression. (amazed, know-it-all voice) Explain that using punctuation and clue words to guide their reading will help listeners understand what is being read and how characters feel.

Today’s Challenge
Tell children that today they are going to work in groups to read aloud a story. Children will read the story silently, and then practice reading it aloud with expression. Groups will then read the story aloud for the class.

Student page 131 As children prepare, encourage them to think about where to pause in the story and what clue words they will use to read expressively. Allow time for each child to prepare and perform the story. Remind all children to show good listening behavior, such as not talking during the performance.

Go Further
Student page 131 Have children work with a partner to write more dialogue between the wolf and the pigs. If children need help, suggest they begin by thinking of what else the wolf might have said to get the pigs to come with him. Remind children to think about how punctuation might help someone read the new dialogue.

Assessment
Student self-assessment page 131 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use punctuation and clue words to read fluently and expressively?
**Materials**
Student pages 131, 132

**Concept**
Enhance comprehension by making comparisons and contrasts.

**Get Started**
Remind children that when they compare, they say how things are alike. When they contrast, they say how things are different.

Read aloud the following passage.

The play was about to begin. Maryanne put on a purple clown suit and a big red nose. She said, "My costume is pretty and bright."

Andy, the scarecrow, was putting on his tattered gray jacket and worn T-shirt. "I look silly in these clothes," he sighed.

Ask children the following questions.

- How are Maryanne and Andy alike in what they are doing. (Maryanne and Andy are getting ready for the play by putting on their costumes.)
- What is different about Maryanne's and Andy's clothing? (Maryanne is wearing a clown suit, while Andy is wearing a worn T-shirt and a tattered jacket.)
- What is different about how Maryanne and Andy feel about their costumes? (Maryanne likes hers; Andy does not like his.)

Tell children that authors often put in details so readers can compare and contrast characters, settings, or events. This helps readers better understand what they are reading.

**Today's Challenge**

**Student page 132** Direct children to look at page 132. Explain that the activity asks children to compare and contrast the actions and feelings of the characters in the story. Tell children that they may select words or phrases from the story to answer the questions.

**Answers for student page 132:** Responses will vary. Possible answers are:
1. **wolf:** excited; pigs: bored
2. **wolf:** new suit, new hat, shiny shoes; pigs: bathrobes
3. **wolf:** to the fair; pigs: to the fair
4. **wolf:** He hung his head. He was sad. **pigs:** The pigs laughed. They felt good.

**Go Further**

**Student page 132** Have children compare this story with the tale of "The Three Little Pigs." If necessary, review the tale. Give one example of a comparison, such as in both stories the wolf is out to catch the pigs.

**Assessment**

**Student self-assessment page 132** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children make comparisons and contrasts?
Week 27 • Activity 133

Materials
Student page 133
Paper and pencil for each student

Concept
Build vocabulary by using the endings -ed, -ing, -s, and the suffix -er.

Get Started
As needed, review the following terms used in today’s game.

- **syllable**—an uninterrupted unit of speech that forms part of a word (telephone: tel-e-phone, student: stu-dent)
- **ending** (-s, -ing, -ed)—a word part that forms a noun that means more than one or that changes an action taking place (skate/noun: skates; skate/verb: skates, skating, skated)
- **suffix** (-er)—a word part added to the end of a word (skater, singer)

Instructions for Playing Who Wants to Be the Top Scorer? Explain that today children will play a game called Who Wants to Be the Top Scorer? Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5. Encourage them to think of a word that includes a suffix.

As you ask each of five questions, have children look at their word and answer each question. The points to award for certain answers are shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask.

1. Does your word have more than one syllable? If yes, score 2 points.
2. Does your word have an ending, such as -es, -s, -ed, or -ing? If yes, score 2 points.
3. Does your word have a suffix such as -er? If yes, score 2 points.
4. Does your word name someone who does something? If yes, score 2 points.
5. Is there a word that rhymes with your word? If yes, score 2 points.

Have children find their total scores. (Maximum score is 12, which includes being able to use the word in a sentence.) Determine which child has the highest score. Have that child (or children) write the word on the board and explain how he or she scored the points.

Today’s Challenge
Student page 133 Go over the page with children to make sure that they understand how to complete the activity. You may want to model by asking a volunteer to read the first sentence. Point out that the word to go in the blank ends in -s. Explain that the word needed is an action word. Ask children to name words that fit the meaning of the sentence. Possible responses include plants, waters, digs, works.

Answers for student page 133: Possible answers are: 1. plants 2. speaker 3. riding 4. swimmer 5. painted 6. runner 7. rowing 8. jumped 9. peeps 10. skating

Go Further
Student page 133 Have children work in pairs or small groups to find as many words as they can with the suffix -er. You may want to remind them that -er at the end of a word means “someone who does something.” Children should make one list of everyone’s words.

Assessment
Student self-assessment page 133 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children build vocabulary by using the structural elements -er, -ing, -s, and -ed?
Building Words

Week 27 • Activity 134

Materials
Student page 134
Sum of the Parts Cards (Week 27 Activity 134)

Concept
Build compound words.

Get Started
Distribute the 18 Sum of the Parts Cards for Week 27. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask children to look at their cards and find one or more children with whom they can make a compound word by combining their cards. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished the game, put the cards into an envelope or bag labeled “Week 27 Activity 134.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following: football, baseball, barefoot, campfire, driveway, flashlight, fireplace, overpass, highway, sunrise, sunset, underway.

Today’s Challenge
Student page 134 Review the page with children. Show them how to match words to make a new word. Display the word door. Ask children what word they could put in front of door to make a new word. (In is a possible response.) Ask them what word they could put at the end of door to make a new word. (Knob is a possible response.)


Go Further
Student page 134 Have children write a word before or after book, room, and light to make new compound words. If needed, help children.

Answers for student page 134: Possible answers: scrapbook or bookworm, bathroom or roommate, and flashlight or lighthouse

Assessment
Student self-assessment page 134 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children build compound words?
Materials
Student page 135

Concept
Identify compound words and contractions on multiple-choice tests.

Get Started
Review with children that a compound word is a word that contains two smaller words. Review with children that a contraction is made up of two words with an apostrophe taking the place of the missing letter or letters.

Review that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Display the following and ask children which word is a compound word.

A morning
B afternoon
C nights
D weekly

Ask children which two words make up the contraction.

They’re
A you are
B you will
C they are
D I can

For each problem, ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. Discuss the choice and reasoning children used in ruling out a wrong answer. Then, for each problem, ask children to choose the correct answer from the remaining three choices. Be sure children understand why the answers are correct.

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each student will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 135 Have children read the questions, ruling out two answers and then choosing the correct answer. When a group has completed all the questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 135 Have children draw a comic strip, writing what characters say in speech bubbles and using contractions in what they say. To help, display stick drawings of a person walking a dog. Draw a speech bubble and inside write, “I'm walking my dog.” Ask children what other things they might write in the speech bubble. Remind children to use a contraction. Responses might include: She’s walking her dog. He couldn’t walk the dog very far.

Assessment
Student self-assessment page 135 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize compound words and contractions?
Week 28 • Activity 136

Materials
Student page 136

Concept
Read aloud with appropriate phrasing to convey the meaning of text.

Get Started
Before you begin, tell children that you are going to read an interview, a conversation between two people, in which one person asks the other about himself or herself. For the first reading, do not pause between the name of the person speaking and the words he or she says. Run the questions and answers together without pausing at the end of each speaker's statements. When you read the interview a second time, group words that have no punctuation into easy-to-understand phrases. Pause where signaled by commas and at the end of sentences.

Garth: Chloe, when did you move to Chicago?
Chloe: In September, just before school started.
Garth: How do you like it here?
Chloe: It's nice, but I miss Florida.
Garth: Do you think you will like our school?
Chloe: I already do! I've made lots of great friends.

Ask children the following:

• Which reading was easier to understand? Why? (Lead children to understand that for the second reading, you paused at places in the text that helped make the questions and answers in the interview easier to understand.)

• How do you think I knew where to pause? (Lead children to understand that the commas in the text told you where to pause.)

Explain that when reading an interview, it is important to pause at the places indicated by punctuation. That will help listeners understand what they are hearing.

Today's Challenge
Tell children that today they are going to work in groups to read aloud an interview. Children will read the interview silently and then practice reading it aloud. Groups will then read the interview aloud to the class. Since there are only two people talking in the interview, you might tell children that they should assign to one child the first lines Alex speaks, then another child the next lines Alex speaks, and so on. Children should do the same for Emma's lines.

Student page 136 As children prepare, encourage them to use punctuation to help them read the lines. Allow time for each child to prepare his or her lines. Remind all children to show good listening behaviors, such as not talking during the performance.

Go Further
Student page 136 Ask each child to write or tell one thing that one of the other groups did very well in its performance. You might suggest such things as reading smoothly, reading at a speed appropriate for listeners to understand, and pausing at the end of each speaker's lines. Explain that children are not limited to these suggestions.

Assessment
Student self-assessment page 136 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use punctuation to help them read with appropriate phrasing?
**Week 28 • Activity 137**

**Materials**
Student pages 136, 137

**Concept**
Enhance comprehension by identifying causes and effects.

**Get Started**
Display the words *Cause* and *Effect*. Then ask for two volunteers. Tell one to stand in front of the remaining children and pretend he or she is shivering. Tell that child to say, “I’m cold.” Tell the other child to walk to the window and pretend to be closing it. Tell that child to say, “I’ll close the window.” After children have performed, ask them what caused the one child to close the window. Write “he (or she) was cold” under the heading *Cause*. Ask children what happened because the child was cold. Write “he (or she) closed the window” under *Effect*.

Tell children you are going to read a short passage. Ask them to listen to find out what happens and why it happens.

Tasha was absent from school, so Millie called her on the telephone when she got home. “Why weren’t you in school?” Millie asked.

“I had a sore throat,” Tasha answered.

Ask children the following:

- Why did Millie call Tasha? (because she was not at school that day)
- What caused Tasha to miss school? (She had a sore throat.)

Explain that knowing what happens and why it happens helps both readers and listeners understand a passage.

**Today’s Challenge**

**Student page 137** Have children use the passage on student page 136 to complete the chart. Explain that they are going to identify what happened (the effect) or why it happened (the cause). Tell children that it is the same type of activity they just completed about Millie and Tasha.

**Answers for student page 137:** Answers will vary. Possible answers: 1. She was never afraid of water. 2. She became a good swimmer. 3. She continued to compete in races. 4. She won the race. 5. She practices only two days a week.

**Go Further**

**Student page 137** Have children make their own cause-and-effect charts. Their charts should reflect cause-and-effect relationships relevant to a day in their lives. Encourage children to share and compare their finished charts, if they wish.

**Assessment**

**Student self-assessment page 137** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students identify cause-and-effect relationships?
**Week 28 • Activity 138**

**Materials**
Student page 138
One word card for each child, plus one extra
Tape

**Concept**
Build vocabulary by using meaning and spelling clues and by identifying word relationships.

**Get Started**
Before the session, prepare a word card (index-card size or so) for each child in your class, plus one extra. Use any words that will be familiar to children. As a suggestion, use words that you have heard in children’s conversations about their studies in school or their after-school activities. If you are in contact with your children’s teachers, find out what they are studying and use some related vocabulary. Another approach is to relate all the words to a theme. The practice page contains some homophones, so you might want to write cards that have homophones the children will know.

Review what a homophone is. Ask children to think about a word that sounds like another word but has a different spelling and meaning. Give the example *I* and *eye*.

**Instructions for Playing What’s My Word?**
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. Sample questions include the following:

- Does the word sound the same as another word but have a different meaning and spelling?
- Does it have more than four letters?
- Is there a word that rhymes with your word?
- Does it begin with a letter between *A* and *L*?
- Does it have more than one syllable?

If children do not narrow in on the word after a reasonable amount of time, offer a hint as to the meaning.

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If after three to five minutes children have not guessed their words, try another approach. Seat all the children. Take one word card at a time, hold it over a child’s head where everyone but the child can see it, and ask the remaining children to offer clues.

**Today’s Challenge**

**Student page 138** Children are to read each clue and write the word that matches it. To help children get started, have volunteers help you complete the first item. Children may suggest words such as *table*, *school*, *books*. List the volunteers’ words so children can count the number of letters in each. As needed, read the other clues aloud to preview them for children.

**Answers for student page 138:** Answers will vary (except for item 2, for which the answer is *stare*).

**Go Further**

**Student page 138** Have children work in pairs to make up their own clues and word matches.

**Assessment**

**Student self-assessment page 138** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children build vocabulary by using meaning and spelling clues?
Materials
Student page 139
A set of Letter Cards (2e, n, p, r, 2s, t) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in presents to build words with short e (e), long e (ee), and consonant combinations st, str, tr.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters s, e, e, and n together to make seen. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized piece of paper and on the board so children can check their spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away s from seen and add t to make teen.
- Take away n and add r. Rearrange the letters to make tree.
- Add s and t to make street.
- Take away one t and rearrange the letters to make steer.
- Take away r and add p to make steep.
- Take away t to make seep.
- Take away p and one e and add n and t to make sent.
- Take away s and add r to make rent.
- What word can you make with all the letters?
- (presents)

Have children review the words and use them in sentences. For example: There is a tree on the street.

Today's Challenge
Student page 139 Have children write words with long e spelled ee, short e spelled e, and words with the consonant blends st, str, and tr. To help children understand the activity, point to the words on display for today's game, and ask children to find words with ee, e, and st, str, and tr.

Answers for student page 139: Possible answers: 1. sleep, cheep, bleep, keep, meet, beep, deep, peep, weep 2. bet, set, met, let, men, when, den, pen, pet, kept, net 3. steel, stick, stab, stack, still, stone, strange, straight, strain, strap, straw, stream, stretch, train, trade, traffic, trail, travel, trap, trash, treat. (Children may use other consonant blends such as fr, br, ch, cl, dr, and so on.)

Go Further
Student page 139 Have children work in pairs to write a tongue twister using words they wrote for the activity. Explain that a tongue twister is a sentence that makes sense and includes three or more words that begin with the same sounds. Have children look at the example on student page 139 and tell you which words make each sentence a tongue twister. Children can then read their tongue twisters to each other. If time permits, you might want to collect everyone's tongue twisters and create a book that children can read on their own.

Assessment
Student self-assessment page 139 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic elements practiced in this lesson to read and spell words?
Rule Out 2

Week 28 • Activity 140

Materials
Student page 140

Concept
Identify causes and effects on multiple-choice tests.

Get Started
Remind children that a cause is why something happened. An effect is what happened. Give children this example:

The dog could not remember where its bone was. The dog had buried it in a new secret place.

Ask children what happened. (The dog could not remember where its bone was.) Then ask why this happened. (The dog had buried it in a new secret place.)

Review that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to children.

“Michael isn’t coming to play today. There goes our goalie,” the soccer coach said.

“Can I be the goalie then?” Ruth asked.

“Yes, if you really want to,” the coach said.

“I do!” Ruth said happily.

Why did Ruth become the goalie?

A Michael wasn’t at the game.
B The coach was unhappy about Michael.
C The coach asked Ruth to be the goalie.
D Ruth was happy when the coach said yes.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because Ruth was happy after she became goalie—it does not tell why she became goalie. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure students understand why A is correct. (The coach asked Ruth to be the goalie because Michael wasn’t there.)

Today’s Challenge

Student page 140  Place children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each student will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 140  Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 140: 1. B  2. D

Go Further

Student page 140  Have children work in pairs to think about what might happen to Emma in the next race and why. Ask volunteers to give one example.

Assessment

Student self-assessment page 140  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children identify causes and effects of events?
**Materials**
Student page 141

**Concept**
Read aloud with even, consistent pacing.

**Get Started**
Read the following passage aloud in two different ways. First, read it quickly, running sentences and ideas together. Then read the passage again in an even tone of voice, slowly enough for children to absorb the meaning.

A camel can drink thirty gallons of water in ten minutes. This is because the camel stores water in its stomach to help it survive long, dry trips through the desert. Camels can walk and run in temperatures up to 100 degrees before they feel the heat.

Ask children the following questions:
• Which reading helped you better understand what the passage was about? Why?
• Did I read at the same pace for both readings? Did reading at an even pace help you better understand the passage?

Explain to children that when reading aloud, they should read neither too slowly nor too quickly to enable listeners to understand the passage. Also explain that children should read smoothly, not stumbling over words they do not know how to pronounce. Tell children that reading a passage silently before reading it aloud gives them the chance to learn how to say words they don't know.

**Today’s Challenge**
Have children practice reading in groups of two or three students. First, children should read through the text silently. The silent reading will familiarize children with the text. Then one child reads aloud, while the other(s) listen. Reading aloud to a partner will provide an opportunity for listener feedback prior to reading in front of other children.

**Student page 141** Allow time for each group to present the passage for the remainder of the children. Remind children to speak in an even tone of voice, reading neither too slowly nor too quickly. Remind listeners to demonstrate good listening behaviors, such as keeping their eyes on the reader and not following along on the page.

**Go Further**
**Student page 141** Ask each child to write or tell one thing that one of the other groups did very well in its performance. You might suggest that one group read smoothly, without stopping to figure out the pronunciation of a word. Or, children might note that one group paused at the correct places, making it easier to understand the text.

**Assessment**
**Student self-assessment page 141** Have children check one of the three choices to tell how they feel about this activity.

**Assessment tip** Do children read with even, consistent pacing?
Thinking About Reading

Week 29 • Activity 142

Materials
Student pages 141, 142

Concept
Identify sequence.

Get Started
Remind students that sequence is a word that means "the order of events or steps for doing something." Invite a volunteer to model a simple process, such as tying his or her shoes. Have children identify the steps in the order in which they occur.

Read aloud the following passage. Ask children to listen for the order of the steps it takes to grow flowers.

Here is how to grow flowers. Water the seeds to help them grow. Then, place the flowerpot where it will get sunlight. Put the seeds in a flowerpot.

Now tell children to listen as you read the steps in a different order.

Here is how to grow flowers. Put the seeds in a flowerpot. Then place the flowerpot where it will get sunlight. Water the seeds to help them grow.

Ask children which reading made more sense and why. (The steps in the second reading were in a logical and correct order.)

Explain that authors usually write steps in the order in which they must be followed to get the correct results. Paying attention to the order of steps will help readers and listeners to better understand the text and be able to discuss it later.

Today’s Challenge
Student page 142 Read the directions for the activity to children. Then ask volunteers to explain in their own words what everyone should do. Complete the first item with children.

Answers for student page 142: 1. before 2. before 3. after 4. before 5. after 6. after

Go Further
Student page 142 Ask children to write the steps they follow to brush their teeth. Then have children work with partners or in small groups to act out each other’s instructions.

Assessment
Student self-assessment page 142 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify correct sequence?
Word Games

Week 29 • Activity 143

Materials
Student page 143
Word Maze Cards (Week 29 Activity 143)

Concept
Focus on endings (-ed), syllables, and word relationships (synonyms and antonyms).

Get Started
Review with children the following terms:

- **word ending (-ed)** — an ending added to a word (walked, thanked)
- **syllable** — a single uninterrupted unit of speech that is part of a word (awful: awful, table: table)
- **synonym** — a word that means the same or almost the same as another word (throw: toss, friend: pal)
- **antonym** — a word that means the opposite of another word (sick: well, better: worse)

Today's Challenge
Distribute the 18 Word Maze cards for Week 29. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play Word Maze. During the game, guide children as needed. For example, you may have to remind children of word definitions. You may wish to use the words in a sentence to help children understand how they are used. When you have finished the game, put the cards into an envelope or bag labeled “Week 29 Activity 143.”

Instructions for Playing Word Maze Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask, “Who has the card with the answer to the question just read?” Ask that child to read the answer and then read the question on his or her card. The game continues until all questions have been answered. The last answer to be read should be the answer on the first child’s card.

The correct sequence of questions and answers is shown on page 188.

Student page 143 When the group has finished playing the game, have children complete the Today’s Challenge activity on student page 143. As needed, show children how to look across and down to find the words.

Answers for student page 143:

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V C D M R S T L S
T Q V G F T C B L
M C B H B A K E D
H S W R T Y R G P
L Q O B G E Z I D
T U R N E D X N H
T X S F M V G S Y
H V E M N C P G T
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Go Further

Student page 143 Children choose three words to give a partner. The partner will either write a synonym or an antonym for each given word.

Answers for student page 143: Answers will vary. Possible answers include: light — bright, dark quiet — calm, noisy chilly — cool, warm shiny — bright, dull

Assessment

**Student self-assessment page 143** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children understand the meanings of the terms **word ending**, **syllable**, **synonym**, and **antonym**?
Building Words

Week 29 • Activity 144

Materials
Student page 144
A set of Letter Cards (d, e, o, p, r, s, t, u) for each student (9 or fewer) or pairs of students (up to 18 students)

Concept
Use the letters in sprouted to build words with the phonogram -out, r-controlled vowels (our), and long o (CVC,e).

Get Started
Distribute a set of letter cards to each student or pair of students. Show students how to line up the cards at the top of their work area so that they can easily see the array of letters.

Model how to make a word by pulling the letters d, e, p, o, and t together to make posed. Then give the following clues to make the words. Keep the pace moving. After each word is made, write it on an index-card-sized piece of paper and on the board so that children can check their spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Take away d from posed to make pose.
• Take away s and e and add u and r to make pour.
• Take away p and add t to make tour.
• Add e and d to make tured.
• Take away t and add p to make poured.
• Take away r and add t to make pouted.
• Take away e and d to make pout.
• Add s to make spout.
• What word can you make with all eight letters? (sprouted)

Have students look at the words on display and find ways to group them.

Explain that some words with -ed at the end are pronounced as one syllable (poured) while others are pronounced with as two syllables (pouted). Have children sort the words by the number of syllables they have.

Today’s Challenge
Student page 144 Have children write a word from the box to complete each “riddle.” You may wish to complete the first item with the whole group.

Answers for student page 144: 1. scout 2. poke 3. flour 4. chose 5. froze 6. spout

Go Further
Student page 144 Have children write three words that rhyme with chose and three words that rhyme with scout. Collect children’s individual lists to make two master lists to retain for later use in writing or other activities.

Answers for student page 144: Rhymes will vary. Possible rhymes include: chose—froze, nose, rose scout—about, out, shout

Assessment
Student self-assessment page 144 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children use the phonic and structural elements in this lesson to read and write words?
Week 29 • Activity 145

Materials
Student page 145

Concept
Recognize sequence of events on multiple-choice tests.

Get Started
Remind children that sequence is the order in which steps should be done or the order in which events happen in a story. Ask volunteers to either tell the steps for doing some everyday task in order or to retell the events of a favorite story in correct order.

Explain that Rule Out Two is a technique that will also help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps them to be able to “rule out” some of the answers. Read the following passage and question to children.

Mindy and Mike wanted to visit their friend, Mick. The children did not know how to get to Mick’s house. Mindy told Mike that Mick lived on Misty Road. Mindy got a map of their neighborhood from their mother. “Let’s mark where we live,” said Mike. “Then let’s mark where Mick lives,” added Mindy. The children left their house with the map in hand.

What happened after Mike marked the map to show where he and Mindy lived?

A) Mindy got a map from their mother.
B) Mindy told Mike which street Mick lives on.
C) Mindy marks where Mick lives.
D) Mindy and Mike want to visit their friend.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because Mindy and Mike needed the map before they could mark it. Discuss the choice and reasoning.

Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It is the only step that mentions the children having the map and marking it.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 145 Have partners read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 145: 1. C 2. C

Go Further
Student page 145 Have partners retell to each other favorite stories. Remind children to think about the order in which the events happen. Encourage listening partners to question any events they may think are out of correct sequence.

Assessment
Student self-assessment page 145 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children recognize sequence of events?
Read Out Loud

Week 30 • Activity 146

Materials
Student page 146

Concept
Use punctuation and phrasing to convey the author’s meaning.

Get Started
Read the following lines from a play aloud in two different ways. Read them once, ignoring commas and periods and running phrases and sentences together. Then read the lines from the play a second time, pausing in appropriate places, as indicated by punctuation.

Amy: This water is very, very cold. Is it always this cold?
Mom: Oh, the lake is always cool in October. Once, when I was a girl, the lake actually had a thin layer of ice on it.
Amy: Well, I don’t see any ice now, but I’m sure by tonight this lake will be frozen.

Ask children the following:
• When I read the lines the first time, did you hear groups of words that made sense together? Or did all the groups of words run together? How did that affect your understanding of what I was reading?
• When I read the lines the second time, were you able to understand what the characters were saying? Why do you think the second reading was easier to understand? (Lead children to understand that you paused after certain groups of words and at the ends of sentences.)
• How did I know when to pause? (At this point, display a period, comma, and question mark.) What marks are these? What do you do when you see these marks in text you are reading?

Explain to children that pausing after periods and commas and raising the sound of their voices when they see a question mark helps make text easier to read. It also makes the text more understandable for listeners.

Children should also note punctuation when reading silently and try to hear themselves saying the words.

Today’s Challenge
Tell children that they will now work in groups to read aloud a play. Have children practice reading in groups of two or three. First, children should read through the play silently. The silent reading will familiarize them with the play. Then one child reads aloud while the other(s) listen. Reading aloud to a partner will provide an opportunity for listener feedback prior to reading in front of other children.

Student page 146 Allow time for each group to present the play for the remainder of the children. Remind listeners to demonstrate good listening behaviors, such as sitting still and keeping quiet.

Go Further
Student page 146 Have children write additional lines to the play and have partners read the new lines out loud. To help children, give them this example:

Frog: That was a very tasty kiss. May I have another one?
Prince: Absolutely not!

Remind children to use punctuation marks to help readers phrase lines appropriately.

Assessment
Student self-assessment page 146 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children use punctuation cues and appropriate phrasing to read expressively and fluently?
**Materials**
Student pages 146, 147

**Concept**
Visualize text to better understand the author's meaning.

**Get Started**
Tell children that they can sometimes picture what a writer says in his or her text. Read this sentence to children:

In the forest, there is a butterfly on a branch.

Read and ask the following. Have volunteers answer the final question in each group.

- Picture the forest in your mind. What does the forest look like? Are there many trees? Are they tall? Are they green, or is it autumn and the trees are red and yellow? What does your forest look like?
- Picture the butterfly in your mind. What color is it? Is it orange and black? Is it all yellow? What does your butterfly look like?
- Picture the branch in your mind. What kind of branch is it? Is it a thick branch or a thin branch? Is it high in the tree or close to the ground? What does your branch look like?

Point out that most writers give words to help readers make a picture in their mind. A writer might say, “There is a blue butterfly fluttering on a thin branch of the oak tree.” The words blue, fluttering, thin, and oak tree help readers see the scene in their mind.

Good readers, however, see more than what the author writes. A reader might see in his or her mind a large butterfly, bright green leaves on the branch, and the sun coming down through the leaves of the oak tree. Make sure to point out that when children read, they can make up any kind of picture if it makes sense with the story or play.

Explain that when readers and listeners make pictures in their mind, they are visualizing. Visualizing helps readers and listeners to better understand the text and enjoy a rich reading experience. It can also help readers recall the text.

**Today's Challenge**
**Student page 147**
Direct children to read student page 146 and then to look at student page 147. Explain that when children read the play, they should make a picture in their mind. They can use the words in the play to help them make a picture. Encourage children to see more than what is written. Then have them complete the activity.

**Answers for student page 147:** Answers will vary. Following are examples of answers: frog—big, fat, ugly, and green prince—handsome, wearing blue clothes and a gold crown pond—stinky and green Drawings will vary.

**Go Further**
**Student page 147**
Children will choose an animal and describe it in such a way that a partner will be able to visualize and identify it.

**Assessment**
**Student self-assessment page 147**
Have children check one of the three choices to tell how they feel about this activity.

**Assessment tip**
Can children visualize text to better understand the author's meaning?
Week 30 • Activity 148

Materials
Student page 148
One pair of word cards for every four children

Concept
Build vocabulary by using meaning clues.

Get Started
Before the session, prepare word cards (index-card size or so) of the same word for every four students in your group. (Two pairs of children each get the same word card.) See student page 148 for some ideas.

Explain to children that they will play Guess the Word in pairs, with one child giving clues and the other child trying to guess the word. Two pairs of children will play at a time, each pair trying to guess the same word. Thus, clues are received from both teams.

Instructions for Playing Guess the Word
Partner children by counting off in twos. Have two teams of two children come forward. Each pair of children sits with partners facing each other. Hand a word card to the child on each team who will be giving the clues. Choose one team to play first. The game begins with the first team member offering a one-word clue to help his or her partner guess the word. If the child does not guess the word, play continues in the same manner with the second team. Children give one-word clues in turn until a player guesses the word or a total of six clues (three for each team) have been given. At this point, all children can offer guesses. At the end of this turn, have two new teams play.

Point out that sometimes players will encounter a word that has more than one meaning. Players should not limit themselves to only one meaning. Instead, they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 148 When children have finished playing the game, have them look at student page 148 and complete the Today’s Challenge activity. Children are to read the clues and fill in the words on the crossword puzzle. If children have trouble, walk them through the clues for one Across and one Down without giving the answer.

Answers for student page 148:

Go Further
Student page 148 Have children work in pairs or small groups to make their own puzzle. Tell children that they do not need to use as many words as there are in the activity they just completed.

Assessment
Student self-assessment page 148 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children build vocabulary by using meaning clues?
Week 30 • Activity 149

Materials
Student page 149
Sum of the Parts Cards (Week 30 Activity 149)

Concept
Gain a better understanding of word structure by adding verb endings -s, -ed, -ing, and plurals -s and -es to base words.

Get Started
Distribute the 18 Sum of the Parts Cards for Week 30. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask children to look at their cards, hold them face out, and find one or more children with whom they can combine cards to make a word. When as many words as possible have been made, have the children stand in position while you display the words. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations.

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are: dress, dressed, dresses, dressing; patch, patched, patches, patching; pour, poured, pours; pouring; present, presented, presenting, presents; sprout, sprouted, sprouting, sprouts; record, recorded, recording, records; shout, shouted, shouts, shouting; watch, watched, watches, watching; wind, winded, winds, winding.

Today’s Challenge
Student page 149 Children decide if each word in the box requires an -s or -es ending, based on what they know about spelling rules. Children add the correct ending and then write the word in the appropriate part of the chart.

Answers for student page 149: -s: plays, ends, asks, walks, pens  -es: matches, hisses, catches, misses, boxes

Go Further
Student page 149 Children choose two words from the activity and write them in sentences.

Assessment
Student self-assessment page 149 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Do children recognize the word endings from this lesson and use them correctly?
Week 30 • Activity 150

Materials
Student page 150

Concept
Recognize word parts and compound words on multiple-choice tests.

Get Started
Remind children that -ed, -ing, -s, and -es are endings that can be added to a word. Also remind children that the word part -er at the end of a word means “someone who does something.” Ask children to supply endings for fool, train, talk, sing, find, and watch. (Note that some words can have more than one ending.)

Then remind children that some words are made up of two words, such as goldfish. Ask volunteers for other compound words.

Remind children that Rule Out Two is a technique that will help them when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following direction and choices to children.

Which word has an ending?
A climb
B climbing
C cling
D sting

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because climb is a word and nothing has been added to it. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (When you take away -ing, you have the word climb.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain that each child will receive 10 points for each correct answer.

Student page 150 Have partners read the three different directions and work through the choices, ruling out two answers, and then choosing the correct answer. When a group has completed all questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 150 Have children choose the word firefly or eggplant and think about what the two small words in each word mean. Children should then draw a picture to illustrate a literal or humorous meaning of the word.

Assessment
Student self-assessment page 150 Have children check one of three choices to tell how they feel about this activity.

Assessment tip Can children recognize endings, word parts, and compound words?
Week 31 • Activity 151

Materials
Student page 151

Concept
Read with consistent pacing to better convey the author's meaning.

Get Started
Read the following news report twice. First, read very quickly, then very slowly, and then very quickly again. For the second reading, read smoothly, at an even pace that allows children to understand the newspaper report.

Thursday, August 14, Greenpoint. At yesterday’s town meeting, Mayor Susan Riley said, “If we don’t find the money to clean up our parks, nobody will be able to use them anymore.”

Most citizens seemed to agree with her. Many parents who attended the meeting were angry about the litter and the broken fences in the parks. “It’s not safe for our children,” said one man.

Others shouted statements such as: “It’s too dirty. I don’t want to sit there. It makes our town look terrible to visitors, too.”

A vote was taken on whether to borrow money from the city building fund. The suggestion passed with only two people voting “no.”

Ask children the following.

• Was it easier to understand the report in the second reading? Why do you think that was? Do you need a little more time to understand information in a report than you do in a story? Does reading a bit more slowly help you? Does reading at the same pace instead of quickly then slowly help?

Explain that when reading a report, it is important to read slowly enough for listeners to understand the information. Also, it is easier for listeners to understand text if it is read smoothly, pausing only where punctuation indicates a small break.

Today’s Challenge
Tell children that today they are going to work in groups to read a newspaper report aloud. Children will read the report silently and then practice reading it aloud. Groups will then read the report aloud for the class. As children prepare, encourage them to think about the pace they will use when reading.

Student page 151 Allow time for each child to prepare and perform the report. Remind all children to show good listening behavior, such as not talking during the performance.

Go Further
Student page 151 Have children work in pairs. Have each child write what one of Mike’s children might say about the fire. Remind children to use punctuation to help them phrase what they write. Then have partners read what they wrote to each other. Remind children that they should read at an even, consistent pace.

Assessment
Student self-assessment page 151 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Do children read at an even and consistent pace?
Today’s Challenge

Student page 152 Have children read the report on student page 151 and then complete page 152. Remind children that the main idea is the idea that tells about all the details. You might want to give children one detail to help them understand what they are to do. Say: The fire began at 2:00 a.m. Then explain that this is a piece of information, a detail. Tell children that when they list the main idea and details, they do not have to copy sentences in the report word for word. Putting the main idea and details in their own words is a good way to show that they understand the report.

Answers for student page 152: Answers will vary. Possible answers: Main Idea—There was a fire in Mike Lynch’s barn. Details—Mike called 911 and then rescued his horses. The wind made the fire worse. The firefighters put out the fire. Ted Klein helped. Old electrical wires caused the fire.

Go Further

Student page 152 Have children work in pairs. Each child should write a news report. Remind children that their report should have a main idea, such as: I liked my lunch today. Then ask children to supply details that go with the main idea, such as: One thing I had was pizza. When children are done, have them read their report to a partner.

Assessment

Student self-assessment page 152 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children identify the main idea and supporting details?
Week 31 • Activity 153

Materials
Student page 153
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—syllables, nouns, verbs, endings -ing, -ed.

Get Started
As needed, review the following terms in today's game.

- **syllable**—an uninterrupted unit of speech (Farm has one syllable, but farmer has two.)
- **noun**—a word that names a person, place, or thing (Bob, kitchen, pen)
- **verb**—a word that tells an action (fly, send, call)
- **endings -ed, -ing**—word parts that change number (singular to plural) or tense (talk—talked, talking; beat—beat, beating)

Instructions for Playing Who Wants to Be the Top Scorer? Explain that today children will play a game called Who Wants to Be the Top Scorer? Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5.

As you ask each of five questions, have children look at their word and answer the question. The points to award for certain answers are shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have more than one syllable? If yes, score 2 points.
2. Does your word name a person, place, or thing? If yes, score 2 points.
3. Does your word tell about an action? If yes, score 2 points.
4. Does your word have the ending -ed or -ing? If yes, score 2 points.
5. Does your word begin with a letter from F to M? If yes, score 2 points.

Have children find their total scores. Determine which child has the highest score. Have that child display the word and explain how he or she scored the points.

Today's Challenge
Student page 153 Have children read the labels at the top of the chart and then read each word going down. Tell children to put a check mark in the column if the word fits the label. For example, auto has two syllables and names a thing. Children should put a check mark in both those columns. Auto is not, however, an action word, and it does not have an ending. Children should not check those columns.

Answers for student page 153:

<table>
<thead>
<tr>
<th>Word</th>
<th>More Than 1 Syllable</th>
<th>Naming Word</th>
<th>Action Word</th>
<th>Has an Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fruit</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. auto</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. jump</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. breaking</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. feather</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. planted</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. forest</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. went</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. singing</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. hat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. baked</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12. telephone</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Student page 153 Have children choose three words from the activity and use them all in one sentence.

Assessment
Student self-assessment page 153 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Do children recognize word characteristics and functions—syllables, nouns, verbs, endings -ing, -ed?
Building Words

**Week 31 • Activity 154**

**Materials**
Student page 154
A set of Letter Cards (a, e, i, n, p, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

**Concept**
Use the letters in *painter* to build a homograph, homophones, and words with long *a* (*am*) or *e*-*controlled* vowels (*ear, air*).

**Get Started**
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by putting the letters *a, e, n,* and *r* together to make *near.* Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away *n* from *near* and add *t* to make *tear.*
- Take away *t* and add *p* to make *pear,* the name of a fruit.
- Take away *e* and add *i* to make *pair,* a word that means “two people or things.”
- Take away *r* and add *n* to make *pain.*
- Take away *p* and add *r* to make *rain.*
- Add *t* to make *train.*
- Take away *r* and add *p.* Rearrange the letters to make *paint.*
- Add *r* and *e* to make *repaint.*
- What word can you make with all seven letters? (painter)

Have children look at the words on display. Point out that *pair* and *pear* sound the same but have different spellings and meanings. Note that *tear* has two meanings. When *tear* rhymes with *ear* it means “what you get when you cry.” When *tear* rhymes with *air* it means “tip.”

Also note that the word part *re-* at the beginning of a word can mean “do again,” as in *repaint,* “paint again.”

**Today’s Challenge**

**Student page 154** Have children write a sentence using both words of each pair shown. Review homographs—words that are spelled the same but have different meanings. Point out that homographs are often pronounced differently, even though they are spelled the same. Then review homophones—words that sound the same but are spelled differently and have different meanings.

**Answers for student page 154:** Answers will vary. Possible answers: 1. I was *right* to *write* him a letter. 2. We were *allowed* to *read* aloud. 3. Oh, *dear,* we saw a *deer.* 4. The *wind* made it hard for me to *wind* the string in our yard. 5. She told a *tale* about a dog with no *tail.* 6. My dad is going to *park* the car next to our town’s *park.*

**Go Further**

**Student page 154** Have children work in pairs. They can discuss the meanings of the given words and then write the homophones. If time permits, have all children create sentences for the word pairs.

**Answers for student page 154:** 7. eight 8. bear 9. blue 10. waste

**Assessment**

**Student self-assessment page 154** Have children check one of the three choices to tell how they feel about this activity.

**Assessment tip** Can children use the phonic and structural elements taught in this lesson to read and spell words?
Week 31 • Activity 155

Materials
Student page 155

Concept
Identify main idea and supporting details on multiple-choice tests.

Get Started
Remind students that the main idea of a report or other kind of writing is one or two sentences that tell what the report is about. For example, tell children that the main idea of one article might be: Dogs like to play many different kinds of games. A detail tells one thing about the main idea. Ask children what details there might be for this article. (Examples: Dogs like to chase balls. Dogs have fun digging holes.) Each detail tells about the main idea.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to "rule out" some of the answers. Read the following report and question to children.

The Cubs won today’s soccer game. They had four points more than the other team! The coach said he was very proud of the team. It is the first game they have won this year. The next game is October 14. Come out and support your team!

Which statement tells the main idea of the report?
A. Come out and support your team!
B. It is the first game they have won all year.
C. The Cubs won today’s soccer game.
D. The next game is October 14.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the statement is only a detail. It does not tell about all the details in the report. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (It tells the main idea, and all the other sentences are just details about the main idea.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 155 Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed all the questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 155: 1. D 2. A

Go Further
Student page 155 Ask children to draw a picture to go with the report and then write a main-idea statement. If needed, revisit the discussion about main idea and supporting details given in the beginning of this lesson.

Assessment
Student self-assessment page 155 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children identify main idea and supporting details?
Week 32 • Activity 156

Materials
Student page 156

Concept
Read expressively, fluently, and with consistent pacing.

Get Started
Read the following passage aloud in two different ways. First, read at an uneven pace, faltering over and repeating some words. Then read at an even pace with clarity.

Bella was late for dance class. She ran into the dressing room, put her backpack into her locker, and raced down the carpeted hall.
Bella tiptoed into class. She was sure she would hear a quiet “tip, tip, tip.” But she forgot she had her tap shoes on. The class laughed as she went “clack! clack! clack!”

Ask children the following:

• How were the two readings different from each other?
• Which reading was easier to understand? Why?
• In the first reading, what did I do that made it more difficult to understand? (Lead children to understand that you faltered over some words and read at an uneven pace.)
• Why do you think it is important to read smoothly and evenly? Do listeners understand text more easily when it is delivered at an even pace? Do listeners enjoy text more when it is delivered at an even pace?
• How can you make sure you read smoothly, without stumbling over words? (Lead children to understand that practicing before reading aloud to listeners will enable them to focus on what the author wants to say instead of on pronouncing words.)

Today’s Challenge
Tell children that today they are going to work in groups to read aloud a story. They will read the story silently a few times so that they are familiar with it. Then the group members will decide who will read which lines. Remind children to read at an even pace.

Student page 156 Allow time for each group to present the story to the rest of the class. Remind listeners to demonstrate good listening behaviors, such as looking at the reader instead of following along on their page.

Go Further
Student page 156 Tell children to talk about the ways in which each group performed well. You might suggest that they think about how one group read at an even pace without stopping to figure out the pronunciation of words.

Assessment
Student self-assessment page 156 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children read with consistent pacing?
Week 32 • Activity 157

Materials
Student pages 156, 157

Concept
Identify story elements—characters, setting, and plot—to do a retelling.

Get Started
Remind children that in a story, the people or animals are the characters. The setting is where and when the story takes place. The important events that happen tell what the story is about. Read the following passage. Ask children to identify the characters, setting, and events.

Cally the cat hid in Susie’s closet. Cally liked this game. She liked hearing Susie call, “Cally! Where are you?”

Today, Susie was in a hurry. She picked up her clothes and threw them into the closet. Cally was covered in T-shirts. She slipped out of the closet just before Susie closed the door. “I’ve got to get a new hiding place,” thought Cally.

Ask children the following:

• Who are the characters in this passage? Is Cally a character even though she is a cat?

• Where do the events take place?

• What are the most important events that take place in this story?

Read the following aloud and tell children it is one example of how to retell the story.

A cat named Cally was hiding in a closet. A girl named Susie threw all her clothes into the closet. Cally was covered in clothes, but she got out of the closet before Susie closed the door. Cally thought she needed a new hiding place.

Ask children the following:

• In the retelling, the speaker doesn’t mention that Cally was playing a game. Was it okay to leave that information out of the retelling? Is that information needed for someone to understand the story?

• In the retelling, the speaker leaves out words such as hurry and T-shirts. Was it okay to leave those words out of the retelling? Does a listener need them to understand the story?

• In the retelling, the speaker does not say the exact words Cally said. Do you think listeners will still understand what the cat meant?

Point out that when someone retells a story, he or she uses his or her own words. It is important, however, to tell who the characters are, where they are, and what happened.

Today’s Challenge
Student page 157 Have children read the story on student page 156. Then have them complete the web on page 157 to indicate characters, setting, and most important events.

Answers for student page 157: Characters—Carla, Jimmy, woman who buys fruit Setting—Uncle Freddy’s Fruit Stand Most Important Events—Carla put fruit on the shelves. Jimmy knocked over the coconuts. Jimmy and Carla put the fruit back on the shelves. A woman bought fruit. Retellings will vary.

Go Further
Student page 157 Tell children that after they fill in the web, they should use it to retell the story to a partner. Remind children to speak at an even, consistent pacing.

Assessment
Student self-assessment page 157 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children identify story elements—characters, setting, and plot—to do a retelling?
Week 32 • Activity 158

Materials
Student page 158
One word card for each child, plus one extra
Tape

Concept
Build vocabulary by using meaning and structural elements—prefixes re- and un-.

Get Started
Before the session, prepare a word card (index-card size or so) for each child in your class, plus one extra. Use any words that will be familiar to children. As a suggestion, use words that you have heard in children’s conversations about their studies in school or their after-school activities. If you are in contact with your children’s teachers, find out what they are studying and use some related vocabulary.

Prior to beginning What’s My Word? review the prefixes re- and un- and display them along with the word painted. Ask children the following.

- What word do you get if you add re- to the beginning of the word painted? What do you think repainted means?
- What word do you get if you add un- to the beginning of painted? What do you think unpainted means?

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. Sample questions include the following.

- Does the word have more than one syllable?
- Does the word begin with re- or un-?
- Does the word tell an action?
- Does the word name a person, place, or thing?
- Does the word begin with a letter between A and E?

If children do not narrow in on the word after a reasonable amount of time, offer a hint as to the meaning.

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If after three to five minutes children have not guessed their words, try another approach. Seat all the children. Take one word card at a time, hold it over a child’s head where everyone but the child can see it, and ask the remaining children to offer clues.

Today’s Challenge
Student page 158 Children demonstrate their understanding of each underlined word by completing the sentence in which it appears.

Answers for student page 158: Children’s sentences will vary, but they should reflect knowledge of the target words.

Go Further
Student page 158 Have children work in pairs to mirror the activity by writing the beginnings of sentences that contain words with re- or un-. Then they should trade sentences with a partner for completion.

Assessment
Student self-assessment page 158 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children build vocabulary by using the prefixes re- and un-?
Materials
Student page 159
A set of Letter Cards (a, c, 2e, h, r, t) for each child (9 or fewer) or pair of children (up to 18 children)

Concept
Use the letters in teacher to build words with long a (CVCe) and long e (vowel combination ea).

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters a, c, e, and r together to make race. Then give the following clues to make words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add h to race and rearrange the letters to make reach.
- Take away r and add t to to make teach.
- Take away c and rearrange the letters to make hate.
- Rearrange the letters to make heat.
- Add c to make cheat.
- Add er to make cheater.
- Take away c and rearrange the letters to make reheat.
- What word can you make with all seven letters? (teacher)

Have children look at the words on display and suggest ways that some of the words could be grouped together. Here are two possibilities:

Words with Long a: race, hate
Words with Long e: teach, reach, heat, cheat, cheater, reheat, teacher

Point out that the suffix -er means “someone who or something that does something.” The prefix re- means “to do again.”

Today’s Challenge
Student page 159 You might want to display the following example before children begin the activity.

I rhyme with bake.
I am a body of water.
What am I?

Ask children to name words that rhyme with bake. Then ask them which of those words match the definition. (lake)

Answers for student page 159: 1. face 2. plate 3. beach 4. meat 5. peach 6. neater

Go Further
Student page 159 Ask children to choose one of the rhyming words from the activity, such as race, heat, or teach. Tell them to make up a riddle with the chosen word. Have children ask a partner to answer the riddle.

Assessment
Student self-assessment page 159 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children use the phonic and structural elements practiced in this lesson to read and spell words?
Week 32 • Activity 160

Materials
Student page 160

Concept
Identify characters, setting, and plot on multiple-choice tests.

Get Started
Reinforce that when someone retells a story, he or she uses his or her own words to tell who the characters are, where the story takes place, and what important events happened. Remind children that unimportant events do not belong in a retelling.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following story and question to children.

Karim was jogging in the park, thinking about the special video game he wanted. He had asked his dad to buy it, but his father said, “You have enough games.” His father did say, however, “But you never know when something wonderful will happen.”

Just then Karim saw a box by a tree, so he jogged over for a closer look. He found a note that said, “Look in the box.” When Karim peeked inside, there was the new video game he wanted. “Wow! I can’t believe it!” He did not see his father walking away behind another tree.

Where does this story take place?
- A at a video game store
- B at home
- C at the park
- D at the lake

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because Karim is jogging in the park. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The story says that Karim is jogging in the park.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 160 Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 160 Have children retell a favorite story to a partner. Remind them to include the characters, setting, and important events in their retelling.

Assessment
Student self-assessment page 160 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children identify plot, characters, and setting?
Read Out Loud

Week 33 • Activity 161

Materials
Student page 161

Concept
Use punctuation clues and word phrasing to read fluently and expressively.

Get Started
Read aloud the following passage twice. First, read without regard to punctuation or phrasing. For example, you might pause after every other word and then run two sentences together. Then reread the passage fluently, attending to punctuation and phrasing. Ask children to listen for and comment on the difference.

Before the invention of cars, most people walked short distances or traveled on horseback. For longer trips, people traveled by train or rode in wagons, coaches, and carriages pulled by horses.

When the first cars appeared on the road, they looked much like carriages. They had four wheels. They had seats in which people sat. And, like carriages, they were open. This meant that they didn’t have roofs. There was, however, one big difference. Horses did not pull cars. Cars were horseless. In fact, many people called these first cars “horseless carriages.”

Ask children to comment on both readings:

• How were the two ways I read the passage different?
• Which reading was easier to understand? Why?

Discuss how punctuation gives readers clues about how to read. Punctuation can tell readers where to pause or stop reading, how to group words, and how words should be said. Note also how certain words, such as for, by, and in, signal phrases, or words that should be grouped together.

Today’s Challenge
Tell children that today they are going to work in groups to read more about the first cars. First, let children read the passage silently. Then have groups review the passage to talk about punctuation and phrasing. Ask children to decide who will read which lines aloud and to then practice reading their lines aloud to convey meaning and understanding.

Student page 161 Allow time for each group to prepare and perform their readings for the other groups. Remind the listeners to demonstrate good listening behaviors—listen quietly, sit still, keep your eyes on the reader.

Go Further
Student page 161 With their groups, have children discuss the other groups’ performances. Encourage children to find at least one positive comment about each reading and to offer one constructive suggestion. Then have children write one thing they might do differently on another reading.

Assessment
Student self-assessment page 161 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use punctuation clues and phrasing to help them read fluently and expressively?
Thinking About Reading

Week 33 • Activity 162

Materials
Student pages 161, 162

Concept
Identify cause-and-effect relationships to better understand author’s meaning.

Get Started
Remind children that being able to recognize the cause of an event, or why something happens, and the effect of an event, or what happens, helps readers to better understand what they are reading.

Read the following passage. Then help children identify what happened and why.

Today, cars run on gasoline. But the very first automobiles ran on steam. People had several reasons for not liking steam carriages. Some people thought steam carriages were hard to start. A driver had to burn coal in the carriage’s boiler to heat the water into steam. This was a lot of work, and it took a long time for the boilers to heat up. Other people didn’t like steam carriages because they were noisy and dirty. The noise frightened horses, and the burning coals dirtied the air. Since steam carriages burned coal, many people also thought they were dangerous. Hot coals falling off the carriages sometimes started fires along the side of the road.

1. What three things caused people not to like steam engines? (They were hard to start; they were noisy and dirty; they were dangerous.)

2. What effect did the noise and burning coals have? (Noise frightened horses; burning coals dirtied the air and sometimes caused fires.)

Reread the passage, asking children to listen for clue words that help signal cause-and-effect relationships. As needed, emphasize the words because and since as you read. Then ask children to tell how listening for what happened and why it happened helped them to better understand the passage.

Today’s Challenge
Student page 162 Have children complete the chart to identify cause-and-effect relationships. Encourage children to refer to the passage on page 161 to find their answers.

Answers for student page 162: Children’s responses should reflect the following: 1. Cars were new and a different idea. 2. They cost so much. 3. It was hard to find gas, and cars broke down a lot. 4. The price of gasoline went down, and assembly lines made it possible to build a car in less time.

Go Further
Student page 162 Allow time for children to reread the passage and to find other examples of cause-and-effect relationships. After children write their questions, invite them to share the questions with a partner or with the whole group.

Assessment
Student self-assessment page 162 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify cause-and-effect relationships in a passage?
**Week 33 • Activity 163**

**Materials**
Student page 163
Word Maze Cards (Week 33 Activity 163)

**Concept**
Build vocabulary by understanding word meanings and structure.

**Get Started**
Review with children how prefixes, suffixes, and endings can change the meanings of words:

- **prefix**—letters added to the beginning of a word to form a new word. The prefix *re-* means “to do again.” *(rewrite, restart, retie)*
- **suffix**—letters added to the end of a word to form a new word. The suffix *-er* means “someone who or something that does.” *(driver, heater, rider)*
- **ending**—a word part that signals more than one *(car/cars, horse/horses)* or signals when an action word occurs *(laugh: laughs, laughing, laughed)*

**Today’s Challenge**
Distribute the Word Maze cards for Week 33. Each child should receive at least one card, but since all the cards need to be distributed, some children may need to have more than one card. Use the cards to play Word Maze. During the game, you may need to support or guide children by reminding them of word definitions or by using the word in a sentence to understand how it is used. When you have finished the game, put the cards into an envelope or bag labeled “Week 33 Activity 163.”

**Instructions for Playing Word Maze** Ask children to look at their cards. Invite one child to read the question that is written on his or her card. Next, ask: “Who has the card with the answer to the question just read?” Ask that child to read the answer and then the question on his or her card. The last answer to be read should be the answer on the first child’s card.

The correct sequence of questions and answers is shown on page 189.

**Student page 163** When the group has finished playing the game, have children look at the activity on student page 163. Help children understand how the sentences show word relationships by working through the first example. If children have difficulty, help them identify the relationship between the first pair of words and then brainstorm words that show the same relationship for the second pair of words.


**Go Further**
**Student page 163** Have children write analogies, or relationship sentences. If children prefer, allow them to work with partners. Provide time for children to share their sentences. Sentences will vary but should show similar relationships among word pairs.

**Assessment**
**Student self-assessment page 163** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify word meanings and relationships among words?
Week 33 • Activity 164

Materials
Student page 164
Sum of the Parts Cards (Week 33 Activity 164)

Concept
Understand word structure by building words from base words, prefixes (re-), suffixes (-er), and endings (-s, -ed, -ing).

Get Started
Distribute the 18 Sum of the Parts cards for Week 33. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask children to look at their cards, hold them face out, and find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished the game, put the cards into an envelope or bag labeled “Week 33 Activity 164.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations include: buys, buying, buyer, calls, calling, called, caller, recall, recalling, doing, doer, redo, heats, heating, heated, heater, heaters, reheat, reheating, pairs, paired, repair, repairs, repairing, paints, paintings, painted, painters, repaint, repainting, rains, raining, rained, sells, selling, seller, resell, teaching, teacher, teachers, reteach, trains, training, retrain, retraining.

Today’s Challenge

Student page 164 Children add prefixes, suffixes, and endings to base words to create new words. Review the completed page. Review with children that words ending in e drop the e to add an ending. Display the word write. Ask children how to add -er to the word. Cross out the e on the displayed word, and then add the plus sign and -er. Ask children what word they get when they drop the e and add -er. Point out that the same process is used for other endings with words that end in e.

write write + -er = writer

Answers for student page 164: 1. rewrap, rewrapping 2. driver, drives 3. replant, replanted 4. rehem, rehemming 5. remake, remaking 6. rehear, reheated 7. recording, recordings

Go Further

Student page 164 Have children demonstrate their understanding of the new words they made by using two of the new words in sentences. Words chosen and sentences will vary. Invite children to share their sentences with partners.

Assessment

Student self-assessment page 164 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children combine base words and word parts to create new words?
Week 33 • Activity 165

**Concept**
Identify cause and effect on multiple-choice tests.

**Get Started**
Remind children that being able to tell what happens and why it happens can help them to better understand what they are reading.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following passage and question to students.

Luisa was helping her mother clean out the attic when she found a box of old papers. In the box was a black-and-white photograph of a man and a woman holding a baby. They were standing by an old Model T car. Luisa showed the photograph to her mother.

“Oh!” exclaimed Mother. “These are your great-grandparents, and that little baby is Grandma.”

What was the effect of Luisa helping to clean out the attic?

A Luisa met her great-grandparents.
B Luisa found an old Model T car.
C Luisa found an old photograph of Grandma.
D Luisa threw out a box of old papers.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because Luisa found a photograph of a Model T car, not an actual Model T. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (Luisa found an old photograph, and her mother identified one of the people in the photograph as her grandmother.)

**Today’s Challenge**
Divide children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score.

Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 165** Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 165**: 1. B 2. A

**Go Further**

**Student page 165** Have children write a paragraph describing the effect weather may have had on a car trip long ago. To give children suggestions for what to write, ask volunteers to name two ways weather affected a long-ago car trip.

**Assessment**

**Student self-assessment page 165** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify cause-and-effect relationships?
Read Out Loud

Week 34 • Activity 166

Materials
Student page 166

Concept
Read dialogue with appropriate expression.

Get Started
Read the following passage aloud in two different ways. First, read without using any expression for the dialogue and ignoring punctuation marks that differentiate between statements, exclamations, and questions. Then read the story using punctuation marks appropriately and clue words to show emotion.

Reid saw the mail carrier walking down the street. She had a big mailbag and was carrying a huge package.

“Hi, Ms. Card,” called Reid. “Do you need some help?”

“Yes, thank you, Reid,” replied Ms. Card. “In fact, you can carry this package. It’s going to your house.”

“Is the package addressed to Reanne and me?” asked Reid excitedly.

“It certainly is,” exclaimed Ms. Card.

“That’s it!” Reid said happily. “That’s the present we ordered for my mom.”

Ask children the following questions:

- How were the two ways I read the story different?
- Which way helped you better understand what was happening and how the characters felt?
- What word clues were in the story that told me how to say the words the characters speak? (Since children do not have the story in front of them, give them clue words from the passage. Ask, “Is this word a clue?” Word clues might include called, asked, excitedly, exclaimed, happily.)

Tell children that in addition to word clues, you used punctuation marks to help you read better. Display and review the following punctuation marks. Ask children how each changes how they read sentences.

- A comma shows a pause.
- A period shows a full stop.
- An exclamation mark shows excitement.

Explain that when reading what characters say, it is important to look for punctuation and clue words to help listeners understand what is happening and how each character is feeling. It also helps if the reader puts himself or herself in the place of the characters. Readers can then read aloud using a different voice for each character.

Today’s Challenge
Tell children that today they are going to work in groups to read a story. First, children will read the story silently and then practice reading it aloud using expression that conveys the meaning and the characters’ feelings. Group members will then decide who will read which lines and then practice for reading the story aloud to the class. Remind children to pay attention to punctuation marks, look for clue words, and put themselves in the place of the different characters.

Student page 166 Allow time for each group to present the story for the remainder of the children. Remind the listeners to demonstrate good listening behavior, such as not talking during the performance and keeping their eyes on the readers and not on their pages.

Go Further
Student page 166 Have groups discuss what they think they did well during their reading. Then ask how they might do things differently if they were to read aloud once more.

Assessment
Student self-assessment page 166 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read dialogue with appropriate expression?
Today's Challenge

**Student page 167** Have children place the story events in the correct sequence. Tell children that they can keep referring to student page 166 if they need help putting the events in order.

**Answers for student page 167:** The sequence of events is:

1. Reid runs in with a birdhouse.
2. Reanne says to be quiet so that Mom won’t hear them.
3. Reanne checks to be sure the coast is clear.
4. The children run up the stairs to Reanne’s room.
5. Mom calls to the children.
6. Reanne tells Reid to hide the birdhouse.

Go Further

**Student page 167** Have children work in groups to discuss important events in their lives, such as going to school for the first time or the birth or adoption of a brother or sister. Then have each child choose three events and write them in the correct order. Invite children to share their life events with the rest of the group, if they wish.

Assessment

**Student self-assessment page 167** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the sequence of events in a story?
Week 34 • Activity 168

Materials
Student page 168
One pair of word cards for every four children

Concept
Build vocabulary by using meaning to determine a word.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word for every four children in your group. (Two pairs of children each get the same word card.) Use words that children are familiar with, for example: week, bird, glasses, trunk, rewrite, and teacher. You can also use words that have been used in their classes.

Instructions for Playing Guess the Word
Explain to children that they will play this game in pairs. One child will give clues and the other children will try to guess the word. Two pairs of children will play at a time; each pair will try to guess the same word. In this way, clues are received from both teams.

Place children in pairs by counting off in twos. Have two teams of two children come forward and sit with partners facing each other. Hand a word card to the child on each team who will be giving the clues. Choose a team to play first, asking the child to offer a one-word clue to help his or her partner guess the word. If the child does not guess the word, play continues in the same manner with the second team. Children give one-word clues, in turn, until a player guesses the word or a total of six clues (three for each team) have been given. At this point, the rest of the group can offer guesses. At the end of this turn, have two new teams play.

Point out that sometimes players will encounter a word that has more than one meaning, such as trunk. Players should not limit themselves to only one meaning. Instead, they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 168 Have children work in groups to tell what each pair of words has in common (they are homophones) and how the meanings differ. Then have children work independently to write their stories. Before children begin, suggest that they take some time to think and talk about the kinds of characters, settings, and events the words in the list lend themselves to.

Answers for student page 168: Children’s word choices and stories will vary.

Go Further
Student page 168 Have children draw pictures to accompany their stories. Then provide time for children to share their pictures and stories with partners.

Assessment
Student self-assessment page 168 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use clues to identify words?
Building Words

Week 34 • Activity 169

Materials

Student page 169
A set of Letter Cards (d, e, i, n, t, u) for each child (9 or fewer) or pairs of children up to 18 children

Concept

Use letters in untied to make words that have the long i or long u sound (CVCe, phonogram -ine), homophones, and a word with the prefix un-.

Get Started

Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can easily see the array of letters. Model how to make a word by pulling the letters d, e, i, and t together to make diet. Then give the following clues. Keep the pace moving. After each word is made, write it on an index-card-sized paper and on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Rearrange the letters in the word diet to make a word that names the movement of ocean water. (tide)
- Rearrange the letters in the word tide to make a word that means “laced together.” (tied)
- Add two letters to tied to make a word that means the opposite of tied. (untied)
- Rearrange these letters to make a word that describes our 50 states. (united)
- Start over with the letters e, n, t, u to make a word that names something you might hum. (tune)
- Replace the u in tune with an i to name one of the pointy parts of a fork. (tine)
- Change the first letter in tine to make a word that tells what you do when you eat. (dine)
- Change the i in dine to another vowel letter to make a word that names a sand hill. (dune)

Have children look at the words on display and use them in sentences. Here are some examples:

- At high tide, the waves come over the dune.
- I untied my shoes and then tied them more tightly.

Explain that sometimes the letters un- at the beginning of a word mean “not” or the “opposite of.” Examples include unsafe (“not safe”), unsure (“not sure”), and unfunny (“not funny”).

Today’s Challenge

Student page 169 Make sure children understand that each set of scrambled letters can be rearranged to form at least two new words. Tell children to be sure they write each unscrambled word next to the correct definition, or clue.


Go Further

Student page 169 Sentences will vary. Check that children have used the words correctly.

Assessment

Student self-assessment page 169 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use the phonic and structural elements practiced in this lesson to read and spell words?
Week 34 • Activity 170

Materials
Student page 170

Concept
Use phonic and structural clues to read words on a multiple-choice test.

Get Started
Remind children that they can use what they know about the sounds letters stand for, spelling patterns, and word parts to help them read unfamiliar words.

Review that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers.

Ask the following question and display the answers on the board for children to discuss.

Which word has a prefix?

A) unit
B) under
C) unload
D) umpire

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because unit is a word without a prefix that names one of something. Discuss the choice and reasoning. (You might also point out for children that unit does not mean the “opposite of it.”) Ask a second child to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The prefix un- changes the meaning of load to mean “not load” or “the opposite of load.”)

Continue in a similar manner with the following question and answer choices.

Which word does NOT sound the same as the other words in the group?

A) for
B) fore
C) far
D) four

Remind children that some words can sound alike even though their spellings and meanings are different. Review how children can use what they know about letter sounds and spelling patterns to read the words.

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for choosing the correct answer. So, the maximum number of points for all items is 90.

Student page 170 Have partners read the directions, work through the answer choices, and then choose the correct answer. When a group has completed all items, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 170 Have children work in pairs to choose two answers and then use them in a sentence. Then have partners trade papers to see what each of them has done.

Assessment
Student self-assessment page 170 Have children check one of three choices to describe how they feel about this activity.

Assessment tip Can children use phonic and structural clues to read words?
Read Out Loud

Week 35 • Activity 171

Materials
Student page 171

Concept
Read using appropriate pacing to better convey the author’s meaning.

Get Started
Read the following article in two ways. First, read with erratic pacing, sometimes too slow, sometimes too fast. Run some sentences together. Then read the article at an even pace, not too fast, but not so slow that listeners lose understanding of the information the author presents.

Sea lions live in groups. Most female sea lions give birth around the same time of the year. The new mothers never leave their pups for the first month. After that, the mothers go to the sea to fish. All the pups in the group get together and play. They splash around in pools of water on the beach. One mother sea lion looks after them as they play. The male sea lions protect the entire group.

Ask children the following:
• Which reading did you like better? Why?
• In the first reading, did you think I read too quickly at times? Did you understand what I was reading when I read quickly?
• In the first reading, did you think I read too slowly at times? Did you lose understanding of how the words go together to make one thought?
• In the second reading, how did reading at the same pace help you understand the text?
• Did I stumble over any words that I read? Did I have to stop reading to try to figure out how to pronounce a word? How could you make sure you know how to pronounce the words in the article? Would going over the article before you read help you read more smoothly?

Summarize by saying that previewing text and practicing reading it aloud will make children better and more confident readers.

Today’s Challenge
Tell children that they are going to work in groups to read aloud an article that gives facts about the homes animals build. Organize children into groups of 2, 3, or 4. Children will read the article silently and then practice reading it aloud. Groups will then read the article aloud for the class.

Student page 171 Remind children that as they prepare, they need to think about the pace at which they will read. Encourage them to read evenly, at a pace that allows listeners to understand what the author is saying. Allow time for each child to prepare and perform his or her lines. Remind all children to show good listening behavior, such as not fidgeting during the performance.

Go Further
Student page 171 Have children work in pairs to talk about other kinds of animal homes they may know about. If children need help getting their ideas flowing, suggest animals such as squirrels, spiders, and birds. Have children talk as a group about those animals’ homes.

Assessment
Student self-assessment page 171 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Do children read at a consistent pace?
Thinking About Reading

Week 35 • Activity 172

Materials
Student pages 171, 172

Concept
Identify main idea and supporting details.

Get Started
Read the following. Ask children to think about what the article is mostly about. Tell them to listen for details that tell more about the “big idea” of the article.

Flowers and bees help each other. Bees drink the sweet juice in the middle of a flower and use it to make honey. In that way, flowers help bees. When bees feed on flowers, powder-like grains stick to their bodies. The bees fly from one flower to another flower. The grains from one flower end up on another flower. Flowers need these grains in order to grow seeds and new plants. In this way, bees help flowers.

Ask children the following.

• What is this article about? Is it about bees making honey? Is that what the whole article is about? Is the article about the flowers that need the grains to grow seeds? Is that what the whole article is about? Listen as I read the first sentence of the article again: Flowers and bees help each other. Is that what the article is about? Does it describe all the other sentences in the article?

Make the point that sometimes an author states the main idea. Other times, readers have to figure out the main idea on their own.

• What are some details in the article that tell more about the main idea? (Children should mention any of the information given in the sentences following the stated main idea.)

Today’s Challenge
Student page 172 Have children read the article on student page 171 and then complete page 172. Remind children that when they list the main idea and details, they do not have to copy sentences in the article word for word. Stating the main idea and details in their own words is a good way to show that they understand the article.

Answers for student page 172: Possible answers: Main Idea—Animals build many different kinds of homes. Details—1. Some termites build towers that look like castles. 2. The king and queen live in the middle of the castle. 3. One kind of mouse cuts grass and builds a big ball with a room inside. 4. The mouse gives birth to her babies inside the ball of grass. 5. A hermit crab lives in other animals’ shells. 6. The hermit crab needs bigger and bigger shells as it grows.

Go Further
Student page 172 Have children work in pairs and ask each partner to think about something he or she knows well, such as different kinds of sports, the weather, or what he or she does in school each day. Ask partners to tell each other what their main idea would be if they were each writing an article. Then tell partners to give each other the details appropriate for the articles.

Assessment
Student self-assessment page 172 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children identify main idea and supporting details?
Week 35 • Activity 173

Materials
Student page 173
Paper and pencil for each student

Concept
Identify characteristics of words.

Get Started
As needed, review the following terms.

**syllable**—an uninterrupted unit of speech (**Teach** has one syllable, but **teacher** has two syllables.)

**noun**—a word that names a person, place, or thing (**Sherry**, **home**, **pencil**)

**word ending (-s, -es)**—an ending added to a word that changes number (**Father** names one person, but **fathers** names more than one person; **patch** names one thing, but **patches** names more than one thing.)

**compound word**—a word made up of two smaller words (**chalkboard**, **highway**)

Explain that today children will play a game called **Who Wants to Be the Top Scorer?** Have each child take a blank sheet of paper and write a word at the top. Then ask children to number their papers from 1 to 5. Encourage them to think of nouns with the word endings **-s** or **-es**. Remind children that a compound word may also have the word ending **-s** or **-es**.

**Instructions for Playing Who Wants to Be the Top Scorer?** As you ask each of five questions, have children look at their word and answer the question. The points to award for certain answers are shown below. At the end of the exercise, give children an extra 2 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have two or more syllables? If yes, score 2 points.
2. Is your word a noun? If yes, score 2 points.
3. Is your word a compound word? If yes, score 2 points.
4. If your word is a noun, does it have the ending **-s** or **-es**? If yes, score 2 points.
5. Does the second word in your compound word begin with a letter between **M** and **Y**? If yes, score 2 points.

Have children find their total scores. (Maximum score is 12, which includes being able to use it in a sentence.) Determine which child has the highest score. Have that child write the word on the board and explain how he or she scored the points.

**Today’s Challenge**

**Student page 173** Have children read each clue and write a word from the box to complete the sentence. You may wish to complete the first item with the whole group as a model.

**Answers for student page 173:** 1. moon 2. bats 3. feather 4. papers 5. beaches 6. doghouse 7. textbooks 8. hatboxes

**Go Further**

**Student page 173** Children will choose a word, any word, and write a clue for it. They should use the Today’s Challenge activity as a model. A partner reads the clue and completes the last sentence.

**Assessment**

**Student self-assessment page 173** Have children check one of the three choices to tell how they feel about this activity.

**Assessment tip** Can children identify characteristics of words?
Building Words

Week 35 • Activity 174

Materials
Student page 174
A set of Letter Cards (g, h, i, 2l, s, t, y) for each child (9 or fewer) or pair of children (up to 18 students)

Concept
Use the letters in slightly to build words with long i (igh), short i, and the suffix -ly.

Get Started
Distribute a set of letter cards to each child or pair of children. Show children how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters l, i, and t together to make lit. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so that children can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away l from lit and add h to make hit.
- Take away b and add s to make sit.
- Take away t and add g and h to make sigh.
- Add t to make sight.
- Add l to make slight.
- Take away s to make light.
- Add the l and y to make lightly.
- What word can you make with all eight letters? (slightly)

Have children look at the words on display and use them in sentences.

Today’s Challenge
Student page 174 Tell children to read each sentence. They should first circle and then write the correct word to complete the sentence. Before children begin, give them the words loud and loudly, and ask which word completes this sentence: He talked _____. Point out that the word talked tells them that the missing word has to describe how the person talked, and so the missing word is loudly. Ask children what loudly means. (“in a loud way”)


Go Further
Student page 174 Tell children to choose a word pair from the activity and write a sentence for the word they did not circle. Children should share their sentence with a partner. If time permits, have partners form groups of four and share their sentences with each other.

Assessment
Student self-assessment page 174 Have students check one of the three choices to tell how they feel about this activity.

Assessment tip Can children use the phonics and structural elements practiced in this lesson to read and spell words?
Week 35 • Activity 175

Materials
Student page 175

Concept
Identify main idea and supporting details in text on multiple-choice tests.

Get Started
Remind children that the main idea of an article is what the article is mostly about. The supporting details give information about the main idea. Read the following:

People like all kinds of music. Ken likes the music he hears on the radio. Minna likes music that was written long ago.

Have children distinguish the main idea statement from the supporting details.

Review that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a problem and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following article and question to children.

If you are getting a puppy, make sure you know all the things you need to do. A puppy must be fed four times a day. It needs playtime, but it also needs to sleep. A puppy should be trained to sit, lie down, come, and stay where you tell it. These skills will keep your puppy safe.

Which statement is the main idea of the article?
A. A puppy must be fed four times a day.
B. A puppy needs lots of sleep.
C. There are many things a person should know when getting a puppy.
D. A puppy needs to be trained.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because that statement is a supporting detail—it is only one thing someone getting a puppy must know.

Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (All the supporting details tell about this one idea.)

Today’s Challenge
Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

Student page 175 Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed all the questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 175: 1. D 2. B

Go Further
Have children discuss other fire safety practices they know about.

Assessment
Student self-assessment page 175 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children identify main idea and supporting details?
Week 36 • Activity 176

Materials
Student page 176

Concept
Use punctuation and typographic clues to read aloud with expression and fluency.

Get Started
Read the following story aloud in two different ways. First, read it in a monotone, ignoring the italicized words that indicates a change in tone. Sometimes run sentences together and make irregular pauses between groups of words. Then read the story a second time, using punctuation to make correct pauses and stressing the words in italic. Use the appropriate expression indicated by punctuation and word clues, such as, boasted, proudly, yelled, shouted.

Andy boasted that his brother Harry was the best baseball player in the Little League. José had a different idea. “Harry is okay, but my brother Rico is the greatest,” José said proudly. “Wait till you see him play!”

The game began, and the two friends waited to see who was the best player. Harry hit one home run, and Rico hit one home run. However, by the end of the game, a boy named Tony had hit three home runs.

“Well, my brother Harry will be the best in the rest of the games,” yelled Andy.

“Oh, no, he won’t. My brother Rico will be much better!” shouted José.

Ask the following.

• Which reading was more interesting? In the second reading, did the tone of my voice change at times? How did I know when to change the tone of my voice? (Clue words indicate different expression: boasted, proudly, yelled, shouted.) Explain that authors often use special kinds of lettering to tell readers which words to stress.

Remind children that in addition to noticing punctuation and how words are printed, it is important to put themselves in the place of the characters. This will make their reading sound more natural.

Today’s Challenge
Tell children that today they are going to work in groups to read a story aloud. They will read the passage silently a few times so that they are familiar with it. Then the group members will decide who will read which lines.

Student page 176 Allow time for each group to present the reading to the remainder of the children. Remind listeners to demonstrate good listening behaviors by sitting still and not fidgeting and by looking at the speaker instead of following along on their pages.

Go Further
Student page 176 Have children work in pairs. Encourage children to talk about some things they can do now but were once afraid to try.

Assessment
Student self-assessment page 176 Have students check one of the three choices to tell how they feel about this activity.

Assessment tip Can children use punctuation and typographic clues to read aloud with expression and fluency?
Week 36 • Activity 177

Materials
Student pages 176, 177

Concept
Identify characters, setting, and plot to retell a story.

Get Started
Remind children that in a story, the characters are the people or animals, the setting is the place and time, and the events that happen in the story make up the plot. Explain that children should listen for these story elements because they will help children retell the story later. Then read the following.

It was the end of August, twelve o’clock noon. Raúl stood with his bat, facing the pitcher. Raúl had a feeling that he could hit a home run.

The pitcher threw the ball three times. Each ball he threw sailed far over Raúl’s head.

Raúl waited for the next ball. He stared at the pitcher. The ball came toward him. He swung at it and sent it out of the ballpark—a home run!

Have volunteers identify the characters, setting, and events in the story. As they are identified, make a simple chart.

| Characters: Raúl, the pitcher |
| Setting: A ballpark on an August day |
| Events: The pitcher throws three high pitches. |
| Raúl hits the fourth pitch. |
| Raúl hits a home run. |

Call on children to use the information in your chart to retell the story in their own words.

Today’s Challenge

**Student page 177** Have children read the story on student page 176. Then ask them to fill in student page 177 by identifying the characters, setting, and events in the passage. Children should then work in pairs or small groups and use their work to retell the story.

**Answers for student page 177:**

**Characters**
Anna, May, Jesse (girls jumping rope)

**Setting**
Playground during the day

**Events**
Answers will vary but should approximate these: May and Anna watched the girls jumping rope. Anna wanted to join the girls, but May was unsure. Anna and May went over to the girls, and Jesse put them in line for a turn. Anna and May were both able to jump.

Go Further

**Student page 177** Have children make up the characters and setting for a story. Then have them work in pairs. Partners tell each other events that might happen in their stories.

Assessment

**Student self-assessment page 177** Have children check one of the three choices to tell how they feel about this activity.

**Assessment tip** Can children identify characters, setting, and plot to retell a story?
Word Games

Week 36 • Activity 178

Materials
Student page 178
One word card for each student, plus one extra
Tape

Concept
Build vocabulary by using meaning and word structure—prefix re- and suffix -er.

Get Started
Before the session, prepare a word card (index-card size or so) for each child, plus one extra. Use any words that will be familiar to children. As a suggestion, use words that you have heard in children’s conversations about their studies in school or their after-school activities. If you are in contact with the children’s teachers, find out what they are studying and use some related vocabulary.

Review the meanings of re- and -er. Display the words teach, reteach, and teacher. Ask children what each word means. Encourage children to think of words with re- and -er when they choose their words for the game.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell children that you have a secret word and they are to ask yes-no questions in order to guess the word. Sample questions include the following.

• Is the word a verb? (Does it tell an action?)
• Does the word begin with the prefix re-?
• Is the word a noun? (Does it name a person, place, or thing?)
• Does the word end in -er?
• Does the word have more than two syllables?

If children do not narrow in on the word after a reasonable amount of time, offer a hint to the meaning.

Then tape a word on the back of each child. Give children a specific amount of time to ask each other questions about the word. If after three to five minutes children have not guessed their words, try another approach. Seat all the children. Take one word card at a time, hold it over a child’s head where everyone but the child can see it, and ask the remaining children to offer clues.

Today’s Challenge

Student page 178 Have children read each category on the chart and complete the chart by writing a word (or words) that begins with the letter in each column. For example, for food and drinks, a word beginning with S might be soup. Stress that children do not have to write a word in every box of a category. They should try for two or more.

Answers for student page 178: Possible answers: food and drink—soda, blueberries, hamburger, turkey animals—snake, bear, hare, tiger names—Sula, Brenda, Harry, Tico clothes—shorts, bathrobe, hat, T-shirt

Go Further

Student page 178 Have children write a category of their own on the chart and give examples for it. If children need help, point out the picture of the bus and suggest the category “ways to travel.” Encourage children to share and compare their additions to the charts.

Assessment

Student self-assessment page 178 Have children check one of the three choices to tell how they feel about this activity.

Assessment tip Can children use meaning and structure clues—prefix re- and suffix -er—to build vocabulary?
**Week 36 • Activity 179**

**Materials**
Student page 179
Sum of the Parts Cards (Week 36 Activity 179)

**Concept**
Build words from word parts—prefixes re-, un-; suffixes -er, -ly; endings -ed, -s, -ing, and base words 
(dress, look, kind, lead, pack, quick, sharp, slow, soft, tight).

**Get Started**
Distribute the 18 Sum of the Parts cards for Week 36. Each child should receive at least one card. If you have more children than cards, play the game more than once. If you have fewer children than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

**Instructions for Playing Sum of the Parts** Ask children to look at their cards, hold them face out, and find one or more children with whom they can combine their cards to make a word. When as many words as possible have been made, have the children stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished the game, put the cards into an envelope or bag labeled “Week 36 Activity 179.”

Word combinations will vary according to how many of the cards were used in the game. For example, pack could be packs, packed, packing, packer, repacks, repacked, repacking, unpack, unpacking, unpacked. A word such as slow could yield slows, slower, slowed, slowing, slowly. Children may use three cards to form words such as unkindly, reloaded, unhooking, repacks.

**Today’s Challenge**
**Student page 179** Have children review the activity with you. They are to choose a word from the box to complete each sentence. Ask them to pay attention to the prefixes, suffixes, and endings on the words in the box.

**Answers for student page 179:**
1. slowly 2. dressing 3. hooked 4. unpacked 5. rehooked 6. slows 7. dressed 8. packs

**Go Further**
**Student page 179** Ask children to pick a word choice from the activity and put a new beginning or ending on it. Then tell children to write a sentence using the new word. Give children an example, such as: I can change the word hooked to unhooked by adding un-.

**Assessment**
**Student self-assessment page 179** Have children check one of the three choices to tell how they feel about this activity.

**Assessment tip** Can children build words from word parts—prefixes re-, un-; suffixes -er, -ly; endings -ed, -s, -ing, and base words?
**Today's Challenge**

**Student page 180** Organize children into groups of 2, 3, or 4. Children will be able to consult with members of the group, but each child will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each child will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.

**Student page 180** Have children read the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 180:** 1. B 2. C

**Go Further**

**Student page 180** Have children work in pairs to take turns retelling the story.

**Assessment**

**Student self-assessment page 180** Have children check one of the three choices to tell how they feel about this activity.

**Assessment tip** Can children identify plot, character, and setting?
**Questions and Answers for Word Maze Cards** The table below shows the sequence that the questions and answers should follow. Find the starting question. Look across the row for the correct answer. Then go on to the next question below and continue until you reach the end of the table. Then go to the top of the table and read down until you reach the starting question again.

<p>| Who has a word that means the same or almost the same as house? | I have home. |
| Who has a word that is the opposite of cold? | I have hot. |
| Who has a word that rhymes with tack? | I have back. |
| Who has a word that is the opposite of up? | I have down. |
| Who has a word that is the opposite of cloudy? | I have sunny. |
| Who has a word that is a form of toy? | I have toys. |
| Who has a word that rhymes with clock? | I have rock. |
| Who has a word that is a form of dog? | I have dogs. |
| Who has a word that rhymes with found? | I have ground. |
| Who has a word that means the same or almost the same as road? | I have street. |
| Who has a word that is a form of game? | I have games. |
| Who has a word that rhymes with store? | I have more. |
| Who has a word that is a form of head? | I have heads. |
| Who has a word that means the same or almost the same as forest? | I have woods. |
| Who has word that is the opposite of last? | I have first. |
| Who has word that is the opposite of in? | I have out. |
| Who has a word that rhymes with fun? | I have sun. |
| Who has a word that is a form of bird? | I have birds. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a word that rhymes with <em>lick</em>?</td>
<td>I have <em>tack</em></td>
</tr>
<tr>
<td>Who has a word that starts the same as <em>red</em>?</td>
<td>I have <em>rain</em></td>
</tr>
<tr>
<td>Who has a word that is a form of <em>tall</em>?</td>
<td>I have <em>taller</em></td>
</tr>
<tr>
<td>Who has a word that starts the same as <em>set</em>?</td>
<td>I have <em>see</em></td>
</tr>
<tr>
<td>Who has a word that rhymes with <em>pit</em>?</td>
<td>I have <em>fit</em></td>
</tr>
<tr>
<td>Who has a word that is the opposite of <em>last</em>?</td>
<td>I have <em>first</em></td>
</tr>
<tr>
<td>Who has a word that rhymes with <em>kiss</em>?</td>
<td>I have <em>miss</em></td>
</tr>
<tr>
<td>Who has a word that names a day of the week?</td>
<td>I have <em>Friday</em></td>
</tr>
<tr>
<td>Who has a word that starts the same as <em>deep</em>?</td>
<td>I have <em>dog</em></td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as <em>house</em>?</td>
<td>I have <em>home</em></td>
</tr>
<tr>
<td>Who has a word that is the opposite of <em>front</em>?</td>
<td>I have <em>back</em></td>
</tr>
<tr>
<td>Who has a word that can make a compound word with <em>sun</em>?</td>
<td>I have <em>shine</em></td>
</tr>
<tr>
<td>Who has a word that starts the same as <em>vine</em>?</td>
<td>I have <em>vegetable</em></td>
</tr>
<tr>
<td>Who has a word that rhymes with <em>lose</em>?</td>
<td>I have <em>choose</em></td>
</tr>
<tr>
<td>Who has a word that rhymes with <em>tie</em>?</td>
<td>I have <em>why</em></td>
</tr>
<tr>
<td>Who has a word that rhymes with <em>dare</em>?</td>
<td>I have <em>where</em></td>
</tr>
<tr>
<td>Who has a word that means “cook”?</td>
<td>I have <em>bake</em></td>
</tr>
<tr>
<td>Who has a word that is the opposite of <em>morning</em>?</td>
<td>I have <em>night</em></td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

| Who has a word that rhymes with *mow*? | I have **grow**. |
| Who has a word that starts the same as *tree*? | I have **train**. |
| Who has a word that rhymes with *plan*? | I have **fan**. |
| Who has a word that is the opposite of *on*? | I have **off**. |
| Who has a word that rhymes with *hop*? | I have **top**. |
| Who has a word that is the opposite of *below*? | I have **above**. |
| Who has a word that rhymes with *lark*? | I have **bark**. |
| Who has a word that is a form of *bake*? | I have **baking**. |
| Who has a word that sounds the same as *t-a-i-l*? | I have **t-a-l-e**. |
| Who has a word that rhymes with *day*? | I have **play**. |
| Who has a word that is the opposite of *open*? | I have **close**. |
| Who has a word that starts the same as *reach*? | I have **rail**. |
| Who has a word that sounds the same as *w-h-o-l-e*? | I have **h-o-l-e**. |
| Who has a word that is the opposite of *clean*? | I have **dirty**. |
| Who has a word that is the opposite of *up*? | I have **down**. |
| Who has a word that can make a compound word with *in*? | I have **side**. |
| Who has a word that means “sleep”? | I have **nap**. |
| Who has a word that sounds the same as *w-o-o-d*? | I have **w-o-o-d**. |
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th><strong>Who has</strong></th>
<th><strong>a word that means the same or almost the same as street?</strong></th>
<th><strong>I have road.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that is the opposite of stop?</strong></td>
<td><strong>I have go.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that sounds the same as s-o-n?</strong></td>
<td><strong>I have s-u-n.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that is the opposite of first?</strong></td>
<td><strong>I have last.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that means the same or almost the same as pot?</strong></td>
<td><strong>I have pan.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that is the opposite of left?</strong></td>
<td><strong>I have right.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that rhymes with park?</strong></td>
<td><strong>I have lark.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that means the same or almost the same as jump?</strong></td>
<td><strong>I have hop.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that sounds the same as s-e-w?</strong></td>
<td><strong>I have s-o.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that means the same or almost the same as hot?</strong></td>
<td><strong>I have warm.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that is the opposite of soft?</strong></td>
<td><strong>I have hard.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that names a kind of fruit?</strong></td>
<td><strong>I have apple.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that sounds like b-e?</strong></td>
<td><strong>I have b-e-e.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that is the opposite of sad?</strong></td>
<td><strong>I have happy.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that means the same or almost the same as chicken?</strong></td>
<td><strong>I have hen.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that is the opposite of up?</strong></td>
<td><strong>I have down.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that means “goes away”?</strong></td>
<td><strong>I have leaves.</strong></td>
</tr>
<tr>
<td><strong>Who has</strong></td>
<td><strong>a word that sounds the same as p-e-a-c-e?</strong></td>
<td><strong>I have p-i-e-e-e.</strong></td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a word that means the same or almost the same as silly?</td>
<td>I have funny.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of night?</td>
<td>I have morning.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as big?</td>
<td>I have huge.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of hot?</td>
<td>I have cold.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as breeze?</td>
<td>I have wind.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of left?</td>
<td>I have right.</td>
</tr>
<tr>
<td>Who has a word that rhymes with near?</td>
<td>I have dear.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as woods?</td>
<td>I have forest.</td>
</tr>
<tr>
<td>Who has a word that rhymes with star?</td>
<td>I have car.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as mend?</td>
<td>I have fix.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of hello?</td>
<td>I have good-bye.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as dish?</td>
<td>I have plate.</td>
</tr>
<tr>
<td>Who has a word that rhymes with dare?</td>
<td>I have care.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of old?</td>
<td>I have young.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of baby?</td>
<td>I have grown-up.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of cloudy?</td>
<td>I have sunny.</td>
</tr>
<tr>
<td>Who has a word that is the same or almost the same as house?</td>
<td>I have home.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of early?</td>
<td>I have late.</td>
</tr>
</tbody>
</table>
Week 21 • Activity 103

Questions and Answers for Word Maze Cards

| Who has a word that means the same or almost the same as *brook*? | I have *stream*. |
| Who has a word that rhymes with *sells*?                     | I have *bells*.  |
| Who has a word that begins the same as *friend*?             | I have *freeze*. |
| Who has a word that rhymes with *mean*?                     | I have *bean*.   |
| Who has a word that rhymes with *scare*?                    | I have *dare*.   |
| Who has a word that means "more than one floor"?             | I have *floors*. |
| Who has a word that rhymes with *ring*?                     | I have *string*. |
| Who has a word that means the same or almost the same as *finishes*? | I have *ends*. |
| Who has a word that rhymes with *great*?                    | I have *wait*.   |
| Who has a word that begins the same as *glove*?              | I have *glare*.  |
| Who has a word that rhymes with *blue*?                     | I have *true*.   |
| Who has a word that means the same or almost the same as *small*? | I have *tiny*. |
| Who has a word that rhymes with *coast*?                    | I have *toast*.  |
| Who has a word that begins the same as *clock*?              | I have *clown*.  |
| Who has a word that means the same as *garbage*?             | I have *trash*.  |
| Who has a word that rhymes with *fool*?                     | I have *tool*.   |
| Who has a word that means the same or almost the same as *village*? | I have *town*.  |
| Who has a word that rhymes with *tall*?                     | I have *ball*.   |
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a word that means the same or almost the same as <em>writer</em>?</td>
<td>I have <em>author</em>.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of <em>easy</em>?</td>
<td>I have <em>hard</em>.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as <em>soil</em>?</td>
<td>I have <em>dirt</em>.</td>
</tr>
<tr>
<td>Who has a word that sounds the same as <em>p-i-e-c-e</em>?</td>
<td>I have <em>p-e-a-c-e</em>.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as <em>sack</em>?</td>
<td>I have <em>bag</em>.</td>
</tr>
<tr>
<td>Who has a word that sounds the same as <em>b-o-u-r-s</em>?</td>
<td>I have <em>b-o-u-r-s</em>.</td>
</tr>
<tr>
<td>Who has a compound word that names a kind of towel?</td>
<td>I have <em>dishrag</em>.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as <em>slip</em>?</td>
<td>I have <em>fall</em>.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of <em>enter</em>?</td>
<td>I have <em>leave</em>.</td>
</tr>
<tr>
<td>Who has a word that sounds the same as <em>f-l-o-w-e-r</em>?</td>
<td>I have <em>f-l-o-w-e-r</em>.</td>
</tr>
<tr>
<td>Who has a compound word that names a type of ball game?</td>
<td>I have <em>baseball</em>.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as <em>start</em>?</td>
<td>I have <em>begin</em>.</td>
</tr>
<tr>
<td>Who has a word that sounds the same as <em>r-i-g-h-t</em>?</td>
<td>I have <em>w-r-i-t-e</em>.</td>
</tr>
<tr>
<td>Who has a word that is the opposite of <em>took</em>?</td>
<td>I have <em>gave</em>.</td>
</tr>
<tr>
<td>Who has a compound word that means &quot;purse&quot;?</td>
<td>I have <em>pocketbook</em>.</td>
</tr>
<tr>
<td>Who has a word that sounds the same as <em>b-u-g-y</em>?</td>
<td>I have <em>b-u-g-y</em>.</td>
</tr>
<tr>
<td>Who has a word that means the same or almost the same as <em>friend</em>?</td>
<td>I have <em>buddy</em>.</td>
</tr>
<tr>
<td>Who has a compound word that names a &quot;sore tooth&quot;?</td>
<td>I have <em>toothache</em>.</td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

| Who has a word that has three syllables? | I have understand. |
| Who has a word that ends in e-d and means about the same as hopped? | I have jumped. |
| Who has a word that means the same or almost the same as big? | I have large. |
| Who has a word that ends in e-d and means the same or almost the same as chuckled? | I have laughed. |
| Who has a word that is the opposite of hot? | I have cold. |
| Who has a four-syllable word? | I have overpower. |
| Who has a word that ends in e-d and means the same or almost the same as afraid? | I have scared. |
| Who has a word that is the opposite of false? | I have true. |
| Who has a word that is the opposite of before? | I have after. |
| Who has a word that means the same or almost the same as mug? | I have cup. |
| Who has a one-syllable word that means the same or almost the same as mitten? | I have glove. |
| Who has a word that means the same or almost the same as pick? | I have choose. |
| Who has a word that ends in e-d and is the opposite of started? | I have ended. |
| Who has a word that is the opposite of strong? | I have weak. |
| Who has a two-syllable word that means the same or almost the same as bother? | I have annoy. |
| Who has a word that is the opposite of few? | I have many. |
| Who has a word that means the same or almost the same as insect? | I have bug. |
| Who has a word that is the opposite of curved? | I have straight. |
### Questions and Answers for Word Maze Cards

| Who has a word that means “someone who dances”? | I have dancer. |
| Who has a word with a prefix that means “to name again”? | I have rename. |
| Who has a word that means the same or almost the same as stone? | I have rock. |
| Who has a word that means “someone who teaches”? | I have teacher. |
| Who has a word that names more than one kind of flower? | I have roses. |
| Who has a word that means the same or almost the same as grinning? | I have smiling. |
| Who has a form of the word stop? | I have stopped. |
| Who has a word that is the opposite of left? | I have right. |
| Who has a word that means “places where you buy things”? | I have stores. |
| Who has a word with a suffix that means “someone who speaks”? | I have speaker. |
| Who has a word that means the same or almost the same as hat? | I have cap. |
| Who has a word with a prefix that means “read again”? | I have reread. |
| Who has a form of the word walk? | I have walked. |
| Who has a word that is the opposite of quickly? | I have slowly. |
| Who has a form of the word run? | I have running. |
| Who has a word with a prefix that means “freeze again”? | I have refreeze. |
| Who has a form of the word brush? | I have brushed. |
| Who has a word that means the opposite of quiet? | I have noisy. |
ABOUT THE TESTS

The tests in this program are mainly multiple-choice, group-administered assessments designed for convenient classroom use. The Pretest is in the Student Book and the Instructor's Guide; the Posttest is in the Instructor's Guide, and you will have to photocopy it for your children. Answers for both tests are in the Instructor's Guide.

The Pretest and Posttest each cover the strategies and skills practiced in **Afterschool Achievers: Reading Club**:

**Section I: Fluency** Of the three test sections, this is the only one that has to be administered individually. The only way to measure a child’s fluency effectively is to listen to the child read aloud. A rubric is offered for you to assess children’s fluency.

**Section II: Comprehension** This section addresses the comprehension skills and strategies, such as main idea and details, cause-effect, and making connections, practiced in Thinking About Reading and Rule Out Two.

**Section III: Word Study** The questions in this section focus on vocabulary skills that children practice in the Word Games activities and the phonic and word structure skills that children practice in the Building Words activities.

At the end of each section, you will find a correlation chart that links specific test items to activities in the program that address the same skill or strategy.

ADMINISTERING THE TESTS

To prepare to give a test, provide a copy of the test for each child. To administer Section I, see separate instructions on page 192. To administer Sections II and III, follow the simple procedure below. The test can be completed all at one time, or you can break between sections, if you wish.

- Have each child write his or her name on the test.
- For Section II, tell children to preview the questions that follow the passage, read the passage through carefully, and then answer the questions. For Section III, tell children to read each item and choose the correct answer.
- Model for children how to fill in the circle before a correct answer.

How to Use the Class Record Sheet

On page 191 is a Class Record Sheet for your convenience in keeping track of children's Pretest and Posttest scores. The Class Record Sheet has a place to record children's scores from each section of the test so that you can easily view the results. Make yourself a photocopy of the Class Record Sheet. Write the name of each child in the left-hand column. Copy it again and mark one copy for Pretest and one for Posttest. In each column, record the number of correct answers and the total number of questions as a fraction. Add the totals. If a child got 30 points out of a possible 50, record the information as follows: 30/50. Then convert this to a percentage to record in the Score column. To calculate the score as a percentage, multiply by 2. For example, a child who got all 50 points correct would score 100%. A child who got 30 points out of a possible 50 would receive a score of 60%.
Class Record Sheet for *Afterschool Achievers: Reading Club*

Instructor ____________________________  Grade ____________

[ ] Pretest  [ ] Posttest

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Section I: Fluency</th>
<th>Section II: Comprehension</th>
<th>Section III: Word Study</th>
<th>Total/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>8.</td>
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<td>9.</td>
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<td>11.</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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<td>15.</td>
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<td>16.</td>
<td>/10</td>
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<td>17.</td>
<td>/10</td>
<td>/20</td>
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<tr>
<td>18.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
</tbody>
</table>

**Pretest 191**
PRETEST

Section I: Fluency

Directions:
1. Make a copy of the passage for each child. You will mark these teacher’s copies as children read. Children will read from the original copy.
2. Read through the Fluency Scale to help you determine what you are rating.
3. Allow the child to practice reading the passage silently at least once.
4. Have the child read the passage orally. While the child is reading, mark the phrasing with slashes (/) to indicate where the child paused for phrases. Jot other notes about the reading as well.
5. On the teacher copy, write the scores from the descriptions that best matches the child’s reading in the two scales below. Add the scores together and record the total on the Class Record Sheet on page 191. The maximum score on Section I is 10.

Fluency Scale

Phrasing
1. Much word-by-word reading; sounds choppy.
3. Sometimes reads with two- or three-word phrases, but word-by-word reading is still evident; often lacks attention to punctuation as evidenced by inappropriate stress and/or intonation.
5. Well phrased with appropriate attention to expression to convey the author’s intended meaning.

Fluency & Speed
1. Several pauses, repetitions, repeated attempts; slow and labored pace
3. Some breaks in fluency due to difficulties with words; both fast and slow reading
5. Fluent reading with quick resolution to any word difficulties; uniform pace
PRETEST

Section I: Fluency

Name: ___________________________ Date ______________

Directions: Read the following passage silently at least one time. Then read it aloud when your teacher is ready to listen to you.

Kay and Luis were hiking with Kay’s dad. “Well, children, do you want to take the red trail to Endless Lookout? It’s a steep trail,” said Dad.

“I want to see the Lookout,” said Kay.

“Me, too,” said Luis. “The steeper the trail, the better it is. Kay and I are both good hikers.”

Some time had gone by when Kay, amazed, said, “The pine trees are so tall!” Luis thought she sounded a little out of breath.

A short time later, Luis said, “The air is so clear.” Kay thought he sighed when he spoke.

Soon both children asked, “Are we there yet?”

“I thought you two were strong hikers,” laughed Dad.

Kay and Luis never said another word. They didn’t want to seem like little first-graders.

Then Dad boomed, “Here we are—Endless Lookout!”

“It’s beautiful!” cried Kay.

Luis agreed. “And now that we’ve seen it, we never have to climb the red trail again!”
Section II: Comprehension Part A

Directions: Read the questions at the end of the passage. Then read the passage. Finally, read the questions again. Fill in the circle before the correct answer.

Tina likes the long, downhill ride to school each day. But the ride home is a problem. Tina has to go up that same long hill.

Each day after school, Tina gets on her bike and starts up the hill. Each day, halfway up, Tina stops. She gets off her bike and sighs, “I just can’t.”

Today, Tina is too busy thinking about homework to worry about the hill. She has to bring in a favorite picture book to share. What book should she bring?

Tina starts pedaling up the hill. She thinks, “I could bring in *The Very Hungry Caterpillar*. I like how the caterpillar eats a different thing each day. I like how it turns into a beautiful butterfly.”

Tina pedals some more. She thinks, “I also like *The Little Engine That Could*. That little engine never quit. It could make it up this hill.”

“I think I can. I think I can,” says Tina as she pedals. “That’s what the Little Engine would say.”

Suddenly, Tina sees that she is halfway up the hill. “I think I can. I think I can.” She pedals a little more.

“I think I can.” She’s almost at the crest. “I... think... I... can. I... think... I... can.”

Tina is at the top of the hill! “I thought I could. I thought I could,” she laughs. “I also know what book I’ll share.”
1. What book will Tina bring in to share?
   A. *The Little Engine That Could*
   B. *I Think I Can*
   C. *The Very Hungry Caterpillar*
   D. *The Long Ride Home*

2. Where does most of the story take place?
   A. at Tina’s school
   B. at Tina’s house
   C. on a playground
   D. on a hill

3. How is the ride to school different from the ride home?
   A. The ride to school is uphill. The ride home is downhill.
   B. The ride to school is downhill. The ride home is uphill.
   C. The ride to school and the ride home both have hills.
   D. Tina rides her bike to school each day.

4. What does Tina have in common with the Little Engine?
   A. Tina likes the Little Engine better than the Hungry Caterpillar.
   B. Both Tina and the Little Engine are small.
   C. Both Tina and the Little Engine made it up a big hill.
   D. Tina likes the Little Engine.

5. Tina slowed down as she got closer to the crest. What does *crest* mean?
   A. the top of a hill
   B. halfway up a hill
   C. the bottom of the hill
   D. a school by a hill
6. Why was Tina thinking about books on her bike ride home?
   A) Too many books make Tina's backpack heavy.
   B) Tina enjoys reading different kinds of books.
   C) Tina's favorite kinds of books are picture books.
   D) Tina must bring in a favorite picture book to share.

7. What happened right after Tina thought about the Little Engine?
   A) Tina got on her bike and started pedaling.
   B) Tina got off her bike and sighed.
   C) Tina saw that she was halfway up the hill.
   D) Tina decided what book she would bring to school.

8. What picture do you see in your mind when you read this story?
   A) I see a long, steep hill with a school at the top.
   B) I see a long, steep hill with a school at the bottom.
   C) I see a long, flat road with a school at one end.
   D) I see a long, flat road with a hill at each end of the road.

9. What is the main idea or lesson of this story?
   A) Many stories have happy endings.
   B) You don't know what you can do until you try.
   C) Thinking about homework can help you pedal uphill.
   D) You should ride a bike to school each day.

10. What is a reasonable connection to make that tells why Tina laughed when she got to the top of the hill?
    A) I'm happy when I can finally do something, too.
    B) I like listening to funny jokes because they make me laugh.
    C) *The Little Engine That Could* makes me smile.
    D) I live at the top of a long, steep hill.
Section II: Comprehension Part B

Directions: Read the questions at the end of the passage. Then read the passage. Finally, read the questions again. Fill in the circle before the correct answer.

Sometimes, people make mistakes. But did you know that mistakes can also lead to new inventions? Here are two mistakes with happy endings.

In 1879, the Procter & Gamble company started to sell Ivory® soap. The company worked for years to invent the gentle, white soap. But it was a mistake that made the soap famous.

One day, a worker went to lunch and forgot to turn off a soap-mixing machine. When he came back, the soap was puffy with air. The worker didn’t think air would change the soap, so he finished making it. After a few weeks, letters came asking for “floating” soap. The added air made Ivory® soap float!

In 1905, an 11-year-old boy named Frank Epperson made a mistake. At that time, a popular drink was to mix powdered soda with water. Frank mixed his drink but forgot it on the porch over night. The drink, with the stir stick in it, froze during the night. Frank had invented a frozen treat on a stick by mistake!

When Frank grew up, he remembered his mistake. He began selling frozen treats on a stick and called them “Ep-sicles.” When his children started asking for “Pop’s sicles,” the name was changed to Popsicle®.
11. What is the main idea of the selection?
   A) Both adults and children can make mistakes.
   B) Both adults and children can invent things.
   C) Mistakes can lead to new inventions.
   D) Never make a mistake.

12. What caused air to be added to the soap mixture?
   A) A worker ate too much for lunch.
   B) A worker forgot to turn off a mixing machine.
   C) A worker was in a hurry to finish making soap.
   D) A worker wrote a letter asking for floating soap.

13. The company worked for years to invent the gentle soap.
    What does invent mean?
   A) to think up and make something new
   B) to work for a soap company
   C) to be gentle and kind
   D) to add air to something

14. How would the soap mixture that was mixed correctly be different from
    one that was mixed too long?
   A) The soap that was mixed too long was puffier with air.
   B) The soap that was mixed correctly was puffier with air.
   C) The soap that was mixed too long looked dirtier.
   D) The soap that was mixed too long still looked white.

15. What is a reasonable connection to make to explain why people liked
    the idea of a soap that floated?
   A) Floating soap stays cleaner than soap that sinks.
   B) Floating soap is easier to find in a tub of water.
   C) You could turn the soap into a toy boat.
   D) You could take the soap with you to the beach.
16. Where did the invention of the Popsicle® take place?
   A  in a soap factory
   B  on the porch of a house
   C  in the freezer part of a refrigerator
   D  in an ice cream truck

17. What did Frank do just before leaving his drink on the porch?
   A  He mixed powdered soda and water to make the drink.
   B  He went into the house to get a stir stick.
   C  He went into the house to get more powdered soda.
   D  He went into the house to get ready for bed.

18. What did Frank's drink look like in the morning?
   A  It looked like a drink with ice cubes in it.
   B  It looked like a pile of ice cubes in a cup.
   C  It looked like frozen soda in a cup with a stir stick beside it.
   D  It looked like frozen soda in a cup with a stir stick frozen in it.

19. Do you think Frank tasted his mistake? Why or why not?
   A  Yes, because he remembered it when he got older.
   B  Yes, because he didn't want to waste the powdered soda.
   C  No, because he didn't finish drinking it the night before.
   D  No, because he waited until he was older to sell Popsicles.

20. Which sentence best retells Frank's story?
   A  Frank grew up to have children and sell Popsicles®.
   B  Frank enjoyed mixing powdered soda and water drinks.
   C  Frank was forgetful and didn't remember his invention until he was older.
   D  Frank's drink froze overnight and years later gave him the idea for frozen treats on a stick.
1. A word that rhymes with *pink* is ________.
   A) sank     B) sink     C) sick     D) sip

2. Change the *b* in *best* to make the word ________ and name a bird's home.
   A) net      B) rest     C) sigh     D) nest

3. Add *s* to the beginning of ________ to make a new word that tells what cars do at a traffic light.
   A) top      B) hop     C) hip     D) tuck

4. The word ________ does NOT have the same vowel sound as the other words.
   A) toad     B) tow      C) tot     D) told

5. The word that has a long vowel sound is ________.
   A) set      B) seat     C) sent     D) sat

6. Add an *e* to the end of ________ to make a word that names a kind of stick that helps people walk.
   A) can      B) cop      C) cap     D) cub

7. Add a *t* to the end of ________ to name one of your five senses.
   A) join     B) be       C) sigh    D) pain

8. The word ________ does NOT have the same vowel sound as the other words.
   A) bear     B) chair    C) care    D) car

9. The word ________ can rhyme with the words *hear* AND *hair*.
   A) fear     B) tar      C) tear    D) fare

10. All the words are said the same way except ________.
    A) wear     B) ware     C) warm    D) where
Name: ________________________________ Date __________

11. When you add the -ing ending to hop, you get _________.
   A) hoped       B) hops       C) hopping       D) hoping

12. You can add the -s ending and the -ing ending to the word _________.
   A) apple       B) juice       C) napkin       D) eat

13. To name more than one of each thing, add -s to the word ________ and
   -es to the other words.
   A) bug         B) box         C) bush        D) bus

14. Each word has an ending, but only the word ________ dropped an e
   before adding an ending.
   A) banker      B) bakes       C) baked       D) barely

15. A word with a prefix that means “to do something again” is _________.
   A) reach       B) repack      C) unpack      D) under

16. The opposite of the word sunrise is the word _________.
   A) Sunday      B) sunshine    C) sunset      D) sunlight

17. A word that has the same meaning as happy is _________.
   A) bad         B) had         C) sad         D) glad

18. A word that has three syllables is _________.
   A) unkindly    B) unkind      C) kindly      D) kindness

19. The ending -er names a person who does something in each word but _________.
   A) firefighter  B) farmer     C) teacher     D) taller

20. The light that comes from a fire is called _________.
   A) flashlight   B) firelight   C) campfire    D) firefly
1. What book will Tina bring in to share?
   - The Little Engine That Could
   - I Think I Can
   - The Very Hungry Caterpillar
   - The Long Ride Home

2. Where does most of the story take place?
   - at Tina's school
   - at Tina's house
   - on a playground
   - on a hill

3. How is the ride to school different from the ride home?
   - The ride to school is uphill. The ride home is downhill.
   - The ride to school is downhill. The ride home is uphill.
   - The ride to school and the ride home both have hills.
   - Tina rides her bike to school each day.

4. What does Tina have in common with the Little Engine?
   - Tina likes the Little Engine better than the Hungry Caterpillar.
   - Both Tina and the Little Engine are small.
   - Both Tina and the Little Engine made it up a big hill.
   - Tina likes the Little Engine.

5. Tina slowed down as she got closer to the crest. What does crest mean?
   - the top of a hill
   - halfway up a hill
   - the bottom of the hill
   - a school by a hill

6. Why was Tina thinking about books on her bike ride home?
   - Too many books make Tina's backpack heavy.
   - Tina enjoys reading different kinds of books.
   - Tina's favorite kinds of books are picture books.
   - Tina must bring in a favorite picture book to share.

7. What happened right after Tina thought about the Little Engine?
   - Tina got on her bike and started pedaling.
   - Tina got off her bike and sighed.
   - Tina saw that she was halfway up the hill.
   - Tina decided what book she would bring to school.

8. What picture do you see in your mind when you read this story?
   - I see a long, steep hill with a school at the top.
   - I see a long, steep hill with a school at the bottom.
   - I see a long, flat road with a school at one end.
   - I see a long, flat road with a hill at each end of the road.

9. What is the main idea or lesson of this story?
   - Many stories have happy endings.
   - You don't know what you can do until you try.
   - Thinking about homework can help you pedal uphill.
   - You should ride a bike to school each day.

10. What is a reasonable connection to make that tells why Tina laughed when she got to the top of the hill?
    - I'm happy when I can finally do something, too.
    - I like listening to funny jokes because they make me laugh.
    - The Little Engine That Could makes me smile.
    - I live at the top of a long, steep hill.
11. What is the main idea of the selection?
A. Both adults and children can make mistakes.
B. Both adults and children can invent things.
C. Mistakes can lead to new inventions.
D. Never make a mistake.

12. What caused air to be added to the soap mixture?
A. A worker ate too much for lunch.
B. A worker forgot to turn off a mixer.
C. A worker was in a hurry to finish making soap.
D. A worker wrote a letter asking for floating soap.

13. The company worked for years to invent the gentle soap. What does invent mean?
A. to think up and make something new
B. to work for a soap company
C. to be gentle and kind
D. to add air to something

14. How would the soap mixture that was mixed correctly be different from one that was mixed too long?
A. The soap that was mixed too long was puffier with air.
B. The soap that was mixed correctly was puffier with air.
C. The soap that was mixed too long looked dirtier.
D. The soap that was mixed too long still looked white.

15. What is a reasonable continuation to make to explain why people poured soap that floated?
A. Floating soap stays cleaner than soap that sinks.
B. Floating soap is easier to find in a tub of water.
C. You could turn the soap into a toy boat.
D. You could take the soap with you to the beach.

16. Where did the invention of the Popsicle® take place?
A. in a soap factory
B. on the porch of a house
C. in the freezer part of a refrigerator
D. in a ice cream truck

17. What did Frank do just before leaving his drink on the porch?
A. He mixed powdered soda and water to make the drink.
B. He went into the house to get a stir stick.
C. He went into the house to get more powdered soda.
D. He went into the house to get ready for bed.

18. What did Frank’s drink look like in the morning?
A. It looked like a drink with ice cubes in it.
B. It looked like a pile of ice cubes in a cup.
C. It looked like frozen soda in a cup with a stir stick beside it.
D. It looked like frozen soda in a cup with a stir stick frozen in it.

19. Do you think Frank tasted his mistake? Why or why not?
A. Yes, because he remembered it when he got older.
B. Yes, because he didn’t want to waste the powdered soda.
C. No, because he didn’t finish drinking it the night before.
D. No, because he waited until he was older to sell Popsicles.

20. Which sentence best tells Frank’s story?
A. Frank grew up to have children and sell Popsicles.
B. Frank enjoyed mixing powdered soda and water drinks.
C. Frank was forgetful and didn’t remember his invention until he was older.
D. Frank’s drink froze overnight and years later gave him the idea for frozen treats on a stick.
1. A word that rhymes with pink is __________.
   A tank  B sink  C stick  D sip

2. Change the b in beat to make the word that tells a bird's home.
   A net  B rest  C sigh  D nest

3. Add s to the beginning of _______ to make a new word that tells what a car does at a traffic light.
   A top  B hop  C hip  D tack

4. The word _______ does NOT have the same vowel sound as the word road.
   A road  B tow  C tot  D told

5. The word that has a long vowel sound is _______.
   A set  B eat  C seat  D sat

6. Add an e to the end of _______ to make a word that names a kind of animal and helps people walk.
   A can  B cap  C cup  D cub

7. Add a y to the end of _______ to name one of your five senses.
   A join  B be  C sigh  D pain

8. The word _______ does NOT have the same vowel sound as the word care.
   A bear  B chair  C care  D car

9. The word _______ can rhyme with the words bear AND hair.
   A bear  B tar  C tear  D fare

10. All the words are said the same way except _______.
    A wear  B ware  C warm  D where

11. When you add the -ing ending to hop, you get _______.
    A hoped  B hops  C hopping  D hoping

12. You can add the -ed ending and the -ing ending to the word _______.
    A apple  B juice  C napkin  D eat

13. To name more than one of each thing, add -s to the word _______ and -es to the other words.
    A bug  B box  C bush  D bus

14. Each word has an ending, but only the word _______ dropped an e before adding an ending.
    A banker  B bakes  C baked  D barely

15. A word with a prefix that means "to do something again" is _______.
    A reach  B repack  C unpack  D under

16. The opposite of the word sunshine is the word _______.
    A Sunday  B sunshine  C sunset  D sunlight

17. A word that has the same meaning as happy is _______.
    A sad  B had  C sad  D glad

18. A word that has three syllables is _______.
    A unluckily  B unkind  C kindly  D kindness

19. The ending -er names a person who does something in each word but _______.
    A firefighter  B farmer  C teacher  D taller

20. The light that comes from a fire is called _______.
    A flashlight  B firelight  C campfire  D fireworks
### Activity Correlation—Comprehension

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Section I: Fluency

Directions: Read the following passage silently at least one time. Then read it aloud when your teacher is ready to listen to you.

Ana put on her jacket and ran down the stairs. "I'm ready, Dad" she called.

"I'll be right there," Mr. Banks answered. "Get Shadow's leash. She's outside waiting for us."

Ana grabbed the leash and opened the door. "Oh, no!" she cried. "The gate's open and Shadow's gone!"

"Don't worry," Mr. Banks said. "We'll find her."

Ana and Mr. Banks hurried down the street to the bakery.

"Hi, Ms. Pan," said Ana. "Have you seen Shadow?"

"That silly dog," laughed Ms. Pan. "She sat up and begged for a cookie. All my customers clapped. I gave her a cookie and she left."

Ana and Mr. Banks hurried to the flower shop. "Hi, Mr. Rose," said Ana. "Have you seen Shadow?"

"That dog knows flowers," said Mr. Rose. "Today I gave her a lilac for her collar. Then she left."

Ana and Mr. Banks hurried to the butcher shop. "Hi, Mrs. Cutlet. Have you seen Shadow?"

"You just missed her," said Mrs. Cutlet. "I gave her a bone and she headed back to your house."

Ana and Mr. Banks hurried home. There on the front steps was Shadow, fast asleep.

Ana laughed, "I guess Shadow walked herself today!"
Section II: Comprehension Part A

Directions: Read the questions at the end of the passage. Then read the passage. Finally, read the questions again. Fill in the circle before the correct answer.

At first, Jared didn’t see the female robin. Her dull brown feathers blended with the tree branches. What Jared saw from his bedroom window was a male robin with a red breast and a black head. Jared was watching the male robin when he noticed the smaller female sitting on a nest.

Each morning, Jared checked on the birds. For ten days, he watched the female on the nest. Jared knew she was sitting on some eggs but he didn’t know how many. He could only see bits of the sky blue eggs under her feathers.

This morning neither bird was on the nest. Jared counted three eggs. And one looked like it was cracked. What happened? Where were the parents?

Suddenly, the cracked egg jumped. Jared rubbed his eyes. Was he seeing things? No, the egg moved again. Jared held his breath as a hole appeared and a tiny beak poked out. The eggs were hatching!

The female bird arrived with a worm in her beak. Soon, the male joined her. He began singing as the chicks pushed out of the eggs.

The chicks were skinny with red skin that showed through their wet down. They looked pretty awful! But mother and father bird didn’t seem to mind. Jared smiled as the new parents began feeding their young.
1. Where does most of the story take place?
   A in a tree outside Jared’s bedroom window
   B in a birdhouse Jared and his dad built
   C in a nest Jared found on the ground
   D in a tree outside Jared’s kitchen window

2. Why didn’t Jared see the female robin at first?
   A The female robin was behind the male robin.
   B Only the male robin was in the tree.
   C Her green feathers blended in with the leaves in the tree.
   D Her brown feathers blended in with the tree branches.

3. What does a male robin look like?
   A A male robin has a black breast and a red head.
   B A male robin has a red breast and a black head.
   C A male robin has red feathers all over its body.
   D A male robin has brown and yellow feathers.

4. What part of a bird’s body does the breast name?
   A the chest
   B the wing
   C the top of the head
   D the beak

5. How is a female robin different from a male robin?
   A A female robin can’t fly and only sits on a nest.
   B A female robin has pink feathers on her breast.
   C A female robin has brown feathers and is smaller.
   D A female robin has brown feathers and is larger.
6. Why couldn’t Jared count how many eggs were in the nest?
   A. The nest was too high for Jared to count the eggs.
   B. Jared didn’t know how to count very well.
   C. The female bird was always sitting on the eggs.
   D. The birds hid the eggs so Jared couldn’t them.

7. What happened right after Jared noticed the cracked egg?
   A. Jared ran and got his parents.
   B. The female bird came back and sat on the eggs.
   C. The female robin pushed the cracked egg out of the nest.
   D. The egg jumped and then jumped again.

8. What conclusion did Jared make when he saw the hole in the egg and the tiny beak?
   A. Baby birds live in eggs.
   B. The eggs were hatching.
   C. Nests aren’t safe places for eggs.
   D. Only birds hatch from eggs.

9. What will Jared most likely do now that the eggs have hatched?
   A. He will find another nest to watch.
   B. He will watch the nest to see the baby birds grow.
   C. He will keep the baby birds as pets.
   D. He will close the curtains to his bedroom window.

10. What is a reasonable connection to Jared’s interest in watching the birds?
    A. I like watching and learning about animals, too.
    B. I like scrambled eggs for breakfast.
    C. Nothing interesting happens out my bedroom window.
    D. There is a tree outside my bedroom window.
Section II: Comprehension Part B

Directions: Read the questions at the end of the passage. Then read the passage. Finally, read the questions again. Fill in the circle before the correct answer.

Birds aren't the only animals that lay eggs. Insects and fish lay eggs. So do many frogs, snakes, and lizards. But there is one egg-laying animal that might surprise you—an alligator. It may also surprise you to learn that an alligator builds a nest for her eggs!

Alligators build nests on the ground close to the water. First, a female alligator uses her mouth to gather plants for the nest. Next, she uses her feet and tail to push the plants and dirt into a huge pile. The pile is about 3 feet tall and 7 feet wide. Finally, she lays her eggs in a bowl-shaped hollow at the top of the nest and covers them with more plants.

A female alligator doesn't sit on her eggs to warm them. The plants help keep the eggs warm. Still, the alligator is a good parent. She guards the nest to keep away egg-eating animals. She also listens for chirping sounds that tell her the eggs are hatching.

Yes, chirping sounds! When the mother alligator hears chirps, she knows it is time to uncover the eggs. She uses her mouth to carry her tiny hatchlings to the water. Sometimes, she uses her mouth to help crack unopened eggs so her babies can hatch. An alligator mother is a good parent. She will guard and protect her hatchlings for a year or more.
11. What two details about alligators did the author think might surprise you?
   A. Alligators lay eggs and build nests.
   B. Birds, insects, and fish lay eggs.
   C. Alligators guard their babies.
   D. Alligators live near the water.

12. Where does a female alligator build her nest?
   A. in a tree near the water
   B. on the ground near the water
   C. in a cave underwater
   D. in the sand on the beach

13. What picture do you see in your mind when you think of an alligator nest?
   A. a floating pile of plants and dirt
   B. a deep hole in the ground
   C. a large haystack in a field
   D. a large pile of plants and dirt

14. An alligator lays her eggs in a hollow at the top of the nest. What is a hollow?
   A. a space or opening that has a bowl shape
   B. a space that is between two plants
   C. a cave in the side of a hill
   D. a space that is flat and wide

15. What is the first thing a female alligator does to build her nest?
   A. She uses her tail to knock down a small tree.
   B. She uses her feet to dig a deep hole in the ground.
   C. She uses her mouth to gather plants.
   D. She uses her feet and tail to push the plants into a pile.
16. If an alligator doesn’t sit on her eggs to warm them, how do the eggs stay warm?
   A) The water helps keep the eggs warm.
   B) The plants help keep the eggs warm.
   C) Alligators live only in warm places.
   D) Alligator eggs do not need to be kept warm.

17. What might happen if a mother alligator left her nest unguarded?
   A) She might forget where she built the nest.
   B) The baby alligators might escape from the nest.
   C) A snake or other egg-eating animal might steal her eggs.
   D) A bird might try to sit on the alligator’s eggs.

18. What causes the mother alligator to uncover her eggs?
   A) She hears the baby alligators chirping as they hatch.
   B) She sees the plants at the top of the nest moving.
   C) She sees eggshells around the top of the nest.
   D) She gets tired of guarding the nest.

19. What is one way in which baby birds and alligator hatchlings are alike?
   A) Both live in a nest until they can fly.
   B) Both live in a nest until they can swim.
   C) Both make chirping sounds.
   D) Both make barking sounds.

20. What is a reasonable connection to make comparing alligators to other animals you have read about?
   A) I have read that not all birds build nests.
   B) I have read about other animals that are good parents.
   C) I already knew that birds lay eggs.
   D) Sometimes I say, “See you later alligator.”
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. A word that rhymes with *bank* is __________.
   - A blink
   - B blank
   - C block
   - D bunk

2. Change the *cl* in *clock* to make the word __________ and name something you wear on your foot.
   - A shock
   - B clog
   - C shoe
   - D sock

3. Add *s* to the beginning of __________ to make a word that names something you can play on at a playground.
   - A wing
   - B lick
   - C top
   - D car

4. The word __________ does NOT have the same vowel sound as the other words.
   - A coat
   - B cow
   - C cone
   - D cold

5. The word that has a long vowel sound is __________.
   - A chin
   - B chain
   - C cap
   - D chat

6. Add an *e* to the end of __________ to make a word that names a thing that flies in the sky.
   - A plan
   - B plum
   - C pan
   - D pin

7. Add a *b* to the beginning of __________ to make a word that describes the sun.
   - A low
   - B ring
   - C right
   - D light

8. The word __________ does NOT have the same vowel sound as the other words.
   - A bore
   - B bear
   - C bare
   - D care

9. The word __________ can rhyme with the words *no AND now*.
   - A how
   - B show
   - C bow
   - D grow

10. All the words are said the same way except __________.
    - A for
    - B fore
    - C fort
    - D four
11. When you add the -ing ending to tap, you get ________.
   A taped  B tapped  C tapping  D tapping

12. You can add the -s ending and the -ing ending to the word ________.
   A lamp    B jug     C jeep     D jump

13. To name more than one of each thing, add -s to the word ________ and es to the other words.
   A bowl    B dish   C glass    D lunch

14. Each word has an ending, but only the word ________ dropped an e before adding an ending.
   A sleeper B skates C shared D stately

15. A word with a prefix that means to do something again is ________.
   A rested B retell C untold D untie

16. The opposite of the word daytime is the word ________.
   A nightly B nightgown C nighttime D nightlight

17. A word that has the same meaning as stop is ________.
   A go       B begin   C start    D end

18. A word that has three syllables is ________.
   A unwisely B wisely  C wiser    D wisdom

19. The ending -er names a person who does something in each word but ________.
   A seller    B painter C writer   D longer

20. A cake in the shape of a cup is called a ________.
   A cakewalk B cupcake C teacup   D pancake
1. Where does most of the story take place?
   - in a tree outside Jared's bedroom window
   - in a birdbath Jared and his dad built
   - in a nest Jared found on the ground
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   - B. on the ground near the water
   - C. in a cave underwater
   - D. in the sand on the beach

13. What picture do you see in your mind when you think of an alligator nest?
   - A. a floating pile of plants and dirt
   - B. a deep hole in the ground
   - C. a large haystack in a field
   - D. a large pile of plants and dirt

14. An alligator lays her eggs in a hollow at:
   - A. a space or opening that has a bowl all around it
   - B. a space that is between two plants
   - C. a cave in the side of a hill
   - D. a space that is flat and wide

15. What is the first thing a female alligator does?
   - A. She uses her tail to knock down a set
   - B. She uses her feet to dig a deep hole
   - C. She uses her mouth to gather plants
   - D. She uses her head and tail to push the

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   - D. Both make barking sounds.

20. What is a reasonable connection to make comparing alligators to other animals you have read about?
   - A. I have read that not all birds build nests.
   - B. I have read about other animals that are good parents.
   - C. I already knew that birds lay eggs.
   - D. Sometimes I say, "See you later alligator."
Section III: Word Study

Instructions: Fill in the circle before the word that best completes each sentence.

1. A word that rhymes with "reckless" is ____________
   A) blink  B) blank  C) block  D) bunk

2. Change the ending of ____________ to make the word ____________ and name something you wear on your foot.
   A) shock  B) clog  C) shoe  D) sock

3. Add ____________ to the beginning of ____________ to make a word that names something you can play on as a playground.
   A) wing  B) lick  C) top  D) car

4. The word ____________ does NOT have the same vowel sound as the other words.
   A) coat  B) cow  C) cone  D) cold

5. The word ____________ has a long vowel sound in ____________.
   A) chin  B) chain  C) cap  D) chat

6. Add an ____________ e to the end of ____________ to make a word that names a thing that flies in the sky.
   A) plan  B) plum  C) pan  D) pin

7. Add a ____________ d to the beginning of ____________ to make a word that describes a feeling.
   A) low  B) ring  C) right  D) light

8. The word ____________ does NOT have the same vowel sound as ____________.
   A) bore  B) bear  C) bare  D) cane

9. The word ____________ can rhyme with the words ____________ AND ____________
   A) how  B) show  C) bow  D) grow

10. All the words are said the same way except ____________.
    A) for  B) foe  C) fort  D) four

11. When you add the ____________ ending to ____________, you get ____________.
    A) taped  B) tapped  C) tapping  D) taping

12. You can add the ____________ ending and the ____________ ending to the word ____________.
    A) lamp  B) jog  C) jeep  D) jump

13. To name more than one of each thing, add ____________ to the word ____________ and ____________ to the other words.
    A) bow  B) dish  C) glass  D) lunch

14. Each word has an ending, but only the word ____________ dropped an ____________ e before adding an ending.
    A) sleeper  B) skates  C) shared  D) strayly

15. A word with a prefix that means to do something again is ____________.
    A) tested  B) recall  C) untold  D) untrue

16. The opposite of the word ____________ is the word ____________.
    A) tightly  B) nightgown  C) nighttime  D) nightlight

17. A word that has the same meaning as ____________ is ____________.
    A) go  B) begin  C) start  D) end

18. A word that has three syllables is ____________.
    A) unwisely  B) wisely  C) wiser  D) wisdom

19. The ending -er names a person who does something in each word but ____________.
    A) seller  B) painter  C) writer  D) longer

20. A cake in the shape of a cup is called a ____________.
    A) cakewalk  B) cupcake  C) reacup  D) pancake
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