Week 1 • Activity 1

Materials
Student page 1

Concept
Use punctuation marks to read aloud with expression to show the author's intended meaning.

Get Started
Read the following two lines of dialogue for students. First, read them without expression. Then read them expressively. Vary your voice for each character. Ask students to listen carefully.

“OH, NO!” I forgot to bring my costume!” moaned Liza.

“Don’t worry,” said Hannah calmly. “You can borrow mine.”

“You’re fantastic!” shouted Liza.

Explain to students that dialogue should sound like real people are talking. Each character has his or her own special voice. Note that people talk in different tones of voice, depending on the situation. For example, when people are upset, they may speak more loudly. Tell students that specific words, such as moaned, calmly, and shouted, are clues to how dialogue should be read.

Punctuation clues can also help readers know what feeling to express. When students read a passage, they should look for these clues. Write “OH, NO!” on a chalkboard or piece of paper. Point out the capital letters and the exclamation mark. Explain that authors sometimes use capital letters to stress certain words. Talk about the feeling that capital letters combined with an exclamation point communicates. Model how to read the words.

Today’s Challenge
Tell students that they are going to work in groups of three to read a dialogue. First, group members should decide how to read aloud the dialogue: they can read it together (choral reading) or assign specific lines to individuals. Everyone in the group will read the dialogue silently to get a sense of what the author is saying. Then the students in each group will practice reading aloud to themselves so that they can provide feedback to each other. Remind the groups to use typographical clues like punctuation and type size. Read the dialogue all the way through with students who need extra support.

Student page 1 Ask the groups to read aloud to the remaining students. 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 students develop listening skills, as well as provide uninterrupted reading time for the students. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 1 Ask each student to find words and punctuation in the dialogue text that helped with proper expression. Examples include question marks, capital letters, and words such as boomed.

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

Assessment tip Do students understand the emotion indicated by punctuation?
Week 1 • Activity 2

Materials
Student pages 1, 2

Concept
Enhance comprehension by making predictions.

Get Started
Tell students that a prediction is a guess about what may happen next. Readers make predictions from clues in the text and their own real-life experiences, or connections.

Read the following passage aloud. Ask students to make predictions. Have them note clues in the passage that helped them predict.

Carol went to the closet by the back door. She filled a large cup to the top with cat food. Then she went into her garage. She took out the paw-shaped food bowls and set them by the back door.

Ask students what Carol is going to do next. If necessary, help them predict that Carol will call her cats to let them know that their food is ready, or Carol will feed her cats. Point out that readers can make this prediction from clues in the passage. Invite volunteers to identify clues: Carol gets our cat food and bowls; since there are more than just one bowl, she probably has more than just one cat.

Today’s Challenge

Student page 2 Have students look at student page 2. Explain that they should fill in the boxes with clues from the dialogue on student page 1. They should then write a prediction to go with each clue or group of clues.

Answers for student page 2: Possible answers: Prediction/Clue: A storm is coming. It’s getting dark, and it’s very windy. Prediction/Clue: They will go back inside the school. The children head toward the school door.

Go Further

Student page 2 Ask students to compare their predictions with those of their reading partners. They should look for similarities and differences.

Assessment

Student self-assessment page 2 Have students check one of the three choices to describe how they feel about the work they did on this activity.

Assessment tip Are students’ predictions reasonable guesses based on the text and on real-life experiences?
Week 1 • Activity 3

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

Concept
Build vocabulary by understanding word meanings and relationships—homophones, synonyms, and antonyms.

Get Started
Review with students each vocabulary term. Discuss the examples.

- **homophones**—two words that are pronounced the same but spelled differently; the words have different meanings (meat/meet, no/know)
- **synonyms**—two words with the same or almost the same meaning (cry/sob, scared/frightened)
- **antonyms**—two words with opposite meanings (scared/brave, tall/short)

Today’s Challenge
Distribute the 18 Word Maze cards for Week 1. Each student should receive at least one card, but since all cards need to be distributed, some students 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 students by reminding them of the definitions above or explaining the definition of a word, such as wail, hoarse, or shriek. When you have finished the game, put the cards in an envelope or bag labeled “Week 1 Activity 3.”

Instruction for Playing Word Maze
Ask students to look at their cards. Ask one student 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 student to read the answer and then to 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 181.

**Student page 3** When the group has finished playing the game, have students open their books to answer the questions on student page 3.


Go Further
**Student page 3** Have students choose a homophone pair from the activity. Then have them write sentences showing the words’ different meanings. Homophone choices will vary. Students’ sentences, however, should demonstrate understanding of the chosen words’ meanings.

Assessment
**Student self-assessment page 3** Have students check one of the three choices to describe how they feel about the activity.

**Assessment tip** Do students understand relationships between words, such as homophones, synonyms, and antonyms?
Week 1 • Activity 4

Materials
Student page 4
A set of Letter Cards (a, d, e, l, p, y) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in played to build words that rhyme, have the long a vowel sound, the short a vowel sound, the vowel combination ea, and the ending -ed.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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, a, and y together to make day. Then give the following clues. After each word is made, write it on an index-card-sized piece of paper and on the board so students can check the spelling and you have a list of words on display. (The cards can be used for sorting.)

• Make the five-letter word plead. It means “to beg for something.”
• Take away the p to make a word that means “to show others the way.” (lead)
• Take away the e to make a word that means the same as boy. (lad)
• Change the first letter to make a word that names something people write on. (pad)
• Replace the d with y. Make a word that tells what you must do to get things in a store. (pay)
• Replace the p with l. Make a word to finish the sentence: Hens _____ eggs. (lay)
• Add back the p to make a word that tells what you do at recess time. (play)
• Use all the letters to make played.

Point to your display of the word played. Explain to students that -ed is an ending. It changes an action in the present to an action in the past. Encourage students to look for word endings such as -ed as they read.

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

Words That Rhyme: plead, lead; pad, lad; day, play, lay, pay

Words That Have Long a: play, day, lay, pay

Words That Have ea: plead, lead

Today’s Challenge
Student page 4 Have students answer the riddles on student page 4 to apply what they have learned about words in this lesson to other words.

Answers for student page 4:
1. gray or grey
2. speak
3. played
4. leave
5. seal
6. sprayed

Go Further
Student page 4 Students’ word choices and clues will vary. Their clues should demonstrate an understanding of the word’s meaning.

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

Assessment tip Can students use the phonic elements practiced in this lesson to read and spell words?
Today’s Challenge

Arrange students in groups of 2, 3, or 4. Students 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 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 5 Have students 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 5: 1. C 2. D

Go Further

Student page 5 Have students predict tomorrow’s weather based on what they know about seasons and today’s weather.

Assessment

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

Assessment tip Can students make predictions from clues in a passage?
Week 2 • Activity 6

Materials
Student page 6

Concept
To read aloud with expression to show an understanding of the author's intended meaning.

Get Started
Explain that you are going to read a journal, or diary, entry. Read the entry aloud twice. The first time, read without expression. Then read the text again with feeling, your voice changing according to the punctuation used and the intended meaning (excitement about the circus). Ask students to tell how the two readings are different.

April 3
Dear Diary,
Today my uncle took me to the circus. I had never gone before. It was wonderful! Before the circus began, we were allowed to go where the animals were being fed. I got to see a lion who roared when we looked at it. We saw an elephant that was as tall as a house!

As we went to our seats, my uncle asked, “Would you like some cotton candy?” “Oh, would I!” I laughed. Then we hadn’t been in our seats for more than a minute or two before a man sold us peanuts. Finally, the show began. There were clowns, people who flew on the trapeze, and dogs that turned round and round on their back legs. It was the best day of my life—so far!

Explain that knowing the situation helps determine what kind of expression to use. Point out that punctuation marks and italics (slanted type) helped you know how to read the entry. Words in italics should be emphasized when reading. Point out that exclamation marks and question marks told you how to use the strength and tone of your voice to convey the author’s meaning.

Today’s Challenge
Tell students that they are going to read a speech with a small group. First, group members should decide how to read aloud the speech: they can read it together (choral reading) or assign specific lines to individuals. Everyone in the group will read the speech silently to get a sense of what the author is saying. Then the students in each group will practice reading aloud so that they can provide feedback to one another. Remind the groups to think about what the author is trying to say and use their voices to show the meaning.

Student page 6 Have each group read aloud to the remaining students. Read the speech all the way through with groups who need extra support. As students listen, 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 students develop listening skills, as well as provide uninterrupted reading time for the students. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 6 Have partners read aloud to each other the sentences they have written about peace. After exchanging sentences, have each partner read each other’s work and tell if the sentences were read with the expression the writer desired. Then have each reader suggest ways in which different punctuation could make it easier to read the sentences with the intended expression.

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

Assessment tip Do students read with expression indicated by the words, context, and punctuation?
**Week 2 • Activity 7**

**Materials**
Student pages 6, 7

**Concept**
Make connections between students’ own experiences and the text.

**Get Started**
Explain that using their own knowledge, experience, and ideas will help students understand and enjoy reading more. Have students talk about the journal entry on student page 6. To make connections, students can ask themselves questions such as:

- Is there anything in my own life that this reminds me of?
- Have I ever been excited about somewhere I went?
- What do I know about the circus?

**Today's Challenge**
*Student page 7*  Have students look at student page 7. Explain that they can make connections to the speech “My Dream” on student page 6 by thinking about its ideas and what the writer of the speech believes. Students might ask themselves if they have heard these ideas and beliefs before, and if they agree with them or not. Tell students to fill in the chart independently. Then have them discuss their answers with a partner before sharing with the whole group.

**Answers for student page 7:** Responses will vary, but students might include the following responses for the column “My Connections”: When I stop feeling angry with someone, I start to like him or her. People can get hurt when they fight: My friend got hit by a bully, and his arm was sore for days. When no one in my class is angry at someone, no one feels nervous. Last week we all told Fred that we thought it was stupid for him to be so angry; all of us saying that made him stop being angry.

**Go Further**
*Student page 7* Ask students to write the first two sentences of a speech they would like to give.

**Assessment**
*Student self-assessment page 7* Have students check one of the three choices to describe how they feel about the work they did on this activity.

**Assessment tip** Can students make connections with the text?
**Week 2 • Activity 8**

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

**Concept**
Understand how compound words are formed.

**Get Started**
*Before the sessions,* prepare two word cards (index size or so) of the same word for every four students in your group. (Two pairs of students each get the same word card.) Students will practice compound words on student page 8, so you might want to use compound words in the game (e.g., *hairbrush, sunscreen, handshake, shoelace*). Or use words that students are exposed to in class.

Explain that students will play Guess the Word in pairs, with one student giving clues and the other student trying to guess the word. Two pairs of students 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 students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person 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 or her partner guess the word. If the student 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.

**Today’s Challenge**
**Student page 8** Students will combine single words to build compound words. Show students how to form a compound, using the equation format on the student page: news + paper = newspaper.

**Answers for student page 8:** 1. plane; airplane 2. mother; grandmother 3. back; backpack 4. skate; skateboard 5. bath; bathtub 6. house; birdhouse

**Go Further**
**Student page 8** Have students make up three compound-word equations of their own.

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

**Assessment tip** Can students form compound words?
Materials
Student page 9
A set of Letter Cards (2 g, i, n, o, r, w) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in growing to make words that have the vowel digraph ow, the consonant digraphs ng and wr, and the ending -ing.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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 r, i, n, and g together to make ring. Then give the following clues. After each word is made, write it on an index-card-sized piece of paper and on the board so students can check their spelling and you will have a list of words on display. (The cards can be used for sorting.)

- Replace the r with w to make a word that means something that helps bird fly. (wing)
- Add an r after the w to make a word that is something you do with a wet towel. (wring).
- Replace the i with an e to make a word that means the opposite of right. (wrong)
- Now put the letters back. Take three letters to make a word that rhymes with cow and means not before, not later, but ______. (now)
- Take off the n and add gr to make a word that means “get bigger.” (grow)
- Take off the g to make a word that tells what you do to make a boat move. (row)
- Add -ing to make a word that fits this sentence: We are ______ the boat across the lake. (rowing)
- Use all of the letters to make a word that fits this sentence: The flowers are ______ taller every day. (growing)

Remind students to look for endings like -ing when they read. Ask students to look around the classroom and name other actions people are doing now (standing, sitting, smiling, writing, etc.).

Today's Challenge
Student page 9 Have students complete the activity on page 9 to apply what they have learned about the words in this lesson.

Answers for student page 9: ow as in blow: row, bow, mow, tow, know, grow, snow, throw, owe; ow as in cow: bow, town, now, howl, towel, vowel, plow, row

Note: You may wish to point out that bow and row fit into both categories because each has two different pronunciations and meanings.

Go Further
Student page 9 Students' sentences will vary but should correctly use the words they chose.

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 students use the phonic elements practiced in this lesson to read and spell words?
Week 2 • Activity 10

Materials
Student page 10

Concept
Make connections between experiences and the text on a multiple-choice test.

Get Started
Remind students that to make connections, they should ask themselves questions about how the text connects to their personal knowledge, to their experiences, and to other reading they've done.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

We were each asked to give a speech about what food we like best. My speech is about why I like pizza. Pizza is a food that most of us like. Wouldn't you like to have more food that you really like? It makes me hungry just to think about it. Pizza has good things on it, like tomatoes and cheese. And I really like the bread in pizza! My mom always wants me to eat good things. So that's why I think pizza is my favorite food.

What connection could you make to this speech?
A. My mom doesn't care what I eat.
B. I get hungry, too, when I think of a food I really like.
C. Nobody likes pizza.
D. I had chicken for dinner last night.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because the student knows that many people do like pizza. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (Getting hungry when thinking about a favorite food is a feeling most people have, and it is mentioned in the speech.)

Today's Challenge
Organize students into groups of 2, 3, or 4. Students 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 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 10 Have students 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 10: 1. D 2. C

Go Further
Student page 10 Ask students to talk with partners about connections they made to the speech.

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

Assessment tip Can students make connections to a text?
Materials
Student page 11

Concept
Use typographic clues and punctuation to read aloud with the expression needed to reflect the author’s intended meaning.

Get Started
Read the following text aloud with expression. Ask students to listen carefully. Help students hear the difference between statements, questions, and exclamations and also between the stage directions and the dialogue.

Scene 1: At the basketball game
Karin: (looks at Mike) I’m so nervous, I don’t know if I can play!
Mike: (pats her on back) You’re going to do fine. You’ll see.
Karin: Do you really think so? I hope you’re right.

Scene 2: After the game
Mike: What did I tell you?
Karin: I was really good, wasn’t I?
Mike: (throws hands in air) You were great!

Today’s Challenge
Tell students that they are going to read a play about Oliver Oyster and Harry Horseshoe Crab. Students will see that the bold letters show who is speaking and that the punctuation marks tell them how to read what a character is saying. First, group members should decide how to read aloud the play: they can assign specific parts 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 students in each group will practice reading aloud so that they can provide feedback to one another. Read the play all the way through with groups who need extra support.

Student page 11 Ask each group to read aloud to the remaining students. When students 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 students develop listening skills, such as keeping quiet and applauding only at the end of the performance. The practice will also provide uninterrupted reading time for the students. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 11 Have students work in their group to discuss how they varied the voices of the different characters and how the sea creatures sounded different compared to the boy and girl.

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

Assessment tip Do students read with expression indicated by typographical clues and punctuation?
Week 3 • Activity 12

Materials
Student pages 11, 12

Concept
Enhance comprehension by comparing and contrasting.

Get Started
Explain that making comparisons and contrasts means looking for what is the same and what is different. Comparisons and contrasts show how two characters are the same or how they are different. They also can show how two days in school are the same or different. Making comparisons and contrasts helps readers to understand what they read and to connect to the characters and events in a passage.

Read the following passage aloud to students. Ask them to make comparisons and contrasts as they listen.

Julio: Mom, can we have enchiladas for dinner? They’re my favorite food.
Mom: We’ll see, honey. Maria doesn’t like enchiladas. Her favorite food is burritos.
Julio: Let’s ask Dad. He can give us his vote. Hey, Dad. What do you want for dinner tonight?
Dad: I’d like to have hamburgers. They’re my favorite, especially the way your mom makes them.
Mom: Well, since you can’t agree, I’ll decide. After all, I’m going to cook whatever we eat. I say that we have enchiladas. They’re my favorite, too, and they’re easy to make. You can all help.

Write the following chart on the board or on a piece of paper. Ask students to help you complete the chart.

<table>
<thead>
<tr>
<th>Family Members</th>
<th>Favorite Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>burritos</td>
</tr>
<tr>
<td>Julio</td>
<td>enchiladas</td>
</tr>
<tr>
<td>Dad</td>
<td>hamburgers</td>
</tr>
<tr>
<td>Mom</td>
<td>enchiladas</td>
</tr>
</tbody>
</table>

Ask students to tell you how Julio and Maria are different. Then ask how Julio and Mom are the same. Invite volunteers to make other comparisons and contrasts from the chart.

Today’s Challenge
Student page 12 Have students look at student pages 11 and 12, and then read the questions on page 12. Students will then compare and contrast elements in the scene in order to answer the questions. If you wish, pair students to complete the activity.

Answers for student page 12: 1. Alike: Students should note that both are sea animals, and both like to play music. Different: Students should note that Oliver is an oyster, while Harry is a horseshoe crab. Also, Oliver plays the electric guitar, while Harry plays the electric piano. 2. End of Scene 3: Oliver and Harry hide from the students. End of Scene 2: Oliver didn’t hide.

Go Further
Student page 12 Have students work in pairs and compare how their food preferences are alike and different.

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

Assessment tip Can students use comparing and contrasting to better understand a text?
Word Games

Week 3 • Activity 13

Materials
Student page 13
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—part of speech, meaning, and spelling.

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

- **noun**—names a person, place, or thing (friend, kitchen, tiger)
- **verb**—tells an action (sing, sleep, shout)
- **definition**—the meaning of a word; can be found in the dictionary
- **tense**—tells if an action happens now or in the past

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

As you ask each of five questions, have students look at their word and answer the question. They should write their answer next to the number of that question. As shown below, 10 points are awarded for each “yes” answer. For each word, they write a sentence that uses the word with a different meaning than it had in the sentence they wrote for the activity. At the end of the game, give students an extra 10 points if they can use their words correctly in a sentence.

1. Is your word a noun? If yes, score 10 points.
2. Is your word a verb? If yes, score 10 points.
3. Can you make your word past tense? (Can you make it tell about something that happened yesterday?) If yes, score 10 points.
4. Does your word come before gentle in the dictionary? If yes, score 10 points.
5. Does your word have more than one meaning? If yes, score 10 points.

Have students find their total scores. Determine which student or students have the highest scores. Invite volunteers to share their words and explain how they scored the points.

Today’s Challenge
**Student page 13** Go over the concept of multiple-meaning words, with an example: watch. Students will write a sentence for each multiple-meaning word, using either meaning in proper context.

**Answers for student page 13:** Responses will vary, but sentences should show correct use of the words. Possible example: The bell will ring after school.

Go Further
**Student page 13** Students choose two multiple-meaning words from the activity. For each word, they write a sentence that uses the word with a different meaning than it had in the sentence they wrote for the activity.

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

**Assessment tip** Can students use context and definitions to determine the correct meaning of multiple-meaning words?
Building Words

Week 3 • Activity 14

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

Concept
Build words from word parts—endings (-ed, -ing, and -s) and base words (eat, hurt, jump, pay, peal, play, rain, say, tell).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 3. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can combine cards to make a word. When as many words as possible have been made, have the students 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 3 Activity 14.”

Word combinations will vary according to how many of the cards were used in the game. Possible combinations are many but include the following: eats, eating, hurts, hurting, jumps, jumping, jumped, pays, paying, peals, pealing, plays, played, playing, rains, raining, rained, says, saying, tells, telling.

Today’s Challenge
Student page 14 Students are to list at least three words that fit each given category—endings -s and -ing and base words.

Answers for student page 14: 2. washes, washing, washed 3. and 5. Answers will vary but words should use -ing or -ed. 4. shouts, shouting, shouted 6. climbs, climbing, climbed 7. walks, walking, walked 8. laughs, laughing, laughed

Go Further
Student page 14 Have students write about what they did yesterday. Responses will vary but should show correct endings for the verb forms they use.

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

Assessment tip Do students understand how to combine base words and suffixes to create different word forms?
Week 3 • Activity 15

Materials
Student page 15

Concept
Make comparisons and find contrasts in text found on multiple-choice tests.

Get Started
Remind students that to make comparisons, they should look for ways two or more things are the same. To find contrasts, students should look for ways in which two or more things are different.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Oysters are soft creatures that live in the ocean. They hatch from eggs. At first, baby oysters float around in the water. Then they grow bigger and stick themselves to rocks and other hard surfaces. Like clams, oysters have a soft body and no bones.

Not all oysters are the same. Some are called pearl oysters. These oysters grow hard, shiny jewels called pearls. Another kind of oyster is a wing oyster. This is the kind that people eat.

How are all oysters alike?

A. People eat them.
B. They grow pearls.
C. They hatch from eggs.
D. They have bones and a hard body.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because the passage says that only pearl oysters make pearls. Ask a second volunteer to rule out another wrong answer and proceed the same way.

Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only answer that applies to all oysters.)

Today’s Challenge
Organize students into groups of 2, 3, or 4. Students 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 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 15  Have students 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 15: 1. A  2. B

Go Further
Student page 15  Have students work in pairs to interview each other about what they like to do. Then have the partners share what they learned with other partners.

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

Assessment tip  Can students make comparisons and contrasts in text?
**Week 4 • Activity 16**

**Materials**
Student page 16

**Concept**
Read aloud with consistent, conversational pacing.

**Get Started**
Read the following text aloud, varying the pacing (speed of reading) from sentence to sentence. Read some sentences too fast and others laboriously slowly.

All the people in the little town were afraid of Big Bear. They built a fence around the village to keep Big Bear out. But, when a traveler climbed the fence easily, the villagers realized they were not safe after all. So they chose a hunter to find the animal. The hunter was prowling the woods cautiously when a bear popped up behind him and said, “I am Big Bear. What do you want?” The hunter was shocked. “Big Bear” wasn’t big at all. He was small! He said he would never hurt anyone. The hunter returned to town and told everyone of the bear. The people then called the animal Small Bear. He became the village’s protector. The people felt safe from that day on.

Ask students to comment on your reading, noting which parts were easier to understand. Help them conclude that pacing can affect the listener’s understanding. Reading too fast makes individual words hard to hear. Reading too slowly makes the reader work hard to connect thoughts.

**Today’s Challenge**
Tell students that they are going to read a folk tale with a small group. First, group members should decide how to read aloud the folk tale. They can assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the folk tale silently to get a sense of what the author is saying. Then the students in each group will practice reading aloud so that they can provide feedback to one another. Remind the groups to adjust the speed of their reading so that they sound as if they are speaking in a natural way. Read the folk tale all the way through once with groups who need extra support.

**Student page 16** Ask each group to read aloud to the remaining students. When students 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 students 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** Students will discuss how knowing their audience would be listening rather than reading aloud helped them adjust the pace of their reading.

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

**Assessment tip** Do students read with consistent, conversational pace?
Week 4 • Activity 17

Materials
Student pages 16, 17

Concept
Enhance comprehension by identifying causes and effects in text.

Get Started
Explain that finding causes and effects means finding out why things happen. Causes are the reasons that things happen. Effects are what happens. Tell students that finding cause-and-effect links will help them understand what they read.

Read the following statements aloud to students. Ask them to find cause-and-effect connections as they listen. Point out that words such as because, since, and so are clues to cause-and-effect relationships.

- Andrew put on his soccer clothes because he was playing soccer after lunch.
- Shelly stacked her books on the shelf so that she could find them the next day.
- Zane needed a water bottle since he was going hiking in the desert.
- Roberta made a special dinner because it was her mother’s birthday.
- Mike stopped at his friend’s house so they could walk to school together.

Emphasize to students that a cause must make the effect happen in order for a cause-and-effect chain to exist. For example, if it rains and the phone rings, it doesn’t mean the rain caused the phone to ring.

Today’s Challenge

Student page 17 Have students look at student pages 16 and 17. Then read the causes and effects in the chart on student page 17. Students will then find cause-effect relationships in the folk tale in order to complete the chart.

Answers for student page 17: Answers will vary, but possible answers appear in italics in the chart below.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>(why things happen)</td>
<td>(what happens)</td>
</tr>
<tr>
<td>1. Fawn wanted to do something special.</td>
<td>She decided to make a garden.</td>
</tr>
<tr>
<td>2. The rains came.</td>
<td>Then she planted the seeds.</td>
</tr>
<tr>
<td>3. The seeds grew into flowers.</td>
<td>Fawn had a beautiful garden.</td>
</tr>
<tr>
<td>4. Her father was very proud of Fawn.</td>
<td>Her father told everyone.</td>
</tr>
</tbody>
</table>

Go Further

Student page 17 Ask students to identify and share a cause-effect relationship from their life.

Assessment

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

Assessment tip Can students identify cause-effect relationships?
Week 4 • Activity 18

Materials
Student page 18
One word card for each student, 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 student in your class, plus an extra one. Use any words that will be familiar to students. For example, you might collect words from students’ conversations about their school studies or their after-school activities.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell students that you have a secret word and that they are to ask yes-no questions in order to guess the word. Review the difference between questions and statements. Explain that questions ask for information, and each ends with a question mark. Usually the speaker’s voice rises at the end of a question. Statements share information and each ends with a period. The speaker’s voice usually goes down at the end. Model a question and a statement for students. Then use questions such as the following to play the game:

• Does the word tell about an action? (Is it a verb?)
• Does it have more than seven letters?
• Does it begin with a letter that comes after M in the alphabet?
• Does it have more than one syllable?
• Does it have to do with July 4 (or insert another topic linked to seasonal events)?
• Does it have any endings or prefixes? (-like, -ing, or -un-)

If students 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 student. Give students a specific amount of time, such as three minutes, to ask each other questions about the word. If students have not guessed their words in the allotted time, try another approach. Seat all the students. Take one word card at a time, hold it over the student’s head where everyone but that student can see it, and ask the remaining students to offer clues.

Today’s Challenge
Student page 18 Tell students that words can be general or specific. Pet is a general word. Cat is a more specific word. In general, students should use specific words in their writing. This exercise will help them choose specific words.

Answers for student page 18: Sample answers follow. First web: banana, orange Second web: lion, gorilla Third web: baseball, biking

Go Further
Student page 18 Have students name a general word and then one specific word to fit in the category. Students can then ask a friend to name two more specific words to fit the general category.

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

Assessment tip Can students use meaning and structural clues to identify words?
Week 4 • Activity 19

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

Concept
Use the letters in trains to make words that have the short a sound or the long a sound; the plural -s; and the consonant combinations tr, st, and str.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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 s, a, and t together to make sat. Then give clues to make the following words. After each word is made, write it on an index-card-sized piece of paper, and on the board so students can check the spelling and you have a list of words on display. (The cards can be used for sorting.)

- Keep only the a. Add two letters to make tan.
- Change the t to an r to make a word that is the past tense of run. (ran)
- Add an i to make a word that names water falling from the sky. (rain)
- Take out the r, and add st to make a word that names the mark on your shirt from spilling grape juice. (stain)
- Add an r to make a word that names something you do to push something very hard. (strain)
- Rearrange the letters to make a word that means more than one train. (trains)

Remind students that adding -s to a word makes it mean "more than one." Invite volunteers to name something in the singular form. The group can respond with the plural form.

Today's Challenge
Student page 19 Have students complete the activity on page 19 to apply what they have learned in this lesson to other words. If necessary, give students additional clues, such as the first letter or a context sentence.

Answers for student page 19: 1. brain, brains 2. pain, pains 3. pan, pans 4. fan, fans 5. hat, hats 6. mat, mats (These are possible answers. Other acceptable answers include head, pot, cap, wig, and rug.)

Go Further
Student page 19 Possible answers include strait, ten, ran, tan, tin, ten, star, stare, start, sand, send, sit, sat, tar, tear, steer, rat, red, ran, red, den, din, dear, dine, ate, eat, art, near, neat, and so on.

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

Assessment tip Can students use the phonic elements practiced in this lesson to read and spell words?
Week 4 • Activity 20

Materials
Student page 20

Concept
Identify cause-effect relationships on multiple-choice tests.

Get Started
Remind students that to find causes and effects, they should look for what happens and why it happens. Recall that causes are why things happen, and effects are what happens. Emphasize that events happening one after another may not be linked by cause and effect. The cause must make the effect happen.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

The Lakota believed that turtles were special because they helped the World Maker remake the Earth. Since the Lakota liked turtles so much, they put images of them on their clothing. They made turtle pictures out of colored beads. They added beaded turtles to bags. The Lakota even put turtles onto baby cradles. The Lakota still use pictures of turtles on many different kinds of clothing.

Why did the Lakota put pictures of turtles on their clothes?

A) They thought turtles were cute.
B) Turtle pictures are easy to make.
C) They wanted to stop the rain.
D) They believed that turtles were special.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because the passage doesn’t discuss how easy or difficult it was to incorporate the turtle into clothing. Ask a second volunteer to rule out another answer and proceed the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (It is the only answer that explains why the Lakota used pictures of turtles on their clothing.)

Today’s Challenge
Organize students into groups of 2, 3, or 4. Students 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 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 20 Have students 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 students make up their own folk tale about something in nature—for example, why squirrels have tails or why turtles have shells.

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

Assessment tip Can students identify cause-effect relationships in text?
Week 5 • Activity 21

Materials
Student page 21

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

Get Started
Read the following passage aloud. First, read it very slowly, as if you are completely bored with what you are reading. Then read it with expression to match the spoken lines as well as the boy’s thoughts and actions.

Julio’s mother was making him go to a Saturday art class. He didn’t want to let any of his friends know he was there. He was sure they would laugh at him. He begged his mom, “Please, do I have to go?” His mom said, “Yes! You are very good at art, and you can become even better.”

Julio snuck around street corners to get to his class. “I am not going to let anyone see me,” he thought. Finally, he was inside his classroom. He was afraid to look around. Then someone called out, “Hey, Julio!” He had to look around. It was Danny, from school. Maybe it wasn’t so bad to be in art class after all.

Ask students which reading they liked best. Ask them to tell you why. Encourage students to understand that the second reading was more interesting because it let them know how Julio felt and how his thoughts and actions showed his feelings. Ask students to tell what clues authors give to readers about how the characters should sound (punctuation, special type, description of what the characters are doing). Remind students to imagine how they would sound if they were the character.

Today’s Challenge
Tell students 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 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 students in each group will practice reading aloud so that they can provide feedback to one another. Read the story all the way through once for groups who need extra support.

Student page 21 Ask each group to read aloud to the remaining students. 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 students develop listening skills, as well as provide uninterrupted reading time for the students. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 21 Have students work in pairs to tell of a picture each would like to take and why.

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

Assessment tip Do students use appropriate expression to help them convey meaning?
Week 5 • Activity 22

Materials
Student pages 21, 22

Concept
Build vocabulary by understanding and using context clues.

Get Started
Explain that when students do not know the meaning of a word, they can often figure out the meaning by thinking of how the word is used in a sentence.

Read the following passage aloud. Do not stress the underlined words; they will be part of the discussion following the passage.

All the animals in a redwood forest aid, or help, one another in times of trouble. When people come into the forest, the birds shriek out loud warnings. Some animals dash away. This lets other animals know that they should run also. Small animals indicate to each other which way to go and where to hide. Forest animals can’t talk. But they can communicate through sounds and actions.

Read the first sentence again, and ask students what they think aid means. Encourage discussion of how they can use the context of the sentence to figure out its meaning. One type of clue an author might give a reader is a synonym. Both aid and dash have synonyms nearby that help the reader understand the words.

Continue in the same way with the other underlined words in the passage. Point out to students that they can use more than one sentence to determine a word’s meaning. They can use two or three sentences or even the entire paragraph.

Today’s Challenge
Student page 22 Explain to students that they are going to read a passage about a group of children who make music together. Tell them to look for clues from the author as they read. The students will then write the definitions.


Go Further
Student page 22 Have students work in pairs to give each other clues so that they can determine the words’ meanings.

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

Assessment tip Can students use context clues to determine word meanings?
**Week 5 • Activity 23**

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

**Concept**
Use prefixes, suffixes, and base words to build vocabulary.

**Get Started**
Review with students the meaning of these terms.

- **prefix**—a word part added to the beginning of a word that changes the word’s meaning
- **suffix**—a word part added to the end of a word that changes the word’s meaning
- **base word**—a word or word part that carries the main meaning, as *true* in *truly*

Tell students that they should look for prefixes and suffixes in words that are unfamiliar to them. Breaking words apart is one way for a reader to understand the meanings of unfamiliar words.

**Today’s Challenge**
Distribute the 18 Word Maze cards for Week 5. Each student should receive at least one card. Since all cards need to be distributed, however, some students 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 students by reminding them of the terms and meanings above or explaining the definition of a word. 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 students to look at their cards. Ask one student 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 student to read the answer and then read the question. 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 182.

**Student page 23**
When the group has finished playing the game, have students complete the activity on student page 23. Students are asked to indicate whether the words given have a prefix or a suffix. If necessary, go over the meanings of these terms. After identifying the affix, students should use the word in a sentence.

**Answers for student page 23:**
1. prefix *(un-)*  
2. suffix *(ly)*  
3. prefix *(re-)*  
4. prefix *(un-)*  

Students’ sentences will vary but should show correct use of the word.

**Go Further**
**Student page 23**
Have students write what meaning the suffix or prefix gives to each of the words in the activity. Answers will vary, but give credit to any wording that defines the prefix or suffix.

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

**Assessment tip**
Do students recognize prefixes and suffixes and understand how they affect the meaning of a word?
Building Words

Week 5 • Activity 24

Materials
Student page 24
A set of Letter Cards (a, c, 2e, h, p, s) for each student (up to 9) or pair of students (up to 18)

Concept
Use the letters in peaches to build words that have long e vowel combinations (ea, ee), long a (mate), and the consonant digraphs ch and sh.

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 p, e, a, c, and h together to make peach. 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 students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add two letters to peach to make it mean more than one peach.
- Remove one e and an s and move around the letters in peach to make the word cheap.
- Change the vowel combination ea in cheap to ee to make the homophone cheap.
- Remove the letters ch, and replace them with sh to make sheep.
- Make the words space, heap, cape, and speech with the letters.
- Replace one e with an a, and move around the letters to make shape.

Have students look at the words on display and identify other long e and long a words that rhyme with them. For example: space/pace; peach/reach; sheep/creep; speech/screet; heap/leap; cheap/creep; cape/ape; shape/grape.

Note that when a word ending in x, s, ss, sh, or ch is changed to its plural form, an -es is added to the word.

Today’s Challenge
Student page 24 Have students complete the activity on page 24 to apply what they have learned about words in this lesson to other words.

Answers for student page 24: 1. teach 2. name or mane 3. shamed 4. pale, plea, or peal 5. beak 6. lead or dale Students’ sentences will vary, but the new words should be used correctly.

Go Further
Student page 24 Have students write two “change around” words like the ones in the activity. Then have children trade them with a partner and tell about the new words and what they mean.

Assessment
Student self-assessment page 24 Have students check one of the three choices to describe how they did on this activity.

Assessment tip Can students use the phonic and structural elements in this lesson to read and spell new words?
**Week 5 • Activity 25**

**Materials**
Student page 25

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

**Get Started**
Remind students that they don’t always have to use a dictionary to figure out the meaning of an unfamiliar word. They can think about the way the word is used and look for meaning clues in nearby sentences. This is called using context. Explain that students can use this skill when they take multiple-choice tests.

Explain that Rule Out Too is a technique that will help them when they take multiple-choice tests. When students 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 aloud, leaving out the word that goes in the blank. Then read the answer choices and have students identify the missing word.

Joy and I made an ______ that we would meet after school.

- **A** error
- **B** upset
- **C** agreement
- **D** answer

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 an answer isn’t something to do when meeting after school. Continue with another incorrect answer. Then ask students to choose the correct answer (C) from the remaining choices. Be sure students understand why C is correct. (It is the only word that makes sense in the sentence.)

**Today’s Challenge**
Organize students into groups of 2, 3, or 4. Students 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 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 25** Have each group read the sentences to one another, ruling out two answers, giving reasons, 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 25** Encourage students to create their short story using any topic that interests them. Then have students work in pairs, underlining the words their partners chose for answers. You might want to have students read their stories to others if there is time.

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

**Assessment tip** Can children use context to determine the meaning of words?
Week 6 • Activity 26

Materials
Student page 26

Concept
Read aloud with meaningful phrasing.

Get Started
Read aloud the following lines in two different ways. First, read it without pausing at logical places and without keeping the rhythm of the poem. Possible points at which to pause and to run words in are shown in parentheses. Read the poem a second time with meaningful phrasing and with the rhythm created by the poem's language. Tell students to listen to the difference in how you read.

"There's a log, so watch (pause) out, Jake. (run in) or we'll (pause) fall into the (pause) lake!" (run in)
Jake rowed in (pause) the darkening light. (run in)
His friend (pause) told him, "Hold on tight!"
Jake said, "What an awful day.
But relax, I know (pause) the way."
His friend said, "Next, (pause) time we'll go,
When it's light enough to row!"

Ask students to explain which version made better sense and why. Explain that putting words in meaningful phrases helps the listener, and the reader, understand the author's meaning. When the words aren't grouped together in a way that makes sense, the listener has to work extra hard to put them together so that they make sense.

Today's Challenge
Tell students 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 assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the poem silently to get a sense of what the author is saying. Then, the students in each group will practice reading aloud so that they can provide feedback to each other. Remind the groups to phrase words so that they make sense. Read the poem all the way through with groups who need extra support.

Student page 26 Ask the groups to read aloud to the remaining students. When students 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 students develop listening skills, as well as provide uninterrupted reading time for the students. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 26 Have students evaluate their own group's performance and make a suggestion for improvement.

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

Assessment tip Do students read phrases that make sense?
Week 6 • Activity 27

Materials
Student pages 26, 27

Concept
Use visualizing to comprehend an author’s intended meaning.

Get Started
Point out to students that when they read, they should use the words in the text to help them visualize, or make mental pictures of what the author is trying to say. Remind students that reading the details will help them form a complete picture. Visualizing helps the reader understand the author’s message and know when something doesn’t make sense. If the reader can’t “see” a picture, he or she might need to reread the text to understand it better.

Read the following passage to students. Then ask them to draw a sketch of what the author is describing. Encourage students to be imaginative in drawing the details.

The waterfall made a roaring sound as it crashed down from the rocks above. There was white foam in the stream, where water smashed against the rocks. The water ran with great force. Along the rushing stream stood pine trees. The bright sun peeked through them. You could see the trees’ reflection in the stream.

As students share their sketches, have them tell what words influenced their drawings.

Today’s Challenge
Student page 27 Have students look at student page 27. Have students write down words that helped them visualize the clouds in the poem.

Answers for student page 27: Students’ drawings will vary but should reflect an attempt to render images from the poem.

Go Further
Student page 27 Have students draw pictures of some things that might be suggested by cloud shapes. Then have students talk about their drawings with a partner or with the group.

Assessment
Student self-assessment page 27 Have students circle one of the three choices to describe how they feel about this activity.

Assessment tip Can students visualize details when they read?
Week 6 • Activity 28

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

Concept
Use word meaning to build vocabulary.

Get Started
This game is similar to Password. Before the session, prepare two word cards (index-card-size) of the same word for every four students in the group. (Two pairs of students each get the same word card.) Use words that students are familiar with, such as neat, noise, bell, drawing, playground, party. You can also use words that have been used in class.

Point out that sometimes players will encounter a word that has more than one meaning, such as shed. 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 each student write a poem or a story, using at least five of the nine words listed on student page 28. Students may use other forms of the word. Encourage students to use as many words as possible.

Answers for student page 28: Students’ poems and stories will vary but should demonstrate that students understand the meanings of the words.

Go Further

Student page 28 Have students write two sentences that tell about the story they wrote, and then have them share the sentences with a partner or the class. If time permits, you may want students to also share the stories and poems they wrote for the activity.

Assessment

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

Assessment tip Did students use words 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 from word parts—base words and plural endings (-es and -s).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 6. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instruction for Playing Sum of the Parts Ask students to look at their cards and find one or more students with whom they can combine their cards to make a plural word. When as many words as possible have been made, have the students 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 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: box, boxes, brush, brushes, peach, peaches, plant, plants, shape, shapes, tent, tents.

Today’s Challenge
Student page 29 Have students find all the plural nouns in the word search.

Answers for student page 29: Words that end in -s—commands, seeds, mats, dogs, tasks, cows Words that end in -es—addresses, churches, wishes, ashes

Go Further
Student page 29 Have students talk about why some words end in -s and some words end in -es. Students should understand that most words that end in a consonant use -s for the plural form. Words that end in -es use -es for the plural form. Some words that end in a consonant cannot be pronounced by adding -s. An extra syllable is needed to pronounce the word, and the -es provides the extra syllable. Students may not be able to formulate this in words but should be able to see and understand the difference when it is displayed with endings such as -ch and -sh.

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

Assessment tip Do students understand how to change a singular word into its plural form?
Materials
Student page 30

Concept
Visualize text on multiple-choice tests.

Get Started
Remind students that to visualize the characters or the images in a text, they should read the details and form a picture in their minds. Making mental pictures of the text helps a reader to understand those details.

Today’s Challenge
Organize students into groups of 2, 3, or 4. Students 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 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 30 Have students 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 30: 1. A 2. C

Go Further
Student page 30 Have students write about the types of cloud they like best. Remind them to use words that will help readers visualize what they are saying.

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

Assessment tip Can students visualize text?
Week 7 • Activity 31

Materials
Student page 31

Concept
Use punctuation and tone as a guide for reading aloud with the appropriate expression.

Get Started
Read aloud the following news report in two different ways. First, read it with a lighthearted, humorous tone, as if the reporter were describing the silly antics of baby lions at the zoo. On the second reading, change your tone to one that reflects the intensity of suffering from a sudden storm and searching for lion cubs that have escaped from the zoo. Ask students to listen for the differences in the two presentations.

The Six O’clock News
Elena Ramirez is seated at the news desk.

Elena Ramirez: Our area was hit by a sudden storm last night. Heavy rains caused great damage to the Springfield Zoo. Three lion cubs have disappeared! Zoo workers are searching for them now. Have any of you viewers seen signs of lion cubs? If so, we have a number for you to call.

Explain that this text is the beginning of a news report. It is written like a play or skit. The first sentence describes what the speaker is doing. The boldfaced label “Elena Ramirez:” shows who is speaking.

Explain to students that reading aloud with the appropriate tone can help convey the author’s message more accurately. Ask why the lighthearted, humorous tone was not appropriate to reading this news story. (The situation was serious, involving a bad storm and the loss of lion cubs.) Tell students that when they read silently in preparation for reading aloud, they should look for situational clues that will help them read with the appropriate tone. Students should also think about how the characters would speak—in this case, how the reporter would deliver the news story. Tell students that they should try to “be” the character and make their voices sound like the character’s voice.

Also, review the importance of punctuation clues. On the board, write the sentence ending with an exclamation point and the sentence ending with a question mark. Circle the punctuation marks. Model how to read the sentences with the appropriate inflection. Remind students that each punctuation mark is a signal to pause or change the pitch or tone of the voice. If a reader does not observe the punctuation, the audience may misinterpret the intended meaning.

Today’s Challenge
Tell students that today they are going to work in groups to read a news report. Organize students into groups of three. Have them read the news report silently to understand its meaning. Groups will decide who has which of the three roles.

Student page 31  Have students practice their parts and then perform the news report for the whole group. Explain that the news report is about finding the three lion cubs that escaped from the zoo. There are three speakers in the report. Allow time for each group to prepare and perform the news report. Model reading the news report all the way through for students who need extra support. Remind students to show good listening behavior and to clap only at the end of the performance.

Go Further
Student page 31  Have students write two questions and two explanations relating to the news event. Then have them trade papers with a partner and read their partner’s sentences out loud.

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

Assessment tip  Do students read dialogue with appropriate expression?
Week 7 • Activity 32

Materials
Student pages 31, 32

Concept
Identify the main idea and supporting details.

Get Started
Explain that the main idea of a passage is the most important idea in the passage. The supporting details give information about the main idea. When a reader can identify the details—the small parts—that go to making up the main idea, the reader can better understand and remember the main idea.

Read the following passage aloud to students. Tell students to listen for the main idea and supporting details.

People have different feelings about zoos. Some people don’t like zoos. They say that the animals don’t have enough space. Other people like zoos. They point out the good things. One good thing is that many zoos have big areas for animals. Another is that zoos teach people about animals. Also, scientists use zoos to learn about ways to help animals.

Discuss the main idea of the passage with students. Ask students to choose the main idea from the following statements.

• Some people like zoos.
• Some people don’t like zoos.
• People have different feelings about zoos.
• Scientists study animals in zoos.

Draw a hand on the board. (See student page 32.) Write the main idea in the palm. Ask students to identify supporting details. Write them in the fingers.

Today’s Challenge
Student page 32 Have students read the news story on student page 31. Then have them complete the graphic organizer. Students will write the main idea and at least two supporting details.

Answers for student page 32: The main idea is that the missing lion cubs have been found. Details include how they escaped, who found them, and where they were found.

Go Further
Student page 32 Ask students to write two more details about the story. Remind them that the details should support the main idea of the news story. Before students begin to write, you may wish to have them brainstorm ideas. As needed, initiate the discussion, asking, for example, “What do you think the cubs did between the time they escaped and the time they went into the doghouse?”

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

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

Materials
Student page 33
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—part of speech, syllables, and structure.

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>syllable</strong></td>
<td>An uninterrupted word sound (<em>still</em> has one syllable, but <em>silent</em> has two)</td>
</tr>
<tr>
<td><strong>prefix</strong></td>
<td>A word part added to the beginning of a word to change its meaning (<em>re-, un-</em>)</td>
</tr>
<tr>
<td><strong>verb</strong></td>
<td>A word that tells an action (<em>hide, sing, study</em>)</td>
</tr>
<tr>
<td><strong>antonyms</strong></td>
<td>Words with opposite meanings (<em>top, bottom</em>)</td>
</tr>
<tr>
<td><strong>compound word</strong></td>
<td>A word made of two smaller words (<em>bookshelf</em>)</td>
</tr>
</tbody>
</table>

Instructions for Playing Who Wants to Be the Top Scorer? Explain that today students will play a game called Who Wants to Be the Top Scorer? Have each student take a blank sheet of paper and write a word at the top. Then ask students to number their papers from 1 to 5.

As you ask each of five questions, have students 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 students an extra 10 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 10 points.
2. Does your word have a prefix? If yes, score 10 points.
3. Is your word a verb? If yes, score 10 points.
4. Does your word have an antonym? If yes, score 10 points.
5. Is your word a compound word? If yes, score 10 points.

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

Today’s Challenge

**Student page 33** Students will read the underlined word in a sentence and circle its antonym. Then they will write a sentence for each antonym.


Go Further
Organize students in groups of three. Have the first group member write a word and its antonym. Have the second member silently read one of the words and act it out. Have the third member guess the word and give its antonym. Have group members take turns writing and performing.

Assessment

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

**Assessment tip** Do students know the terms syllable, prefix, verb, antonym, and compound word?
Building Words

Week 7 • Activity 34

Materials
Student page 34
A set of Letter Cards (a, e, c, d, r, s) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in scared to make words that have r-controlled vowels, words that have word endings (plural -s, verb -s, -ed), 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 c, a, r, and e together to make car. Then give the following clues to make the words. After each word is made, write it on an index-card-sized paper and on the board so students can check the spelling and you have a list of words on display. (The cards can be used for sorting.)

- Add a letter to car to make the plural. (cars)
- Replace the s in cars with an e to make a word that means “to feel interest in.” (care)
- Rearrange the letters in care to make a word that fits this sentence: Let’s ______ to the corner. (race)
- Add a letter to race to make the verb that fits this sentence: That girl ______ to the bus every day. (races)
- Remove the e from races and add -ed to make a word that tells about an action that happened yesterday. (raced)
- Take out the c in raced, and rearrange the letters to make a homophone of r-e-e-d. (read)
- Start over with all your letters. Make a word that tells what barking watchdogs do to people. (scare)
- What word can you make with all the letters? (scared)

Remind students that the ending -s can make a noun plural. (I have one car. She has many cars.) Or it can make a verb fit a different subject. (Martin and Timmy race. Timmy races.)

Point out that the ending -ed makes a verb tell about the past. Use the word race to show students that when -ed is added to a word ending in e, the e is dropped.

Today’s Challenge
Student page 34 Have students combine words with word parts. Remind students to make spelling changes as necessary.

Answers for student page 34: Sophisticated combinations are in parentheses. stare: stares, stared; table: tables (tabled); bake: bakes, baked; carpet: carpets (carpeted); blame: blames, blamed; allow: allows, allowed; sing: sings; shoe: shoes (shoed)

Go Further
Student page 34 Have each student write a riddle using a word from the chart. Students’ riddles will vary, but they should use the target word correctly.

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

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words correctly?

34
Week 7 • Activity 35

Materials
Student page 35

Concept
Identify the main idea and supporting details on a multiple-choice test.

Get Started
Remind students that the main idea of a passage is the most important idea of the passage. The supporting details tell about the main idea. When a reader can identify the details that go to making up the main idea, the reader can better understand the main idea.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Big cats such as lions and tigers are in danger. There aren’t very many left. The danger comes from people. People have hunted them for a long time. Sometimes the people want the fur of the big cats. Sometimes people kill big cats to protect their own animals. Now there are rules keeping people from hunting too many big cats.

What is the main idea of this passage?

A) People have made rules to protect big cats.
B) People hate big cats.
C) Big cats sometimes kill people’s animals.
D) Big cats are in danger.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because the passage never says that people hate big cats. Ask a second volunteer to rule out another wrong answer and proceed the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (All the sentences have to do with the danger that big cats face.)

Today’s Challenge
Arrange students into groups of 2, 3, or 4. Students 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 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 35 Have students 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 35: 1. D 2. C

Go Further
Student page 35 Have students list three of the supporting details from the passage on lions. Remind them that not all the information in the passage supports the main idea.

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

Assessment tip Can students identify the main idea and supporting details?
Week 8 • Activity 36

Materials
Student page 36

Concept
Increase reading fluency by using phrasing when reading aloud.

Get Started
Read the following story aloud, first reading haltingly in short, two- or three-word phrases. Then read smoothly with natural phrasing to show clauses and ends of sentences. Tell students to listen to the way some words are grouped together.

Emily was waiting for the bus. On the outside she was calm, but inside she was going bonkers. How would she ever finish her math homework? Her only chance was to find a quiet spot on the bus. “But what are the chances of that?” she asked herself. “It would be easier to go back in time.”

The bus pulled up. “Bye, Mom,” Emily said as she climbed into the bus.

Emily headed straight for the back. There was an empty seat. “This is my lucky day,” she thought.

Explain how some words naturally fit together in groups and how listeners more easily understand a story in which the words are read in groups.

Write a part of the above story on the board:

The bus pulled up. “Bye, Mom,” Emily said as she climbed into the bus.

Ask students to identify which groups of words naturally go together. (The bus pulled up./ “Bye, Mom,”/ Emily said/ as she climbed into the bus.) Have students read these groups of words. Point out that each group of words is set off a bit by phrasing, some of which is signaled by punctuation. Tell students that their reading should sound like their talking, smooth and natural.

Today’s Challenge
Tell students that today they are going to work in groups to read the story aloud. The parts are Emily, Helen, and the narrator. The narrator part is less obvious. Everyone will read the story silently to get a good understanding of what the author is saying. Then have students practice reading it aloud with expression, taking turns as listeners. Groups will then read the story aloud for the class. Read the story all the way through with students who need extra support.

Student page 36 As students prepare, encourage them to think about the phrasing of their lines. Encourage students to group the words when they read. This will help them read with fluency. Allow time for each student to prepare and perform the story. Remind all students to show good listening behavior, such as not talking during the performance.

Go Further
Student page 36 Before children assume their roles in the activity, encourage them to talk together about everyday situations in which friends may agree or disagree. Encourage children to talk about how quarreling makes them feel and how making up makes them feel.

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

Assessment tip Do students read fluently with natural, conversational phrasing?
Week 8 • Activity 37

Materials
Student pages 36, 37

Concept
Identify in a passage the story elements of character, setting, and main events.

Get Started
Explain that stories of all kinds share the same general story elements. These are main events, character, and setting. The main events are what happens in the story. The characters are the people in the story. The setting is when and where the story happens. Tell students that understanding story elements will help them organize their thoughts about the story, know what to expect in the story, and recall information from the story.

Have students create a story about one of the after-school sessions. Ask students the following questions. Write their ideas on the board.

• Who are the characters in your story?
• Where does your story take place? When does it take place?
• What happens in your story?

If necessary, help students see that they are the characters. The setting is your room. The time is after school. The main events are what happened one day.

Today’s Challenge
Student page 37 Have students preview the chart on student page 37. Then have them read the story on student page 36 to find the story elements. Finally, they should complete the chart.

Answers for student page 37: Characters: Emily, Helen Setting: Where—school bus; When—on the way to school Main Events: Emily wants to do her homework. Helen sits next to her. Emily is mean to Helen. Then Emily says she is sorry.

Go Further
Student page 37 Ask students to write an event that might happen next. Remind them to think about what has already happened in the story as well as their personal experiences.

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

Assessment tip Can students identify character, setting, and main events in a story?
Week 8 • Activity 38

Materials
Student page 38
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 student in your class, plus an extra one. Use any words that will be familiar to students. For example, you might collect words from students’ conversations, from their school studies, or from current or seasonal events.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell students that you have a secret word and that they are to ask yes-no questions in order to guess the word. Review the difference between questions and statements. Explain that questions ask for information. They end with a question mark. Usually the speaker’s voice rises at the end of a question. A statement shares information. It ends with a period. The speaker’s voice usually goes down at the end. Model a question and statement for students. Then use questions such as the following to play the game:

• Does the word name a person, place, or thing? (Is it a naming word?)
• Is there a word that rhymes with this word?
• Does it begin with a letter that comes before \( j \) in the alphabet?
• Is the word a compound word (like \( \text{sunscreen} \))?
• Does it have to do with science or another school subject?
• Does the word have any word parts (like \( -\text{ing} \) or \( -\text{un} \))?

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

Today’s Challenge
Student page 38 Students will read sentences containing naming words, action words, and describing words. They will identify the part of speech for each underlined word and explain their choice. Remind students that a naming word names a person, place, or thing (\( \text{teacher, school, book} \)). An action word tells about an action (\( \text{read, write, add} \)). A describing word describes nouns (\( \text{big, easy} \)).

Students’ explanations will vary.

Go Further
Have students write two sentences using the word \( \text{plant} \). One sentence should use \( \text{plant} \) as a naming word; the other should use \( \text{plant} \) as an action word.

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

Assessment tip Do students understand the difference between nouns, verbs, and adjectives, and can they identify these words in sentences when reading and writing?
Week 8 • Activity 39

Materials

Student page 39
A set of Letter Cards (a, e, k, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept

Use the letters in skater to make words that have an r-controlled vowel, long a (CVCe pattern); and the suffix -er.

Get Started

Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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 a, t, and e together to make ate. Then give the following clues to make the words. After each word is made, write it on an index-card-sized paper and on the board so students can check the spelling and you have a list of words on display. (The cards can be used for sorting).

• Add an r to the beginning of ate to make a word that means speed. (rate)
• Replace the r in rate with a k, and rearrange the letters to make a word that fits this sentence: Please _____ your drawings home today. (take)
• Add an s to take to make a word that fits this sentence: Hally _____ three cards from the stack (takes)
• Take kes off takes. Add an r to make a word that names the sticky black stuff in roads. (tar)
• Add an s to tar to make a word that names one of the bright lights in the sky. (star)
• Add an e to star to make a word that tells what you do when you look at someone for a long time. (stare)
• Replace the r in stare with a k, and rearrange the letters to make a word that tells what you do on ice. (skate)
• Add a r to skate to make a word that names someone who skate. (skater)

Remind students that adding -er to an action word makes it mean “someone who” or “something that.” For example, a skater is a person who skates. A computer is something that computes. Invite volunteers to name a verb, or action word. The class can add -er and explain what the new word means. Recall that, like adding -ed, students must drop the e when adding -er to words ending in e.

Point out the long a vowel sound in words such as take. Identify t and k as consonants, a and e as vowels. Explain that a vowel usually has a long sound if it comes in a consonant-vowel-consonant-e pattern. The e in this pattern is silent.

Today’s Challenge

Student page 39 Have students complete the activities on page 39 to apply what they have learned about words in this lesson to other words.

Answers for student page 39:

<table>
<thead>
<tr>
<th>S</th>
<th>B</th>
<th>R</th>
<th>I</th>
<th>V</th>
<th>E</th>
<th>R</th>
<th>T</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>A</td>
<td>U</td>
<td>S</td>
<td>H</td>
<td>A</td>
<td>R</td>
<td>K</td>
<td>W</td>
</tr>
<tr>
<td>U</td>
<td>R</td>
<td>E</td>
<td>P</td>
<td>O</td>
<td>R</td>
<td>T</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>K</td>
<td>C</td>
<td>R</td>
<td>A</td>
<td>T</td>
<td>E</td>
<td>L</td>
<td>D</td>
</tr>
<tr>
<td>R</td>
<td>P</td>
<td>R</td>
<td>I</td>
<td>N</td>
<td>T</td>
<td>E</td>
<td>R</td>
<td>A</td>
</tr>
<tr>
<td>E</td>
<td>S</td>
<td>C</td>
<td>A</td>
<td>L</td>
<td>L</td>
<td>E</td>
<td>R</td>
<td>T</td>
</tr>
<tr>
<td>M</td>
<td>B</td>
<td>O</td>
<td>T</td>
<td>P</td>
<td>L</td>
<td>A</td>
<td>T</td>
<td>E</td>
</tr>
</tbody>
</table>

Go Further

Student page 39 Have students work with partners to list the puzzle words. Before pairs start giving each other clues, go over kinds of clues they can give each other, such as sentence completions, antonyms, synonyms, and so on.

Assessment

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

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

Week 8 • Activity 40

Materials
Student page 40

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

Get Started
Remind students that the main events are the important events in a story. Characters are the people in a story. Setting is where and when a story takes place.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

The last girl arrived at Emily’s house. Now everybody was present for the first meeting of the Third Grade Bookworm Book Club. Emily and Helen, two other girls, and three boys sat down in the living room. There were cookies and cider for all.

For their first meeting, the book club members had decided to read a book about a magic tree house. “I’ve already read this book three times!” said one girl. You might think this girl was complaining. But she was bragging.

“Is that all?” said one boy. “I’ve read it ten times!”

“Let’s begin,” said Emily. “Who wants to read the first page?”

What is one of the main events of the story?
A) Children like to read a story over and over.
B) Cookies and cider were served.
C) A boy and a girl talked about how many times they read the book.
D) The girls and boys sat down.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong.

For example, a student might say that B is wrong because although the passage mentions there are cookies and cider, though this is not a main event. Ask a second volunteer to rule out another wrong answer and proceed the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only answer that tells a main event.)

Today’s Challenge
Divide students into groups of 2, 3, or 4. Students 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 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 40 Have students 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 40: 1. D 2. C

Go Further
Have students work in groups to discuss how they would feel about forming a book club. Encourage students to explain their reasons for their choices. Answers will vary.

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

Assessment tip Can students identify characters, setting, and main events in a story?
Materials
Student page 41

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

Get Started
Read aloud the following dialogue in two different ways. Read it once with appropriate expression and fluency and then once without any expression. Ask students which version helps them understand the characters and the situation better.

“Make a wish, quick!” shouted Joy.
“Why?” asked Kim, puzzled.
“Didn’t you see the shooting star?” Joy said excitedly.
“I missed it!” Kim cried. “I wish you would have told me sooner!”
“It’s okay, I made a wish to see more shooting stars,” Joy answered.
“You’re a real pal!” Kim said happily.

Ask students why the dialogue you read with expression was more appropriate to the characters and the situation than the version you read in a monotone. (The girls are excited about seeing a shooting star and making wishes, so reading with that kind of expression helps the listener get more involved with the characters and what they’re doing.) Explain that your job—and their job as readers—is to help the listeners understand what’s going on. Point out that words such as excitedly and happily help the reader know what kind of expression to use when reading aloud. Also, readers should put themselves in the place of the character and make their voices sound like the character. All this information provides clues on how to present a reading, and it helps listeners to understand and enjoy the text, too.

Today’s Challenge
Tell students that they are going to work in small groups to read a scene. 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 students in each group will practice reading aloud so that they can provide feedback to each other. Remind the groups to use clues in the text to show how to make the characters sound. Read the passage all the way through with groups who need extra support.

Student page 41 Ask the groups to read aloud to the remaining students. When students 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 students develop listening skills, as well as provide uninterrupted reading time for the students. (There is always a tendency to correct a misread word when following along.)

Go Further
Student page 41 Have students work in pairs and respond to the questions: How did the words in parentheses help you and your partner read the scene? Would you have read it differently without those words? Why?

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

Assessment tip Can students use context and punctuation to read aloud with expression and fluency?
Week 9 • Activity 42

Materials
Student pages 41, 42

Concept
Understand and use the details in a story to make predictions.

Get Started
Ask students what will happen if you drop a heavy book on the floor. Have them tell how they know it will make a loud thump. Point out that students just made a prediction based on what they’ve learned from past experiences. Explain that students can do the same thing as they read. They can look for details the author provides and use them to figure out what might happen next in the story. Point out that stopping occasionally to make predictions is a good way for students to check what they’ve read and to stay involved in the story.

Share the following formula for making predictions with students:

\[
\text{Story Clues} + \text{What I Know} = \text{Prediction}
\]

Read the following passage and question. Ask students to predict how Mai will spend her money. They should be able to cite the details in the passage that support their predictions.

Mai had just won the first prize in a poetry contest. “I’ve never had this much money in my whole life!” Mai exclaimed to her mother.

“It’s quite an honor, and I’m sure you’ll spend it wisely,” her mother said proudly.

“Let’s see, there’s that video game, some CDs, or…,” Mai said aloud.

“Your brother’s birthday coming up,” hinted her mother.

“Hmm, I can go to the movies for months,” Mai added. Then she shouted with joy, “I’ve got it! I know how to make someone very happy!”

Ask students to predict how Mai will spend her prize money. Provide the following answer choices:

- She will spend all her prize money on herself.
- She will save all her prize money.
- She will spend her prize money on a birthday present for her brother.
- She will spend all her money buying CDs.

Students should identify the third sentence as the best prediction. They should see the following story details as clues: mother’s hint about Mai’s brother’s birthday; Mai’s noting that she “knows how to make someone very happy.” Also have students discuss what they know from their own lives that would help them make that prediction. Students should note that they give presents to siblings for their birthday and that they enjoy giving things to others to make them happy.

Today’s Challenge

Student page 42 Have students complete the chart. Remind them to give reasonable explanations based on clues from the text or on experience. Then have students write their predictions about what will happen next in the scene.

Answers for student page 42: Student responses will vary. For the question that follows the chart, most will probably predict that Mel will give Big Foot back to its family because, as his father explained, the dog will be happiest with its own family.

Go Further

Student page 42 Encourage students to brainstorm some options Mel’s dad might have before they write their predictions.

Assessment

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

Assessment tip Can students use story clues and their own knowledge to make predictions?
Word Games

Week 9 • Activity 43

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

Concept
Build vocabulary by understanding antonyms, synonyms, and homophones.

Get Started
Discuss with students the meanings of *antonym*, *synonym*, and *homophone*. Point out that Word Maze will help students identify these kinds of words, which, in turn, will aid them when they are reading on their own.

Today’s Challenge
Distribute the 18 Word Maze cards for Week 9. Each student should receive at least one card, but since all cards need to be distributed, some students 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 students by reminding them of what a multiple-meaning word is or explaining the definition of a word. When you have finished the game, put the cards into an envelope or bag labeled “Week 9 Activity 43.”

Instructions for Playing Word Maze Ask students to look at their cards. Ask one student 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 student to read the answer and then to 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 show on page 183.

Student page 43 When the group has finished playing the game, have students fill in the chart on student page 43. Point out that some words do not have an antonym; others do not have a homophone. Use loud to model the activity, noting that its synonym is noisy; its antonym is quiet; and it has no homophone.

Answers for student page 43: Answers will vary. Possibilities include: 1. snooze, awake, no homophone 2. understand, no antonym, no 3. pick reject, chews 4. succeeded, lost, one 5. giggle, cry, no homophone 6. look/notice, no antonym, sea 7. large/big, small/tiny, no homophone 8. crack/shatter, repair/mend, brake

Go Further
Student page 43 Have students write their own pairs of synonyms, antonyms, and homophones. Prompt, as needed, to get students started. Responses will vary, but the words should meet the criteria.

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

Assessment tip Do students understand the relationship between words, such as antonyms, synonyms, and homophones?
Week 9 • Activity 44

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

Concept
Build words from word parts—endings (-ed, -er, -es, -ing, -s) and base words (box, call, click, flash, help, paint, play, teach, work).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 9. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can combine cards to make a word. When as many words as possible have been made, have the students 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 9 Activity 44.”

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: boxes, calling, clicked, flashed, helper, paints, playing, teaches, working.

Ask students how they know which words need -es to make the plural form. (Words that end with ch, sh, s, and x need -es so that the plurals can be pronounced.)

Today’s Challenge
Student page 44 Have students complete the activity on page student 44 to apply to what they have learned about words in this lesson to other words.

Answers for student page 44: Words That Name More Than One Thing—brushes, speeches, bananas, peaches, pens, packages Forms of Action Words—wanted, strolled, visited, crying, seeing, talking, brushes

Go Further
Student page 44 Encourage students to work with a partner or in a small group to brainstorm ideas for silly sentences before they write and draw. Students might want to do their drawings on a separate sheet of paper.

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

Assessment tip Do students understand plural endings and the endings that signal forms of verbs?
Week 9 • Activity 45

Materials
Student page 45

Concept
Identify base words and compound words on a multiple-choice test.

Get Started
Point out to students that knowing one word can help them determine the meanings or uses of several words. They don’t have to go running to a dictionary every time they see a new word. Students can be word detectives and look inside large words for smaller words they know. As an example, write the base word board on the board. Challenge students to make as many words as they can by adding endings to board and combining it with other words to make compound words.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>+ Endings</th>
<th>+ Other Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>board</td>
<td>boards</td>
<td>chalkboard</td>
</tr>
<tr>
<td>boarded</td>
<td>sideboard</td>
<td></td>
</tr>
<tr>
<td>boarding</td>
<td>skateboard</td>
<td></td>
</tr>
</tbody>
</table>

Explain that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 answer choices on the board, and then read this direction to students.

Look at the words. Find the word that has the base word underlined.
A repeat
B hopeful
C toaster
D comedy

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 A is wrong because re- is not a word that means anything by itself. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only word that has a meaning by itself; it has a ending on it.)

Today’s Challenge
Organize students into groups of 2, 3, or 4. Students 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 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 45 Have students answer each item by 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
Write rain on the board. Challenge students to write as many forms of rain as they can by adding endings and by combining it with other words to make compounds. Answers may include: rains, rained, raining, rainy, rainbow, raindrop, raincoat, rainfall.

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

Assessment tip Can students identify base words and compound words?
**Materials**
Student page 46

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

**Get Started**
Read aloud the following text in two different ways: read it once with appropriate expression and fluency and once without any expression. Ask students to listen for and comment on the differences.

"Good work in W-i-N-N-I-N-G the spelling bee," spelled out Kira.
"TH-A-N-K-S! It was hard work," replied Martin.
"Does this mean we can stop spelling a word in every S-E-N-T-E-N-C-E?" Kira asked.
"If you don't mind, I'd like to keep P-R-A-T-I-C-I-N-G for next year," answered Martin.
"That's a good idea because you just misspelled P-R-A-C-T-I-C-I-N-G!" laughed Kira.
"O-O-P-S!" laughed Martin.

Explain to students that reading aloud with proper expression and fluency shows that the reader understands the text. It also helps the listeners to understand and enjoy the text. Point out that sometimes making a real-life connection to a text enables the reader to communicate more effectively with the listener. Ask students what aspect of the text you just read may be similar to their experiences (for example, the playful kidding between friends) and how that experience affects reading aloud.

**Today's Challenge**
Tell students that today they are going to work in groups to read aloud an interview. They will read the interview silently a couple of times to become familiar with it. Then, the group members will decide who will read which lines and what kind of expression will be used to best convey the meaning of the passage. Read the passage all the way through with students who need extra support.

**Student page 46** Allow time for each group to present the interview for other groups. Remind the listeners to demonstrate good listening behavior, such as keeping their eyes on the speaker and sitting still.

**Go Further**

**Student page 46** Ask students to write or tell one thing that one of the groups did very well in its performance.

**Assessment**

**Student self-assessment page 46** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students read aloud with expression that is appropriate for the text?
Week 10 • Activity 47

Materials
Student pages 46, 47

Concept
Make self-to-text connections.

Get Started
Tell students that making connections to text means connecting their own personal knowledge, experience, and responses to what they read. When they make connections between themselves and what they read, they can better understand the text and remember it for a longer period of time.

Read the following passage. Then ask students to identify the correct connection and to explain their answer.

Squirrel was working every day to save enough food for winter. Meanwhile, Chipmunk was playing. Chipmunk made fun of Squirrel for his steady work. After all, it was only October, and there was plenty of time to gather food. Suddenly the weather turned very cold. Winter had arrived early. Squirrel had already stored enough food for winter. Chipmunk began frantically searching for food.

Ask students which of the following statements is a reasonable connection to make.

- My dad buys our food at the grocery store.
- October is my favorite month of the year.
- Sometimes I wait until the last minute to do something.
- Squirrels and chipmunks are rodents.

Students should identify the third statement as the reasonable connection because the reader thinks of a similar personal situation.

Today’s Challenge
Student page 47 Have students read the interview on student page 46 before filling in the chart.

Answers for student page 47: Students’ responses will vary, but should show connections that relate to their personal knowledge, experience, or responses.

Go Further
Student page 47 To enhance students’ personal connection to the story, have them write about a race they have been in or watched.

Assessment
Student self-assessment page 47 Have students circle one of the three choices to describe how they did on this activity.

Assessment tip Can students relate personal knowledge, experience, and responses to their reading?
Week 10 • Activity 48

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

Concept
Use word meanings to build vocabulary.

Get Started
This game is similar to Password. Before the session, prepare two word cards (index-card-size or so) of the same word for every four students. (Two pairs of students each get the same word card.) Use words that students are familiar with, such as ancient, brighten, lively, mistake, leap, and hopeful. You can also use words that have been used in their classes.

Explain to students that they will play this game in pairs. One student will give clues and the other student will try to guess the word. Two pairs of students 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 Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the student 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 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.

Remind students that sometimes they will come across a word that has more than one meaning, such as play. Players should not limit themselves to only one meaning; they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 48 Have students complete the word-web activity. Review the terms synonym (a word that means the same or nearly the same as another word) and antonym (a word that means the opposite of a word) as needed.

Answers for student page 48: Possible answers:
Synonym—afraid Antonym—confident Word Meaning—filled with great fear Sentence—Answers will vary.

Go Further
Student page 48 Have each student make a word web for another word, trade the web with a partner, and complete each other’s web. If dictionaries are available, invite students to consult them as they think of their target words and complete their partners’ word webs.

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

Assessment tip Did students use the correct synonym, antonym, and definition? Did they use the word correctly in a sentence?
Week 10 • Activity 49

Materials
Student page 49
A set of Letter Cards (e, f, g, h, i, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in fighter to build words that have the long a, long e, and long i vowel sounds and to build rhyming words with the phonogram -ight.

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 e, h, i, and r together to make hire. 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 students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Change the h in hire to form a rhyming word that names the rubber around a wheel. (tire)
- Replace the i in tire with a letter to make a rhyming word that names flames. (fire)
- Take away the r, add l and h, and rearrange the letters to make a word that means “someone who steals.” (thief)
- Drop the f from thief; add a g, and rearrange the letters to make a number below ten. (eight)
- Add an f and an r to eight to make a rhyming word that means “goods on a ship.” (freight)
- Drop the f and e from freight to make a word that means “correct.” (right)
- Add the f to right to make a rhyming word that means “sudden fear.” (fright)
- Drop the r in fright to make a rhyming word that means “quarrel.” (fight)
- What word can you make with all the letters? (fighter)

Tell students that the suffix -er changes the meaning of a word to “one who…” or “something that….”

Have students sort the gh words. (eight, freight, right, fright, fight, fighter) Ask: “What rule do you notice about gh in the middle of a word?” (The gh is silent in the middle a word.)

Today’s Challenge
Student page 49 Have students write sentences on student page 49 to apply to what they have learned about words in this lesson to other words.

Answers for student page 49: Students’ sentences should show that they understand the key words.

Go Further
Student page 49 Encourage students to talk in groups about the different roles identified by the words in the box before they make their final selections.

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

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words?
Week 10 • Activity 50

Materials
Student page 50

Concept
Make connections between students’ own experiences and the text.

Get Started
Point out to students that making connections to the text means that they connect their personal knowledge and experience, what they have read, and personal responses to what they read.

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When students 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 students.

“I’m going to stop taking piano lessons,” said Kate. “I thought you loved to play the piano.” said Miles. “Well, I did, but I didn’t get into the music club,” Kate said disappointedly.

“Remember how I didn’t make the baseball team?” asked Miles.

“Sure I do. You practiced and practiced until you got in,” answered Kate.

“Well, what are you waiting for?” asked Miles with a smile.

Which of the following choices is NOT a good connection to make to the passage?

A. It is good to give up right away.
B. It is good to try again if you don’t succeed.
C. It helps to keep practicing at what you want to do.
D. A good friend tries to give the advice you need.

Ask a volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (A) from the remaining choices. Be sure students understand why A is correct. (All the other sentences are good connections to the passage.)

Today’s Challenge
Organize students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page independently 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 50 Have students 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 50: 1. D 2. A

Go Further
Have students talk with a partner about something they had to practice or train for that was important to them.

Assessment
Student self-assessment page 50 Have students check one of the three choices to describe how they did on this activity.

Assessment tip  Can students make personal connections to the text?
Read Out Loud

Week 11 • Activity 51

Materials
Student page 51

Concept
Read aloud with expression that reflects the feelings of different characters.

Get Started
Read the following text aloud with expression. Ask students to listen carefully. Use your tone of voice to show that Helen is tense and hurried. Felix, on the other hand, is more relaxed, calm. Tell students that changing the way each character talks often helps the listener to understand the characters better.

Off to the Sports Club Meeting
Felix: What’s going on, Helen? Why are you rushing around, picking up everything in sight?
Helen: I’m late for the Sports Club meeting. Today we’re having an important vote. I don’t know why I’m hurrying though. My vote probably won’t matter anyway.
Felix: Don’t say that! Everyone’s feelings matter. And each vote definitely makes a difference.

Ask students to comment on your reading. Have them identify how each character was feeling and how they know. Make the point that there are two strategies readers can use to improve their oral presentations. They can preview text for punctuation and special words that give clues to feelings. Readers can also try to put themselves in the situations the characters are in.

Today’s Challenge
Tell students that today they are going to read a play. Ask what’s different about performing in a play. (You get to pretend to be somebody else. You get to talk like someone else and move like someone else. You say things you wouldn’t ordinarily say.) Tell students that when a play is performed, only the words that the narrator and characters actually say are read. Read the play all the way through with students who need extra support.

Student page 51 Place students in groups of four. Groups will divide up the parts, practice their lines, and then perform the play for the whole group. Talk about why students need to read the lines silently before trying to read them out loud. Help students note that the silent reading gives readers a chance to examine the punctuation, typographic clues, and situation so that they will know how a character is feeling and read his or her lines with the appropriate expression. Mention that not even the most seasoned performers can capture a character’s feelings on a “cold read.”

Explain that the play is the meeting of the officers of the Sports Club. Direct students to divide up the parts. Remind them to read only the dialogue aloud. Remind all students to show good listening behavior and to clap only at the end of the performance.

Go Further
Student page 51 Have students work with partners as they practice reading the line different ways. Suggest that they try it with a joking or a sad tone of voice and talk about how the meaning changes.

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

Assessment tip Do students read aloud with expression appropriate to different characters and situations?
Week 11 • Activity 52

Materials
Student pages 51, 52

Concept
Enhance comprehension by comparing and contrasting.

Get Started
Explain that comparing and contrasting helps readers understand plays. Comparing means to find ways two or more things are the same. Contrasting means to find ways two or more things are different. Also note that comparing and contrasting is one way to better understand different characters.

Read with students “Meeting of the Sports Club” on student page 51. Help them compare and contrast the characters, based on how and what they say. Ask:

- Look at what Adrien and Julie say. Both vote for a particular response. That’s one way they are alike. But how are their responses different? (Adrien votes for soccer; Julie votes for baseball.)
- What can you tell about the characters by what they say? (Adrien seems to have little patience. He says, “No way!” and assumes that everyone likes soccer. Julie, on the other hand, seems quite patient. She answers calmly and gives good reasons for her choice. She also seems considerate because her reasons relate to giving more kids a chance to play the sport.)

Today’s Challenge
Student page 52 Have students read the play on student page 51 and then complete the Venn diagram. Remind them that the differences go in the outside circles and the similarities go in the inside, overlapping circle.

Answers for student page 52: Alike: Both vote for basketball. Both give the reason that basketball can be played at school. Different: Sage says ten players can play. Helen says twenty players can play half-court games. Sage wants basketball because she likes it. Helen thinks it’s best for everyone.

Go Further
Student page 52 Have students work individually to answer the question about how they would vote and why. Then arrange students in groups so that they can compare and contrast their choices and their reasons.

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

Assessment tip Can students compare and contrast characters based on what they say in a play?
Week 11 • Activity 53

Materials
Student page 53
Paper and pencil for each student

Concept
Identify characteristics of words—part of speech, syllables, and structure—and homophones.

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

syllable—an uninterrupted unit of speech (one has one syllable, but even has two)
suffix—a word part added to the end of a word to change its meaning (-ist, -ness)
noun—a word that names a person, place, or thing (driver, school, bus)
homophone—a word that sounds the same as another word but has a different spelling and meaning (made, maid)
compound word—a word made by combining two or more smaller words (campfire)

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

As you ask each of five questions, have students look at their word and answer the question. Students are awarded points for each “yes” answer. The points awarded for “yes” answers are shown below. At the end of the exercise, give students an extra 10 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Is your word a noun? (Can you use it to name a person, a place, or a thing?) If yes, score 10 points.
2. Does your word have a homophone? (Does it have a word with the same sound but a different spelling and meaning?) If yes, score 10 points.
3. Is your word a compound word? If yes, score 10 points.

Have students find their total scores. Determine which students have the highest scores. Invite those students to share their words and to explain how they scored the points.

Today’s Challenge
Student page 53 Read the directions with students. Model an example by writing wood on the board and having students give its homophone (would). Then have students write the homophones for the words on student page 53.

Answers for student page 53: 1. weight 2. won 3. deer 4. read 5. road 6. sail 7. flower 8. hole

Go Further
Student page 53 Have students complete each set of three homophones. Provide meaning clues if students have trouble thinking of all three homophones.

Answers for student page 53: 9. road, rode 10. too, two 11. there, they’re

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

Assessment tip Can students identify characteristics of words—part of speech, syllables, structure—and homophones?
Building Words

Week 11 • Activity 54

Materials
Student page 54
A set of Letter Cards (2i, m, n, p, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in misprint to make words with the short i sound (mint), the verb ending -s, and the prefix mis-.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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 p, r, i, and m together to make prim. Explain that prim means “very near.” Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting).

- Replace the p in prim with a letter to make a word that means “to cut off just a little.” (trim)
- Replace the m in trim with a letter to make a word that tells what happens when you step on something and fall forward. (trip)
- Add a letter to the end of trip to make an action word that tells what he, she, or it does. (trips)
- Remove the r from trips and rearrange the letters to make a word that tells what the dentist asks you to do into a bowl. (spit)
- Replace the s in spit with an n and rearrange the letters to make a measurement word. (pint)
- Change the first letter in pint to make a word for a kind of candy. (mint)
- Remove the m in mint and add p, r, and s to make a word that means “to run really fast for a short distance.” (sprint)

- Take away the s in sprint to make a word that tells what you do to make a paper copy from the computer. (print)
- Put back the s to make an action word that tells what he, she, or it does. (prints)
- Remove the -s ending from prints and add the prefix mis- to make a word that means “to print incorrectly.” (misprint)

Explain that the prefix mis- means “wrong or wrongly” or “bad or badly.”

Remind students that the ending -s makes the spelling of a verb correct for the subjects he, she, and it. Model how to fit subjects to the -s forms; for example, It makes sense; He sees his name; She calls every night.

Today’s Challenge
Student page 54 Have students read the words in the box, noting that they all begin with the prefix mis-. Then have students use those words to complete the sentences.

Answers for student page 54: 1. misread 2. misbehave 3. mismatched 4. misplaced 5. misleading 6. miscounted 7. misunderstanding 8. misstep

Go Further
Student page 54 Have each student choose a word. Have students write a sentence that includes both the base word (for example, match) and the full word (mismatch). Students’ sentences will vary, but the base word and full word should be spelled and used correctly.

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

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

Materials
Student page 55

Concept
Compare and contrast on multiple-choice tests.

Get Started
Remind students that to make comparisons, they should look for ways two or more things are the same. To find contrasts, students should look for ways two or more things are different. Comparing one thing to another can help the reader understand both more thoroughly.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

The Olympics began in ancient Greece. Now Olympic games are played in countries around the world. Only men could compete in the ancient Olympics. In the modern Olympics, women also compete.

How are the ancient Olympics like the modern Olympics?

A. Only men can play.
B. Games are played.
C. They take place in Greece.
D. Only women can compete.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that A is wrong because the passage says only men could play in the ancient Olympics. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (It is the only answer that tells how the two Olympics are the same.)

Today's Challenge
Place students in groups of 2, 3, or 4. Students 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 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 55 Have students 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 students name two games they like to play and tell how the games are alike and different. Students' answers will vary, but the similarities and differences should be stated accurately.

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

Assessment tip Can students differentiate between comparing and contrasting on multiple-choice tests?
Week 12 • Activity 56

Materials
Student page 56

Concept
Read aloud with fluency and even pacing to convey the author’s message.

Get Started
Read aloud the following interview. Explain that a doctor is being interviewed by a child. Use different voices for the doctor and child. First, read in a herky-jerky manner, sometimes breaking your fluency when reading a difficult word. For example, when reading the child’s first line, stumble over the word allergy. Then read the doctor’s first line too slowly. Then rush through the facts in the next sentence.

Warning! Allergies

Child: What’s an allergy?
Doctor: That’s a good question. An allergy is an unusual reaction by your body to certain things such as food, hair, a kind of cloth, or things in the air.
Child: Why does this happen?
Doctor: Suppose you have an allergy to a food. Your body makes a mistake about the food. It thinks the food is germs. It sends special cells to kill the germs. It keeps sending more special cells. Soon your body is fighting very hard. As a result, you may get a runny nose, a headache, or a rash. Some people even have trouble breathing.

Explain to students that this is not a real interview. An author wrote it. But all the information is true. The author chose to convey the information in the form of an interview. Tell students that reading with a nice, even pace (which comes in part from practicing) helps the listener understand the author’s message. If the reading is too fast, too slow, or a mixture of both, the reader has to work hard to understand.

Today’s Challenge
Tell students that today they are going to work in pairs to perform an interview. Students will read the interview silently, then practice reading it aloud with their partner. Partners will then perform the interview for the whole group.

Student page 56 As students prepare, ask them to think about the pace at which the child and doctor should speak in the interview. Allow time for partners to prepare and perform the interview. Tell them to let information “sink in.” Suggest that they not rush through the information but present it clearly and somewhat slowly so it can “sink in” for the listeners, who may be hearing it for the first time. Remind all students to show good listening behavior, such as not talking during the performance.

Go Further

Student page 56 Have students interview each other on topics they are knowledgeable about. Provide time for students to think about something that they know a lot about before being interviewed. Suggest questions that the interviewer might want to ask, such as: What topic do you know a lot about? When did you first become interested in [the topic]? How have you learned about [the topic]?

Assessment

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

Assessment tip Do students read with fluency and even pacing?
Week 12 • Activity 57

Materials
Student pages 56, 57

Concept
Identify cause-effect relationships.

Get Started
Explain that finding cause-effect relationships means finding out why things happen. A cause is the reason something happens. An effect is what happens. Say: Suppose you saw a skateboarder fall. That’s the effect. What might have caused the skateboarder to fall? (Possible answer: The skateboard hit a rock.) Ask: Why is it important to find cause-effect relationships in text? Guide students to realize that finding cause-effect relationships will help them to connect events. Connecting events, in turn, will help them understand and remember text.

Explain that one event following another doesn’t mean that the first event caused the second event. A cause makes an effect happen. For example, staying in the sun too long causes sunburn. It makes the sunburn happen. Lunch period coming after math class doesn’t mean that math class caused the lunch period. They simply occur one after the other.

Display and read aloud this example:
The weather is warm. I put on shorts.

Model testing the presence of a cause-effect relationship. Say: I will try to make a sentence that links the cause and the effect with words such as because or as a result. “Because the weather is warm, I put on shorts.” This makes sense. There is a cause-effect relationship.

Then display these examples. Have students read them aloud.
• The weather is warm. I put on shorts.
• I go to ballet. Then I go to soccer.
• You are my best friend. You always listen to me.
• I turn off the stove. The food is done.
• Please bring me a sweater. I am cold.
• My dad bought a blue car. Then he drove it home.

Have students try to make a sentence that links the cause and the effect. Discuss which part is the cause and which is the effect. Note that some sentences do NOT show a cause-effect relationship.

Today’s Challenge
Student page 57 Have students read the interview on student page 57. Then have them list causes and effects in the chart.

Answers for student page 57: The following are possible answers. Effect One—They can’t eat foods with peanuts. Effect Two—They have to read food boxes. Effect Three—They can’t have friends eat peanuts near them.

Go Further
Student page 57 Have students fill in the sentences with a cause and an effect. Make sure that each effect is related to waking up late and each cause is related to needing to get to practice early.

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

Assessment tip Can students identify cause-effect relationships?
Materials
Student page 58
One word card for each student, plus one extra
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 student in your group, plus one extra. Use any words that will be familiar to students. For example, you might collect words from students’ conversations, from their school studies, or from current or seasonal events.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell students that you have a secret word and that they are to ask yes-no questions in order to guess the word. Review the difference between questions and statements. Explain that questions ask for information. They end with a question mark. Usually the speaker’s voice rises at the end of a question. A statement shares information. It ends with a period. The speaker’s voice usually goes down at the end. Model a question and statement for students. Then use questions such as the following to play the game:

- Does the word describe a noun? (Is it an adjective?)
- Is the word a noun? (Does it name a person, place, or thing?)
- Does it have fewer than six letters?
- Is the word a synonym for another word? (Does it have nearly the same meaning as another word?)
- Is the word a compound word, such as firefly?
- Does it have to do with history (or another school topic)?
- Does the word have a suffix, such as -ly, or a prefix, such as re-?

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

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

Today’s Challenge
Student page 58 Students will match synonyms, choosing words from a provided list.

Answers for student page 58: 1. allow, let
2. remember, recall
3. snip, cut
4. break, destroy
5. scared, frightened
6. brave, courageous
7. timid, shy
8. walk, stroll

Go Further
Student page 58 Have partners play a synonym game. Each partner presents a word and three answer choices. Only one of the choices is the synonym of the word. Encourage partners to use the dictionary to help create the game. Use the following example to show students how to set up an item. filthy—
A. clean
B. hungry
C. dirty

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

Assessment tip Can students identify synonyms for given words?
Building Words

Week 12 • Activity 59

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

Concept
Build words from word parts—endings (-ed, -ing, -s), prefixes (mis-), suffixes (-er), and base words (behave, count, fight, fire, lead, place, print, sight, spell).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 12. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board.

Remind students that adding a prefix never changes a word’s spelling, but adding a suffix often does. When students make the word behaved from behave which requires a spelling change, have them place the “ed” card over the “e” on the “behave” card. 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 combinations are many but include the following: behaves, behaved, behaving, misbehave, misbehaves, misbehaving, misbehaved, counts, counted, counting, misconduct, misconducts, misleading, leader, leading, mislead, misleads, misleading, place, places, placed, misplace, misplaces, misplaced, misplacing, prints, printed, printer, printing, misprint, misprints, misprinted, misprinting, sights, sighted, sighting, spells, spelt, spelling, misspell, misspelled, misspelling.

Today’s Challenge
Student page 59 Students are to add word parts to base words and then write the new words. Remind them to drop the final -e in words ending in a silent e and to add an e before adding -s to words that end in s. Explain that sometimes there will be more answers than there are lines.

Answers for student page 59: Students should have at least three words for each base words. Possible answers are: toss—tosses, tossed, tossing trust—trusts, trusted, trusting mistrust, mistrusted, mistrusting ride—rider, rides, riding heat—heater, reheats, heating, heated, reheats, reheated, reheating read—readable, reading, reader, misread, misreading vote—voter, votes, voting, voted

Go Further
Student page 59 Have students choose three of the new words they wrote. For each word, they should give clues to a partner. The partner will guess the words.

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

Assessment tip Do students understand how to combine base words, prefixes, suffixes, and endings to create new words?
**Week 12 • Activity 60**

**Materials**
Student page 60

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

**Get Started**
Remind students that identifying a cause-effect relationship between events helps students connect events. Recall that a cause is why things happen and an effect is what happens. Emphasize that events happening one after another are NOT necessarily linked by cause and effect. A cause makes an effect happen. An effect is a result of a cause.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Sometimes we are allergic to food. Sometimes our body just doesn’t like a certain food. How do you tell the difference? An allergy can make you very sick. Sometimes it’s hard to breathe. A “food problem” might just give you a stomachache.

A “food problem” can cause you to _____.
A) have trouble breathing  
B) become hungry  
C) have a stomachache  
D) get a cold

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because the passage doesn’t discuss getting a cold. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It tells what happens from a “food problem.”)

**Today’s Challenge**
Place students in groups of 2, 3, or 4. Students 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 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 60** Have students 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 60:** 1. C 2. B

**Go Further**
**Student page 60** Have partners write a cause. Then have them trade papers and write an effect. Make sure that the effects are reasonable.

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

**Assessment tip** Can students identify cause-effect relationships?
**Materials**

Student page 61

**Concept**

Read aloud with proper phrasing.

**Get Started**

Read aloud the following poem in two different ways. First, break lines into one- and two-word phrases, run the lines together, and eliminate the rhythm of the words and lines. Then read the poem again, with words grouped together into logical phrases. Ask students to listen for and comment on the difference.

Leaves are dropping from the trees,
They float away, caught by the breeze.
Orange, yellow, red—they fly,
Like confetti in the sky.

Ask students which version made more sense, and have them tell why. Stress that readers want listeners to understand the poet's message. Punctuation helps the reader break at the right places. Proper phrasing also helps communicate the message. Readers need to think about what words make sense together. Grouping words sensibly is proper phrasing. Try reading the lines with these breaks:

They float away, caught by the breeze.

Explain to students that line breaks can help show how to phrase a poem when reading aloud. Ask them how the above line breaks show improper phrasing. Then ask how this verse should be phrased. (They float away, caught by the breeze.) Caution students that reading poems can be tricky. The rhythm and rhyme help carry the message, but readers tend to stress the rhythm too much, which results in a sing-song rendition of the poem. This kind of reading actually detracts from communicating the poet's message.

**Today's Challenge**

Tell students 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 assign specific lines to individuals, or they can read it together (choral reading). Everyone in the group will read the poem silently to get a sense of what the poet is saying. Then students in each group will practice reading aloud so that they can provide feedback to one another. Remind the groups to use punctuation to help them break lines into appropriate phrases.

**Student page 61** Ask the groups to read aloud to the remaining students. When students 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 students develop listening skills, as well as provide uninterrupted reading time for the students. (There is always a tendency to correct a misread word when following along.)

**Go Further**

**Student page 61** Have students write one thing that they think their group did exceptionally well. Then encourage groups to talk about what they could have done better. Be sure students see that this is not an invitation to criticize a group member's work.

**Assessment**

**Student self-assessment page 61** Have students check one of the three choices to describe how they did on this activity.

**Assessment tip** Do students read aloud in meaningful phrases?
Week 13 • Activity 62

Materials
Student pages 61, 62
Double-sentence strips

Concept
Trace the sequence of events in a poem to better understand its message.

Get Started
Before the session, write each stanza of the poem below on a double-sentence strip.

Point out to students that the sequence of events in a poem tells readers the order in which events happen. Explain why sequencing is important for a reader—and a listener. Note that presenting events out of sequence can confuse readers, impeding comprehension. Readers have to go back and try to put things in an order that makes sense.

Read aloud the following poem, asking students to listen for the events that are out of order.

At last, the snow flies far away,
But will be back another day.
The snow is deep now, and it blows
Great drifts and valleys as it goes.
The snow begins; it has no sound.
The snow is floating all around.
The snow is deep now, and it blows
Great drifts and valleys as it goes.
At last, the snow flies far away,
But will be back another day.

Today's Challenge
Student page 62 Have students read the poem on student page 61. Then have them order the events of the poem by writing next to each verse a number that indicates its order in the poem's sequence of events.

Answers for student page 62: 1. I thought... 2. At the beach... 3. We worked for hours... 4. I said that... 5. Today we're working... 6. BOOM!... 7. Tomorrow comes... 8. There'll be a castle...

Go Further
Student page 62 Have students write about events that have a definite sequence. For example, you can't watch a DVD until after you turn on the player and load the disk.

Assessment
Student self-assessment page 62 Have students circle one of the three choices to describe how they did on this activity.

Assessment tip Do students understand the sequence of events in a text?
Week 13 • Activity 63

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

Concept
Build vocabulary by understanding letters and sounds and word structure.

Get Started
The Word Maze game will help students identify words with the same beginning letter sounds and words that rhyme. It will also help students identify plural words.

Today’s Challenge
Distribute the 18 Word Maze cards for Week 13. Each student should receive at least one card, but since all cards need to be distributed, some students 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 students by reminding them of some beginning consonant sounds or by explaining the definition of a word. When you have finished the game, put the cards into an envelope or bag labeled “Week 13 Activity 63.”

Instructions for Playing Word Maze Ask students to look at their cards. Ask one student 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 student 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 184.

Student page 63 When the group has finished playing the game, have students open their books to complete the crossword puzzle.

Answers for student page 63: Across: 1. time 5. sink 7. skin 8. see Down: 2. inside 3. desks 4. sky 6. in

Go Further
Student page 63 Have students make their own crossword puzzles. Hand out grid paper if available. Students’ puzzles will vary, but make sure the words are spelled out and used correctly.

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

Assessment tip Can students correctly identify rhyming words and words that begin with the same letters?
Week 13 • Activity 64

Materials
Student page 64
A set of Letter Cards (a, 2e, h, r, t, w) for each student (9 or fewer) or pairs of students (up to 18 students)

Concept
Use the letters in weather to build words that have the vowel combination aw; words that have the consonant digraphs th, thr, and wh; 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 r, a, and w together to make raw. 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 students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away the r from raw and add th to make thaw.
- Take away the a and add r and e to make threw. (A homophone of t-h-r-e-w is t-h-r-o-u-g-h.)
- Take away the w and add e to make three.
- Rearrange the letters to make there.
- Replace the r with a w to make where.
- Take away the w to make here.
- Take away one e and add a to make h-e-a-r. H-e-a-r is a homophone of h-e-e-r.
- Take away the h and add w to make wear. W-e-a-r is a homophone of w-h-e-e-r.
- Use all the letters to make weather.

Have students look at the words on display and sort them by beginning letters. Read all the words in each list. Help students note that th stands for two different sounds: the one at the beginning of then and the one at the beginning of thaw.

Today's Challenge
Student page 64 Have students complete the sentences with words that have aw, th, thr, or wh.

Answers for student page 64: 1. yawn 2. wheels 3. draw 4. third 5. throne 6. whale 7. throat 8. math

Go Further
Student page 64 Have students write additional words that contain the letter groups aw, th, thr, and wh. Students' answers will vary, but the words should be spelled correctly.

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

Assessment tip Can students identify homophones and recognize and build words with the vowel combination -aw and the consonant digraphs th, thr, and wh?
Materials
Student page 65

Concept
Recognize a sequence of events on a multiple-choice test.

Get Started
Review that sequence is the order in which events happen. Point out to students that paying attention to the sequence of events in a test will help them better understand a passage.

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When students 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 students.

The alarm sounded at 7:00 a.m. Dorie jumped out of bed and quickly washed up. She couldn’t wait to go biking with her friend Carla. After washing up, Dory ran to the kitchen, where her mother was making breakfast. It was going to be a great day. At 8:00 a.m. Carla rang the bell, and they were off.

What happened right after the alarm sounded?
A Dorie ate breakfast.
B Carla came by.
C Carla and Dorie went biking.
D Dorie jumped out of bed.

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 A is wrong because something else happened before Dorie ate breakfast. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (It is what happened right after the alarm sounded.)

Today’s Challenge
Arrange students into groups of 2, 3, or 4. Students 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 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 65 Have students 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. C 2. B

Go Further
Student page 65 Have students work in pairs to tell what would they see and what would happen if they went into the woods. Students can then put the events in order. Encourage students to use their imagination to include any animals or events that fascinate or engage them.

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

Assessment tip Can students correctly identify the sequence of events in a passage?
Week 14 • Activity 66

Materials
Student page 66

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

Get Started
Read aloud the following text in two different ways: Read it once with appropriate expression and fluency, and then without any expression. Ask students to listen for and comment on the differences.

"Hi, Alvin. How come you look so sad?" asked Ray.
"I just lost my lunch pass. I had it in my hand just a few minutes ago," complained Alvin.
"I think this may be your lucky day!" exclaimed Ray.
"How so?" said Alvin.
"Is your lunch pass yellow with blue printing?" asked Ray.
"How did you know?" said Alvin, looking surprised.
"Because it's stuck to your shoe," Ray laughed.

Explain to students that reading aloud with proper expression and fluency shows that the reader understands the text. It also helps the listeners to understand and enjoy the text. Point out to students that there are clue words in the text (such as, complained, looking surprised, and joyfully) that will help them know how to read what the characters say. Tell students that they can use words like these to help them think about the characters and the situations they are in. Have students ever lost something of value? How did it feel? Have students ever helped someone find a lost article? How did that feel? Point out that using clues in the text can help students “become” the characters and read the lines as the character would say them. Reading the lines as a character would say them, in turn, gives students the confidence to read with the proper expression.

Today's Challenge
Tell students that today they are going to work in groups of three to read aloud a skit. Explain that a skit is a short play that often contains humor. Students should read the skit silently a couple of times to become familiar with it. Students should group members will decide who will read which lines and what kind of expression should be used to best convey the meaning of the passage.

Student page 66 Allow time for each group to present the skit for the remainder of the students. Remind the listeners to demonstrate good listening behavior, such as keeping their eyes on the speaker and sitting still.

Go Further
Student page 66 Students are asked to note that the words scared, nervous, excited, and laughing help them know how to read certain lines. Ask them to reread with appropriate expression the lines that have these direction words. Before students add two similar words to the skit, brainstorm a few possibilities, such as whispering, trembling, sternly, sarcastically, and so on.

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

Assessment tip Can students read aloud with expression to convey the characters' feelings?
Week 14 • Activity 67

Materials
Student page 67

Concept
Use context clues to enhance comprehension.

Get Started
Explain to students that context words can help them figure out unknown words.

Read the following sentences. Ask students to identify the correct answer. Then ask which context words helped them.

It was a stormy night. As soon as he entered the house, the door slammed shut with a bang.
What does the word slammed mean?

1. fell down
2. opened wide
3. closed with force
4. smashed

Students should identify 3 as the correct answer and explain that both door and shut signal closing and that bang signals that the door was closed with force.

Today’s Challenge
Student page 67 Have students read and complete the sentences.


Go Further
Student page 67 Have students circle the clues (context words) in each sentence that helped them choose the correct word. Remind them that the context clue for a word in one sentence may appear in another sentence that is near it. Students’ identification of context clues may vary. Accept reasonable responses.

Assessment
Student self-assessment page 67 Have students circle one of the three choices to describe how they feel about this activity.

Assessment tip Can students use context clues?
Week 14 • Activity 68

Materials
Student page 68
One pair of word cards for every four students

Concept
Build vocabulary by using word meanings.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word for every four students in the group. (Two pairs of students each get the same word card.) Use words that students are familiar with, such as: swing, dull, honk, splash, village, and canoe. You can also use words that have been used in their classes.

Explain to students that they will play this game in pairs. One student will give clues, and the other student will try to guess the word. Two pairs of students 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 Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the student 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 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.

Today’s Challenge
Student page 68 Have students read all the words in the box and think about their meanings before they make their selections. In that way, students will have confidence that they can write adequate clues for their partner.

Answers for student page 68: Students’ word selections and clues will vary. Clues should show an understanding of word meanings.

Go Further
Have students write a story or skit, using at least four of the words shown. Students’ stories or skits will vary, but make sure the words are used correctly. Remind students to read aloud their stories or skits with expression.

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

Assessment tip Can students use meaning clues to determine a word?
Week 14 • Activity 69

Materials
Student page 69
A set of Letter Cards (a, e, d, o, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in roasted to build words that have the vowel combinations oa and ea; words that have the verb ending -ed; 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 t, o, a, and d together to make toad. Then give the following clues to make 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 that students 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 toad with an r to make a word that is a homophone of rode. (road)
- Replace the a with e and rearrange the letters to make a homophone of soar. (soar)
- Replace the a in soar with a t, and rearrange the letters to make a word that means “placed away.” (stored)
- How would you change stored into the present tense? (drop the -ed and add an e to make store)
- Use all the letters to fill in the missing word: We _____ a turkey last Thanksgiving. (roasted)

Today’s Challenge
Student page 69 Have students complete the activities on page 69 to apply to what they have learned about words in this lesson to other words.

Answers for student page 69: 1. groan 2. weak 3. oats 4. head 5. toad 6. creak 7. bread 8. loaded

Go Further
Student page 69 Have students write a scrambled word for a partner to unscramble. Make sure they add a reasonable clue to help their partner.

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

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words?
Week 14 • Activity 70

Materials
Student page 70

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

Get Started
Point out to students that context clues can help them understand the meanings of unfamiliar words.

Explain that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 sentence and question to students.

Jeremy is curious about the new boy who just moved into the community.
What does community mean?

(A) hospital
(B) factory
(C) neighborhood
(D) school

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 B is wrong because people don’t move into factories. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The phrase “just moved into” help students decide that a community is a place where people live.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students 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 student will receive 10 points for each answer (up to 2 answers) that was ruled out (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 students read each item carefully, ruling out two answers and then choosing the correct answer. When a group has completed all four items, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 70 Students should choose one of the four multiple-choice items and explain how they ruled out two incorrect choices. Responses will vary, but the reasoning should make sense.

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

Assessment tip Can students use context clues to determine word meaning?
**Week 15 • Activity 71**

**Materials**
Student page 71

**Concept**
Read aloud at an appropriate pace to convey information.

**Get Started**
Read the following text aloud. Emphasize the numbering and clearly state the directions. Ask students to listen carefully.

**Directions for Applying a Bandage**
1. Clean the cut with soap and water. Pat dry.
2. Open the bandage wrapper. Place the bandage on dry skin.

Explain that these are two steps in a set of directions. The numbers indicate sequence—the order in which the steps should be taken. The sentences within each numbered item belong together. They are parts of the step. Readers should pause after each step to allow time for the listeners to follow the directions. Sometimes readers should even pause between the sentences of a step. Pausing helps in silent reading, too. You can pause, think about what you are about to do, and then proceed to the next sentence or step.

Explain that it is important to read at a consistent and appropriate speed so that the listener can take in the information. Clarity of speech is also important when presenting information.

**Today’s Challenge**
Tell students that today they are going to work in pairs to read directions for starting a window flower garden. First, students should read through the directions silently. Then have them practice reading aloud. If supplies (potting soil, seeds, tall plastic cups, plates, toothpicks, and water) are available, distribute them. Partners will then take turns reading and following directions. If supplies are not available, partners will take turns reading and miming directions.

**Student page 71** Explain that the directions tell how to plant seeds. Allow time for each student pair to silently read and understand the directions. Circulate as partners read and follow directions.

**Go Further**

**Student page 71** Partners will give a critique of their reading. Afterwards, ask other students to provide feedback. If necessary, model ways to provide constructive criticism.

**Assessment**

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

**Assessment tip** Do students read at an appropriate, consistent pace?
Today's Challenge

**Student page 72** Have students complete the Main Ideas/Details chart.

**Answers for student page 72:** Wording of answers may vary but should include the following information. **Main Idea:** Flowers are good for us. **Details:** They clean the air. They add color. They smell good. They give us something to care for.

Go Further

**Student page 72** Have students write why a vegetable garden may be good. Then have them exchange papers with a partner, circle the main idea, and underline the details. Responses will vary, but sentences should show a grasp of the relationship between main idea and supporting details.

Assessment

**Student self-assessment page 72** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students identify the main idea and details of a passage?
Word Games

Week 15 • Activity 73

Materials
Student page 73
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—parts of speech and meaning.

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

- **naming word**—names a person, animal, place, or thing (friend, tiger, kitchen, pencil)
- **action word**—tells an action (sing, sleep, shout)
- **definition**—tells what a word means

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

As you ask each of the five yes-no questions below, have students 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 students an extra 10 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Is your word a naming word? If yes, score 10 points.
2. Is your word an action word? If yes, score 10 points.
3. Can you make your word plural? (Can you make it tell about more than one?) If yes, score 10 points.
4. Does your word come before *mind* in the dictionary? If yes, score 10 points.
5. Does your word have more than one meaning? If yes, score 10 points.

Have students find their total scores. Determine which student (or students) have the highest scores. Have that student (or students) write the word on the board and explain how he or she scored the points.

Today’s Challenge
Student page 73 When the group has finished playing the game, have students complete the chart on student page 73. Students may have difficulties with the adverb categories (3 and 6). So you may want to help them. Possible words that tell how you skate include: smoothly, swiftly, unevenly. Possible words that tell how you eat include: quietly, slowly, hungrily.

Answers for student page 73: Answers will vary but should show that students understand the parts of speech.

Go Further
Student page 73 Have students write a category name and ask a partner to write three words that match the category. Have partners check each other’s work. If there are any disagreements, have students bring their papers to you.

Assessment
Student self-assessment page 73 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use word characteristics to read and understand new words?
Building Words

Week 15 • Activity 74

Materials
Student page 74
Sum of the Parts Cards (Week 15 Activity 74)

Concept
Build words using initial consonants and consonant blends, phonograms, and endings.

Get Started
Distribute the 18 Sum of the Parts Cards for Week 15. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Ask students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. If a spelling change is involved (dropping an e), make sure students hold the cards to show the correct spelling (blocking out the e). 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 combinations are many but include the following:
lead/leads/leading, bead/beads/beading/beaded,
thread/threads/threaded/threading, spread/spreads/spreading, bed/beds, led, sew/sewing/sewed, threw,
load/loads/loaded/loading, toad/toads, boast/boasts/
boasted/boasting, coast/coasts/coasting/coasted, toast/toasts/toasted/toasting, bore/bares/boring/bored, sore/sores,
score/scores/scored/scoring, store/stored/storing

Today’s Challenge
Student page 74 Students practice forming words by combining initial consonants and consonant blends with different phonograms.

Answers for student page 74: Possible answers:
1. read, bread, bead 2. sew, new, few 3. road, broad, load 4. roast, toast, coast 5. sore, more, store

Go Further
Student page 74 Students will add -ed or -ing to one of the words. Then they will create a riddle for the word. Partners will exchange riddles and try to solve them. Students’ riddles will vary, but the target word should be spelled and used correctly. An example is, “What are you doing when you heat bread?” (toasting)

Assessment
Student self-assessment page 74 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students combine word parts, beginning consonants, and endings to create new words?
Week 15 • Activity 75

Materials
Student page 75

Concept
Identify the main idea and details in text on a multiple-choice test.

Get Started
Remind students that a main idea is what a passage is mostly about. Details tell about the main idea. Readers who understand this relationship will more easily understand and remember the author’s message.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

People often grow herbs, which are a kind of plant. Herbs usually have small flowers or no flowers. They have leaves that smell good. Some leaves are used to make food taste good. Other leaves are used to make tea.

What is the main idea of this passage?
A Herbs are a kind of plant.
B Herbs smell good.
C Herbs are used to make tea.
D One use of herbs is to make food taste better.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because it is a detail in the passage. Ask a second volunteer to rule out another incorrect answer and proceed the same way. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure students understand why A is correct. (It tells what the paragraph is about overall.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students 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 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 75 Have students 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. C

Go Further
Student page 75 Have students write about a place where they go to have fun. Have them include details. Then have them read their text to a partner and ask what the main idea is.

Assessment
Student self-assessment page 75 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify main ideas and details?
Week 16 • Activity 76

Materials
Student page 76

Concept
Read aloud with expression that reflects the author’s intended meaning.

Get Started
Read the following text aloud with lively expression. Emphasize the difference between the narrator’s voice and the characters’ voices.

Ariel and Ezra were on the train. They were going to visit their Aunt Beth.

“Let’s go check out the food,” said Ariel. “I’m hungry.” He turned to his mother. “Mom, may we go for a snack?”

“Yes,” their mother said. “But stay together, boys.”

“Do you want anything?” asked Ezra.

“No thanks,” said their mother.

The boys walked to the end of the train car. They rocked from side to side as the train moved. In the next car, they found a snack bar. Ezra got an orange. Ariel got a fruit roll.

Ask students to describe how your voice changed while reading. If necessary, reread the passage. Help students hear the changes in your voice from character to character and from narration to dialogue. Express the boys’ excitement about being on a train. Explain that reading a story in an animated way makes the characters come alive. This helps readers to understand the author’s meaning.

Today’s Challenge
Tell students that today they will work in groups of three to read a story. Explain that this story is about two boys traveling on a train to visit their aunt. Their mother is with them. Ask students when they have been excited about being on a trip. Have them describe the trip. Ask: What feelings did you have? What would you sound like to convey those feelings? Point out to students that when reading to others, a good way to convey the feelings of a character in a certain situation is to use their own feelings and the way they sounded in a similar situation.

Student page 76 Allow time for groups to read the story silently to familiarize themselves with the language. Remind all students to show good listening behavior, such as not talking during the performance and keeping their eyes on the reader.

Go Further
Student page 76 Have students extend the story by writing dialogue for the boys and Aunt Beth when they meet on the train-station platform. If time permits, have students read the dialogue to the rest of the group.

Assessment
Student self-assessment page 76 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read dialogue with expression?
Materials
Student pages 76, 77

Concept
Enhance comprehension by identifying the story elements of character, setting, plot, and theme.

Get Started
Explain that all stories are made of the same parts—character, setting, plot, and theme. Characters are the people or animals in the story. Setting is the time and place of the story. Plot is the events that happen in the story. Theme is the idea that the author wants readers to remember. Tell children that identifying these story parts as they read will help them remember stories, compare and contrast them with other stories, and categorize stories.

Read the following sentences aloud to students.
At the blank lines, ask students to supply the information. Suggestions are provided within parentheses. When students offer a reasonable word (or words) for each blank, write it on the board.
When all the missing information has been added, read the entire story to students.

____ (female name) reached for her tools. She was sure she could fix the ____ (vehicle). But she had to do it fast. She had to get to the ____ (celebration) right away. She was bringing the ____ (cake). The ____ (bad weather) started again.

Have students identify the character and setting.
Explain that this is just the beginning of a story. Ask students to suggest possible plot events that would arise from this situation. Ask them to include a theme, such people are not always prepared or people sometimes need each other’s help.

Today’s Challenge

Student page 77  Have students read the story on student page 76 and then complete the chart on page 77. Students will describe characters, setting, plot events, and a theme.

Answers for student page 77:  Students’ answers should approximate the following. For “theme,” a possible response is shown. Characters: Ariel, Ezra, Mom, Aunt Beth  Setting: on a train headed to Aunt Beth’s  Plot: The boys want the train trip to last. The train stops. The boys have to wait. The boys want the train trip to end. The train starts again. The train arrives at Aunt Beth’s station.
Theme: Be careful of what you wish for.

Go Further

Student page 77  Have students write about when the story might be taking place. If students need help, suggest that the time is morning or school vacation or Aunt Beth’s birthday.

Assessment

Student self-assessment page 77  Have students check one of the three choices to describe how they feel about this activity.

Assessment tip  Can students identify story elements (characters, setting, plot, theme)?
Week 16 • Activity 78

Materials
Student page 78
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 student in your group, plus one extra. Use any words that will be familiar to students. For example, you might collect words from students’ conversations, from their school studies, or from current or seasonal events.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the one extra card for yourself. Tell students that you have a secret word and that they are to ask yes-no questions in order to guess the word. Review the difference between questions and statements. Explain that questions ask for information. They end with a question mark. A statement shares information. It ends with a period. Model a question and statement for students. Then use questions such as the following to play the game:

• Does the word name a person, place, or thing? (Is it a noun?)
• Can you think of an antonym for the word? (Is there a word with an opposite meaning, like hot is to cold?)
• Does it begin with a letter that comes before R in the alphabet?
• Does it have more than one syllable?
• Is the word a kind of something (Is it a kind of game?)
• Does it have any endings or prefixes (like -ing or un-?)

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

Today’s Challenge
Student page 78 Have students list words for each category. To ensure that they understand the activity, suggest the category “vegetables” and ask them for three examples of vegetables.

Answers for student page 78: Possible answers: 1. aunt, cousin, uncle 2. cat, hamster, parrot 3. tree, bush, flower 4. hammer, screwdriver, saw

Go Further
Student page 78 Have partners list three words with something in common. Have their partners give the category. If students have difficulty, remind them of the example (vegetables) above.

Assessment
Student self-assessment page 78 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning and structural clues to build vocabulary?
**Materials**

Student page 79
A set of Letter Cards (c, d, i, k, m, r, s, t, u) for each student (9 or fewer) or pair of students (up to 18 students)

**Concept**

Use the letters in *drumstick* to make words that have the short *u* sound (*fun*), the long *u* sound (*tune*), and the short *i* sound (*hit*).

**Get Started**

Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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*, *r*, *u*, and *m* together to make *drum*. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Drop the *d* from *drum* and add *st* to make the word for what you do to play a guitar. (*strum*)
- Remove the *m* from *strum* and add *ck* to make the word that is the past tense of *strike*. (*struck*)
- Remove the *r* to make a word that tells what you are if you can't move. (*stuck*)
- Change one letter in *stuck* to make a word that fits in this sentence: We can use that _____ as a bat. (*stick*)
- Remove one letter in *stick* to make a word that tells what you are if you have a cold. (*sick*)
- Replace the *s* and *i* with two letters to make a word that names a water bird that says “quack.” (*duck*)
- Remove two letters from *duck* and add *s* and *t* to make a word that names fine dirt that makes you sneeze. (*dust*)
- Replace the *d* in *dust* with two letters to make a word that names the top of a pie. (*crust*)
- Start over. Make a word that begins with *m* and that tells what you hear when an instrument is played. (*music*)
- Use all the letters to make a compound word that means “the lower half of the leg of a turkey.” (*drumstick*)

Remind students that we make compound words by combining two smaller words. Most compound words do not require any spelling change.

**Today's Challenge**

**Student page 79** Have students combine words to make compound words. Point out that some of the numbered words can be combined with more than two words from the box to make compound words. In those cases, no two are more correct than another.

**Answers for student page 79:** Possible answers follow: 1. sun: sunrise, sunroom, Sunday 2. house: doghouse, schoolhouse 3. light: candlelight, flashlight, daylight 4. time: daytime, sometime

**Go Further**

**Student page 79** Have students write a compound word. Have them tell a partner one word of their compound word, and have the partner provide the other word. Remind students to accept all correct answers. Resolve any doubtful compound words by checking a dictionary.

**Assessment**

**Student self-assessment page 79** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use the phonic elements to build compound words?
Materials
Student page 80

Concept
Identify story elements in text on multiple-choice tests.

Get Started
Remind students about story elements. Characters are the people or animals in the story. Setting is the time and place of the story. Plot is the events that happen in the story. Theme is the idea that the author wants readers to remember. Identifying these story parts will help readers remember stories, compare and contrast them with other stories, and categorize stories.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Our house caught on fire. It was terrible. Our family was trapped inside. The firefighters came quickly. Everyone was saved—even my cat Tiger.

What is NOT a part of the plot?
A The house caught on fire.
B The cat was saved.
C The fire was terrible.
D The firefighters came quickly.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that A is wrong because it describes the first event. Ask a second volunteer to rule out another incorrect answer and proceed the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (This sentence is not a plot event, but further describes an event.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students 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 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 80 Have students 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 80: 1. A 2. C

Go Further
Ask students to discuss the theme—what the author wants the reader to take away from the story. Possibilities include: “You shouldn’t be negative about an experience until you try it.”

Assessment
Student self-assessment page 80 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements (plot, character, setting, theme)?
Week 17 • Activity 81

Materials
Student page 81

Concept
Read aloud with the expression needed to understand and convey the feelings of characters.

Get Started
Read the following passage, expressing the anxiety of the character and the situation by sounding worried when you read the sentences in italics.

Today was the big day. Shana would find out if her artwork was going to be in the school show. *Shana almost lost her breath at times.* The judges were going down the aisle, making notes about each student's work. Nearer and nearer they came. Shana said to herself, "I'll never get into the show. I can't stand waiting like this." Finally, the judges came to her. "What are they thinking?" Shana asked herself. They looked at her and smiled. "What does that mean?" she wondered. "You will be in the show, Shana. Your work is very good." *Shana almost cried she was so relieved—and happy!*

Ask students what clues you gave to tell how Shana was feeling. Encourage students to understand that you changed your voice when you read certain words or sentences. Explain that when students read a story, they should look for words and sentences that tell what someone is feeling. Students should read those sentences with a voice that makes listeners feel what the characters feel. This will help readers and listeners to connect their own experiences with the people in the story.

Ask students to think of times when they felt very nervous. If students need help, suggest situations such as waiting to see a report card, trying out for a sports team, doing something new, going to a new school, or being called on to give an answer in class. Begin a discussion by having volunteers describe how they felt in those situations. Ask students whether waiting can be a difficult situation. How?

Today's Challenge
Tell students that today they are going to work in groups of four to read aloud a story. Explain to students that the story is about how a boy named Theo decides to try out for his school play and the feelings he goes through as he does try out. Tell students that they will provide the ending to the story in the next activity. They will read the story silently a couple of times to become familiar with it. Then the group members will decide who will read which lines and what kind of expression will be used to best convey the meaning of the story.

Student page 81 Allow time for each group to present the story for the other students. Remind all students to demonstrate good listening behavior, such as keeping their eyes on the reader, sitting still, and keeping quiet during the performance.

Go Further
Student page 81 Have students work in pairs to choose a sentence from the passage and to say the sentence in different ways. Help students read aloud the example in the student book.

Theo was afraid to look.
Theo was afraid to look.
Theo was afraid to look.

Have students discuss how the meaning of the sentence changes with each word that is stressed differently.

Assessment
Student self-assessment page 81 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read with the expression needed to convey the characters' feelings in a story?
Materials
Student pages 81, 82

Concept
Use story clues and life experience to make predictions.

Get Started
Draw the following boxes on the board.

| Story Clues | What I Know | What Will Happen |

Explain that making predictions as students read will help them understand the text and will keep them interested as they read. Then read the following aloud to students.

Dave wanted his mom to take him to the movies. He knew his mom was very busy. He thought he might as well ask, however. “Mom, how about we go see the new movie that’s playing?” His mom said, “Well, I’ve got all this work to do.” Then she gave him a big smile.

Tell students they can predict, or make a good guess, about what will happen next in the passage. Point to the Story Clues box on the board and ask what clues are in the passage that will help them predict the outcome. Lead students to understand that Dave asks his mother if they can go to the movies, and she says she is busy but gives Dave a big smile.

Point to the What I Know box on the board and ask students if they have had situations like Dave’s. Have volunteers share similar experiences. Explain that using what they know from their own experiences will help students understand the meaning of the story clues.

Point to the What Will Happen Next box on the board and ask students how the clues in the story, plus what they know from their own experiences, will help them make their prediction. Lead them to understand that the clues—Dave wanting to go to the movies, his mom smiling—plus their own experiences of having someone smile, will give them what they need to know to make a prediction.

Today’s Challenge
Student page 82 Have students complete the prediction chart. Be certain students understand that they must use both stray clues and personal knowledge to make their predictions.

Answers for student page 82: The predictions will vary, but the predictions themselves should be logical based on the text. Most students will probably say that Theo will be in the play, but other students may disagree. Accept predictions students can justify.

Go Further
Student page 82 Have students use their predictions to write a continuation of the story.

Assessment
Student self-assessment page 82 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students make predictions based on story clues and their own life experiences?
Week 17 • Activity 83

Materials
Student page 83
Word Maze Cards (Week 17 Activity 83)

Concept
Build vocabulary by understanding compound words and recognizing beginning consonant sounds.

Get Started
Review with students the meaning of these terms.

- verb form—one of the forms a verb can have (take, taking, took)
- compound word—one word made up of two other words (airplane)
- beginning consonant(s)—any non-vowel letter or letter combination that begins a word (thank, strange)

Today's Challenge
Distribute the 18 Word Maze cards for Week 17. Each student should receive at least one card, but since all cards need to be distributed, some students may need to have more than one card. Use the cards to play the Word Maze game. During the game, you may need to support or guide students by reminding them of the definitions above or explaining the definition of a word. 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 students to look at their cards. Invite one student 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 student 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 students match words to make compounds that solve the riddles. As needed, do the first item collectively. Then have students write the missing part of each compound.

Answers for student page 83: 1. anthill 2. paintbrush 3. baseball 4. bookcase 5. cupcake 6. paperclip 7. eyeglasses 8. seasick

Go Further
Student page 83 Have students work in pairs to make up riddles for three compound words and guess each other’s words. If needed, model a riddle and its answer. For example: 
what's up in the sky with what you get if your hand touches fire. (sunburn)

Assessment
Student self-assessment page 83 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify beginning consonant sounds, different forms of verbs, and compound words?
Building Words

Week 17 • Activity 84

Materials
Student page 84
Letter Cards (e, f, o, r, 2s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in forests to make words that have the r-controlled vowel (or) and the short o and short e sounds.

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 s, o, r, and e together to make sore. 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 students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Take away s from sore and add r to make sore.
- Add s to make store.
- Take away e and r and add s to make toss.
- Take away s and add f to make soft.
- Add r and e to make softer.
- Move the letters around to make foster.
- Take away f and o and make rest.
- Add s and s to make stress.
- Use all the letters to make a word that means the same as woods. (forests)

Have students suggest ways that some of the words could be grouped together.

<table>
<thead>
<tr>
<th>short o as in bot</th>
<th>short e as in bed</th>
<th>r-controlled vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>toss</td>
<td>rest</td>
<td>sore</td>
</tr>
<tr>
<td>soft</td>
<td>stress</td>
<td>tore</td>
</tr>
<tr>
<td>softer</td>
<td></td>
<td>store</td>
</tr>
</tbody>
</table>

Today’s Challenge
Student page 84 Have students complete the chart with r-controlled, short o, and short e words that match the rhyme and the clue given. If students need guidance, review how rhymes are words with endings that have the same sound. Explain that in today’s activity, all the words end with the same spelling as the rhyme given.

Answers for student page 84: 1. core 2. nest 3. lost 4. clocks 5. chore 6. bed

Go Further
Student page 84 Have students think of a word that rhymes with ten and make up a clue to go with it. Help students who need guidance in making a clue for a rhyme. Use a word such as dress and encourage students to give a definition, such as It rhymes with mess and is what a woman wears.

Assessment
Student self-assessment page 84 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students read and write words with the r-controlled vowel sounds, short e, and short o?
Week 17 • Activity 85

Materials
Student page 85

Concept
Making predictions on a multiple-choice test.

Get Started
Point out to students that by paying attention to a story's details and using what they know, they can make predictions about what might happen next. Many times details will suggest an action that a character is to make. Learning to identify these details will help students better understand what they are reading.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

It was late morning and Ted was still sleeping. The cat lay on the edge of the bed and watched. The cat was usually fed by this time each day. It was hungry and wanted food.

What do you think will happen next?
A. The cat will continue to watch Ted.
B. The cat will fall asleep.
C. The cat will meow to wake up Ted.
D. The cat will go into the other room.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because it will not solve the cat's problem. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only solution to the cat's problem.)

Today's Challenge
Place students into groups of 2, 3, or 4. Students 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 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 85 Have students 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 85: 1. C 2. B

Go Further
Student page 85 Ask students to predict what Gia might do next and why she might take those actions. Explain to students that their predictions should be a logical extension of the story.

Assessment
Student self-assessment page 85 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use story details and prior knowledge to make predictions?
**Materials**

Student page 86

**Concept**

Use emphasis and phrasing to convey characters' feelings.

**Get Started**

Read aloud the following text in two different ways. Read it once with appropriate expression and fluency and then once without. On your expressive reading, emphasize words such as help, important decision, can't eat, can't sleep, SO stressful. Read phrases naturally as they would be spoken aloud in person. On your non-expressive reading, run some sentences and phrases into one another inappropriately.

Tell students that you will read an e-mail two different ways. Ask them to listen for differences.

Kate, help!

I have an important decision to make, but I just can't make up my mind. I've asked the members of my family. Each says the choice is up to me. I've even asked the neighbor next door. This is SO stressful! I can't eat. I can't sleep. I'll just come out and ask you for advice. Should I name my new cat Tiger or Paws?

Nina

Ask students to tell how they think Nina feels. (upset, confused, stressed) Have them explain how they know. Ask students to recall any words or phrases that stick out in their minds. Have them tell why they recall those particular words. Guide students to recognize that emphasizing particular words in an oral reading helps to convey how a character is feeling. Display this sentence:

This is SO stressful!

Invite several volunteers to put themselves in the place of the character to read the sentence. Tell them to use the clues the author gives in the way the sentence is written to get the character's feelings across. Note that all capital letters and the exclamation mark help to show how emotional Nina is.

Note that when reading aloud, grouping words that go together naturally helps listeners better understand what is happening. Explain that since e-mails are conversational in tone, the grouping of words should sound like the way people talk. Display:

I have an important decision to make, but I just can't make up my mind.

Have volunteers show how they would group words into phrases to make the language sound natural.

**Today's Challenge**

Tell students that today they are going to work in groups of two or three to read aloud two e-mails. They will read the text silently a few times to become familiar with it. Then, the group members will decide who will read which lines and which words to emphasize to help convey how each character feels. Remind students to scan the text to be aware of appropriate phrasing to make their readings sound natural.

**Student page 86** Explain that the e-mails tell about each boy's personal experiences. Two or three students can read aloud the e-mails. Allow time for each group to prepare and present the e-mails. Remind listeners to demonstrate good listening behavior.

**Go Further**

**Student page 86** Ask students to write one thing that their group did very well in its performance.

**Assessment**

**Student self-assessment page 26** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use emphasis and phrasing to convey characters' feelings?
Week 18 • Activity 87

Materials
Student pages 86, 87

Concept
Make connections between students’ own experiences and the text.

Get Started
Explain that readers can connect with a piece of text in three general ways. They can find things similar to their own experiences; they can recall other things they’ve read that the new text reminds them of; and they can form a personal response.

Ask students why they think connecting with what they read is important.

Guide students to realize that connecting with what they read helps them to understand and remember better because they are relating new information to what they already know. It also makes reading more enjoyable because of the personal connection.

Read the following passage. Have students listen for a connection they might reasonably make.

“Hey, Brittany, can I borrow a dollar from you?” asked Kevin.

“Not until you pay me back the other dollar you owe me,” answered Brittany.

“Come on, you know I’m good for it,” begged Kevin.

“If you’re good for it then pay up the other dollar,” his sister said.

“Never mind, it’s your loss,” said Kevin, annoyed.

“How so?” asked Brittany.

“I needed the dollar to buy your birthday present,” answered Kevin.

Ask students which of the following statements is a reasonable connection to make (Brothers and sisters often borrow money from one another.)

- Brothers and sisters often borrow money from one another.
- Brothers always pay back the money they owe their sisters.
- Brothers and sisters often argue about birthday presents.
- Brothers and sisters never give each other birthday presents.

Encourage students to talk about personal connections they can make with the text. Are the connections they make similar? Are they different? Have volunteers explain why they can relate in the ways they do.

Today’s Challenge
Student page 87 Have students read the two e-mail messages on student page 86 before filling in the chart. Remind them to think about the three different ways readers can connect with what they read as they read the e-mails and as they fill in the chart.

Answers for student page 87: Responses will vary but should reflect students’ understanding of the three ways readers may connect with text.

Go Further
Student page 87 Have students close their eyes for a few minutes to help recall the day they will write about in their message. Encourage students to include how they were feeling on that day.

Assessment
Student self-assessment page 87 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students make personal connections to what they read?
Materials
Student page 88
One pair of word cards for every four students

Concept
Build vocabulary by using meaning clues to determine a word.

Get Started
This game is similar to Password. Before the session, prepare two word cards (index-card-sized, or so) of the same word for every four students in the class. (Two pairs of students each get the same word card.) Use words that will be familiar to students. For example: bicycle, phone, weather, admire, ribbon, and lazy. You can also use words that have been used in class.

Instructions for Playing Guess the Word
Explain to students that they will play this game in pairs. One student will give clues and the other student will try to guess the word. Two pairs of students will play at a time, each pair will try to guess the same word. Thus, clues are received from both teams.

Pair students by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the student 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 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 hat. Players should not limit themselves to only one meaning; they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 88 Students will match words with their definitions. Then they will self-check their work by filling in a grid with numbers to find the magic number.

Answers for student page 88: A. 20 B. 6 C. 4 D. 7 E. 15 F. 8 G. 3 H. 9 I. 18 The magic number is 30.

Go Further
Student page 88 Students will create their own Magic Square activities. Some students may benefit from working with partners. Suggest that students use dictionaries to help them write their definitions. If figuring out the numbers proves too difficult for some students, have them use page 88 as a template. Just don’t tell the other students! Collect the finished Magic Square activities. Shuffle them and redistribute them to students for solution.

Assessment
Student self-assessment page 88 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand words and their meanings?
Week 18 • Activity 89

Materials
Student page 89
Sum of the Parts Cards (Week 18 Activity 89)

Concept
Build compound words.

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

Instruction for Playing Sum of the Parts
Ask students to look at their cards and find one or more students with whom they can make a compound word by combining their cards. When as many words as possible have been made, have the students stand in position while you record the words on the board. Depending on the combination of words, 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 18 Activity 89.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but may include the following: blackberry, blueberry, bookcase, blackbird, bluebird, notebook, lighthouse, horseshoe, sailboat, homeroom, backroom.

Today’s Challenge
Student page 89 Have students match and combine words to make compound words.


Go Further
Student page 89 Have students explain in their own words what they should do to complete the activity. Possible compound words include: daylight, doghouse, somewhere, eyeglasses, wherever.

Assessment
Student self-assessment page 89 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand how to make and read compound words?
Rule Out 2

Week 18 • Activity 90

Materials
Student page 90

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

Get Started
Remind students that connecting personally with text will help them better understand and remember what they read.

Explain that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 dialogue and question to students.

“Are you studying for the math test?” asked Hannah.

“I’ve been studying a week,” answered Gail.

“I don’t understand any of it!” said Hannah.

“Why didn’t you ask questions in class?” asked Gail.

“I didn’t want to look like the only one who doesn’t understand,” explained Hannah.

“You can study with me, but only if you tell me what you don’t understand,” said Gail.

“It’s a deal,” said Hannah happily.

Which of the following choices is NOT a reasonable connection to make to the passage?

A) I know someone named Hannah.

B) I sometimes feel embarrassed to ask questions in class.

C) I always study for a math test.

D) I would be glad if my friend offered to help me study.

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 B is wrong because it is a good connection to make. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure students understand why A is correct. (Knowing someone named Hannah won’t help you understand the passage.)

Today’s Challenge
Place students into groups of 2, 3, or 4. Students 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 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 90 Have students read the e-mail 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
Student page 90 Answers will vary, but students should explain in detail their connection to Brad’s e-mail.

Assessment
Student self-assessment page 90 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students make and explain their personal connections to text?
Materials
Student page 91

Concept
Use tone and pacing to read expressively.

Get Started
Read the following text aloud twice. First, read in a bland, nonexpressive way. Say the character's name and then just read the words cold. On a second reading, introduce the elements of tone and pacing. Read the child's part in an animated way that shows curiosity and interest. Read Grandpa's part at a slower pace, one that shows reflection or taking time to think back to the past.

Child: Grandpa, what was it like when you were a boy?

Grandpa: It was different, of course. When I was your age, there were no video games, CDs, beepers, cell phones, or pocket organizers. My friends and I would stay outdoors most of the time. We always found something to do—catch frogs, play marbles, shoot some hoops. I was rarely allowed to even watch TV.

Child: Were you happy, Grandpa?

Encourage students to comment on the two different readings. Ask leading questions such as: What did you notice about the pace I used to read each part? Why do you think I varied the pace? Which character has a more serious tone? Why do you think so?

Today's Challenge
Tell students that today they are going to work in groups to read part of an “oral history” interview by a young character questioning an older one about the past. Though there are only two characters in the interview, students can share the role of Gray Whiskers. Have students practice their lines, and then perform the interview for the whole group.

Student page 91 Explain that the interview is between two animal characters. Encourage students to preview their lines to make decisions about the pace and tone they will use. Remind all students to show good listening behavior and to respond only at the end of the performance.

Go Further
Student page 91 Encourage students to think of specific areas of interest they may have before writing the questions they would ask an older relative or community member. Suggest that when they read their questions aloud to a partner that they read them “in character” as an interviewer.

Assessment
Student self-assessment page 91 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read expressively using appropriate tone and pacing?
Thinking About Reading

**Week 19 • Activity 92**

**Materials**
Student pages 91, 92

**Concept**
Enhance comprehension by comparing and contrasting.

**Get Started**
Recall that to compare things means to look for likenesses and that to contrast things means to look for differences.

Show two differently sized books. Have volunteers compare and contrast them. Then summarize their responses. For example: Both objects are books. Both books have pages inside. Both books are rectangular. One book is larger than the other. One book has pages with pictures. One book is heavier than the other.

Ask volunteers to select pairs of objects to compare and contrast. Make the point that comparing and contrasting requires attention to details.

Tell students that taking note of comparisons and contrasts when they read can help them better understand the text. Explain that authors often use the device of including details that show likenesses and differences to help readers better understand characters or setting. Remind students that setting refers to both place and time.

Have students listen to compare and contrast as you read the following passage.

Life today sure is different from life in the past. Imagine a time when there were no washing machines or microwave ovens. People had to clean their clothes and cook food back then, but they handled these chores differently. People washed clothes in a tub of water and rubbed and rubbed to scrub out soil. People cooked their food over open fires or in fireplaces. It took a long time to get a meal.

Ask students to compare and contrast. Use the following prompts.

- What two chores do people do today that people did in the past?
- How do the way people wash clothes differ now from in the past?
- Compare the amount of time it took to cook food in the past with the time spent today.

**Today’s Challenge**

**Student page 92** Have students look at student pages 91 and 92. Explain that they will read to compare and contrast information in the interview. Remind students that comparing and contrasting requires attention to details as they read. As needed, review how to add information to the Venn diagram.

**Answers for student page 92:** Possible responses are: Long Ago—many beavers; found just about everywhere; had to be watchful at all times; hunted and trapped in large numbers Today—hunting restricted; protective laws; less interest in beavers for fur and food Both—beavers’ daily routine—catching food, building homes; raise and teach young; prized for fur

**Go Further**

**Student page 92** Students will compare and contrast themselves with either a friend or a family member. Encourage students to jot down several points of comparison and contrast before they select those they will write about in the activity.

**Assessment**

**Student self-assessment page 92** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use details in the text to compare and contrast?
Week 19 • Activity 93

Materials
Student page 93
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—part of speech, syllables, and structure.

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

syllable—an uninterrupted part of speech (try has one syllable, but turning has two)
plural noun—a word that names more than one person, place, or thing (mothers, schools, chairs)
verb—a word that identifies an action (jump, sang)
adjective—a word that describes someone or something (tall, pretty)
adverb—a word that tells how, when, where (slowly, yesterday, outside)
suffix—a word part added to the end of a word that adds or changes meaning (-ful/hopeful, -less/thoughtless)

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

As you ask each of five questions, have students 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 students an extra 10 points if they can use their words correctly in a sentence.

1. Does your word have more than 2 syllables? If yes, score 10 points.
2. Does your word have a suffix? If yes, score 10 points.
3. Is your word a plural noun? If yes, score 10 points.
4. Is your word a verb? If yes, score 10 points.
5. Is your word an adjective or an adverb? If yes, score 10 points.

Have students find their total scores. Determine which student(s) have the highest scores. Invite volunteers from this group to share their word and explain how they scored the points.

Today’s Challenge
Student page 93 Read through the word attribute chart before students begin work. Guide them through the sample. Remind students that some words can be used more than one way. Give play as an example. Note that it can be used as both a noun and a verb.

The play was very entertaining. Let’s play outdoors.

Answers for student page 93: Possible responses are shown.

<table>
<thead>
<tr>
<th>Word</th>
<th>2 or more syllables</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Has a suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>dancer</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>mysterious</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>mistake</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>hopeful</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>tire</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>restless</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>brown</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>preacher</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Go Further
Student page 93 Before students begin to “grow” their own sentences, grow a sentence orally as a model. A dog; A dog ran; A spotted dog ran; A spotted dog and a cat ran; and so on.

Assessment
Student self-assessment page 93 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students read and understand words using what they know about syllables, parts of speech, and structure?
Building Words

Week 19 • Activity 94

Materials
Student page 94
A set of Letter Cards (a, c, 2e, h, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in *teacher* to make words with long *a* (CVCe), long *e* (ea and ee), the suffix *-er*, and the prefix *re-*. Add the suffix *-er* to make a word that names a job. (teacher)

Remind students that a prefix is a word part added to the beginning of a word. It changes the word's meaning. The prefix *re-* means "to do again." For example, *recoach* means "to teach again." Tell students that when *re-* is the first syllable of a word, it is usually unstressed, as in *recoach* and *reply*.

Today's Challenge
Student page 94 Have students complete the activity on page 94 to apply what they have learned about phonics and structural elements in this lesson to other words.


Go Further
Student page 94 Ask students to list four things that they can refill, for example, a cup, an ice-cube tray, a pet's food bowl, and a prescription. Encourage students to share their ideas to expand their experience with *refill*.

Assessment
Student self-assessment page 94 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students read and spell words with the phonic and structural elements practiced in the lesson?
Rule Out 2

Week 19 • Activity 95

Materials
Student page 95

Concept
Identify comparisons and contrasts in text on multiple-choice tests.

Get Started
Have volunteers use their own words to explain what it means to compare and contrast. Remind students that making accurate comparisons and contrasts requires close attention to details in the text.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Large jungle cats and household (or pet) cats have many things in common. Both have strong, sleek bodies and long tails. They also have sharp teeth and claws that enable them to hold and kill prey. All cats, no matter their size, are good climbers, too.

Pet cats meow to communicate with us. What do the big cats do? They roar, of course! Oh, there is one other important thing to know about cats. A big cat such as a lion is about thirty times bigger than the average pet cat.

How are pet cats and large jungle cats alike?

A They communicate by roaring.
B They are about the same size.
C They make good pets.
D They have sharp teeth and claws.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because the passage says that a big cat such as a lion is thirty times bigger than a pet cat. Ask a second volunteer to rule out another incorrect answer and proceed the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (It is in the part of the passage that tells how both are alike.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students 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 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 95 Have students 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 95: 1. C 2. D

Go Further
Encourage students to go beyond the obvious characteristics that make cats and dogs alike. Suggest that they brainstorm some new ideas—how do the animals’ paws compare/contrast, how do their sleeping habits compare, and so on.

Assessment
Student self-assessment page 95 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students make comparisons and contrasts in passages?
Week 20 • Activity 96

Materials
Student page 96

Concept
Read aloud with fluency and expression to convey author’s meaning.

Get Started
Read the following text aloud two different ways. First, read in a flat monotone, ignoring the difference between dialogue and the narrative filler (said Mr. Borden, for example). Alternate reading in a hesitant, halting way and in a very rapid, haphazard way. On a second reading, read fluently and use conversational phrasing to distinguish direct speech from narrative filler.

“What will our big spring project be, Mr. Borden?” asked Logan. “I hope it will be something fun.”

Mr. Borden grinned and said, “This project has something for everyone, I think. We’ll be finding out about the Iditarod. Iditarod is the name of a trail in Alaska that goes back to the gold rush days. Today it is the name of an annual dog sled race.”

Have students comment on your two readings. Ask which reading they thought made the text more understandable. Have them explain why. Ask students to pinpoint what was wrong with your first reading. Make the point that it is important for oral readers to preview what they will read. Looking ahead at the text will familiarize them with the words and phrases they will read so they can read without repeating or skipping words. Previewing will also give them a sense of what tone to use for each character engaged in a dialogue.

Remind students that in a preview of any text, they can look for clues such as punctuation marks and special uses of type to help them read better. The students should also think about their own experiences to help them understand the author’s meaning.

Today’s Challenge
Tell students that today they will work in groups to read aloud the passage. They will read the passage silently a couple of times to get the overall meaning. Then students will decide together who will read which lines.

Student page 96 Allow time for groups to prepare and present their readings. Remind all students to show good listening behavior, such as not talking during the performance.

Go Further
Student page 96 Before students express their opinions, have them try to imagine the passage they just read aloud as a straight narrative text. Have them scan the passage and try to “hear” what a narrative version might sound like. In this way, they will have more of a basis for appreciating the use of dialogue.

Assessment
Student self-assessment page 96 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read fluently and expressively?
Week 20 • Activity 97

Materials
Student pages 96, 97

Concept
Enhance comprehension by identifying causes and effects.

Get Started
Recall with students that events are often linked by cause and effect. One thing makes something else happen. Causes and effects often form a kind of chain reaction. Give this example: A person gets caught in the rain. The effect is that the person’s clothing gets soaked. The soaking wet clothing causes the person to change into dry clothes.

Remind students that understanding cause-effect relationships in what they read will help them better understand the author’s message.

Read the following paragraph to students. Have them listen for causes and effects.

In 1925, sled dogs saved some children’s lives. The children lived in Nome, Alaska. This city is far, far to the north. The land is frozen in the winter. This makes it very hard for people to get there. One winter, the children of Nome got sick. They needed medicine to make them better. Sometimes people flew planes to Nome. This time no planes were ready to fly. They were stored for the winter. Instead, sled dogs took the medicine to Nome.

Ask students why dog sleds took medicine to Nome. Ask them to identify two causes. Students should cite the following as causes: Children in Nome were sick. There were no planes available to deliver the medicine.

As needed, reread the paragraph and ask additional cause-effect questions, such as: Why were planes usually used to get to Nome? What happened because the dog sleds were used to take the medicine to Nome?

Today’s Challenge

Student page 97 Have students look at student pages 96 and 97. Suggest that they preview all three questions before beginning the activity. Be certain students understand that they are finding multiple causes and effects. Remind them to respond with complete sentences.

Answers for student page 97: Responses will vary but should reflect students’ understanding of cause and effect. Possible responses are: 1. Mr. Borden gives an assignment to be due over vacation and some students will be away. Students who are away will not be able to check the Iditarod web site. 2. Logan and other students will ask for more time after vacation. During vacation, they will check the news for information about the Iditarod. 3. Mr. Borden thinks that the Iditarod is an important part of history. He also thinks the Iditarod race is fun to know about.

Go Further

Student page 97 Before students identify why people like to attend racing events, encourage them to talk about different kinds of racing events. Are there common elements to many different kinds of races? Have them think, too, about what kinds of people usually attend each kind of event.

Assessment

Student self-assessment page 97 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify cause-effect relationships?
**Week 20 • Activity 98**

**Materials**
- Student page 98
- 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 sized or so) for each student in your class, plus one extra. Use any words that will be familiar to students. For example, you might collect words from students’ conversations, from their school studies, or from current or seasonal events.

**Instructions for Playing What’s My Word?**
To demonstrate the game, keep the one extra card for yourself. Tell students 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 it have any word parts? (prefix, suffix, ending)
- Is it a noun? (verb, adjective)
- Does it have more than 5 letters?
- Does it have 1 syllable?
- Does it have to do with weather? (other topic)

If students 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 student. Give students a specific amount of time to ask each other questions about the word. If after three to five minutes, students have not guessed their words, try another approach. Seat all the students.

Take one word card at time, hold it over a student’s head where everyone but the student can see it, and ask the remaining students to offer clues.

**Today’s Challenge**

*Student page 98* Encourage students to preview the activity. Then ask volunteers to tell in their own words what students should do. You may wish to complete the first item together as a group. Have students read the clue, unscramble the word, and then write it correctly.


**Go Further**

*Student page 98* Students may select from among these homophone pairs: sun/son, sum/some, and toel/tow. Encourage students to share and compare their sentences with partners or in small groups.

**Assessment**

*Student self-assessment page 98* Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use meaning and structural clues to identify words?
Week 20 • Activity 99

Materials
Student page 99
A set of Letter Cards (a, c, d, e, k, n, p, u) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in unpacked to make words with short a and short e, long a and e, the consonant combination ck, the past tense verb ending -ed, and the prefix un-.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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, e, c, and k together to make deck. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of words on display. (The cards can be used for sorting.)

- Replace the d with n to make a word that names a body part. (neck)
- Substitute a p and an a for n and e. This word tells what you do when you put clothing in a suitcase. (pack)
- Add e and d to form packed. The letters -ed form a past-tense ending.
- Take off the ending. Add u and n to make a word that tells what you do when you take clothes out of a suitcase. (unpack)
- Add ed again to make this word past tense. (unpacked)
- Take off the prefix un-. Also take away k to make paced. This word can mean “done at a certain speed” or “walked back and forth.”
- Take off d to make pace.
- Now put all the letters back. Use five letters to make the word knead. This is what you do with bread dough to mix it.
- Take out e and d. Add ck to make knack. This word means “a special ability.” It fits in the sentence: Jill has a knack for telling stories.

Call attention to the last two words on your list. Explain that when a word begins with kn, the k is silent. Point out unpack. Remind students that the prefix un- means “not” or “opposite,” as in unhappy and untied.

Today’s Challenge
Student page 99 Have students complete the activity on page 99 to apply what they have learned in this lesson to other words. Encourage students to finish the incomplete sentences in ways that no one else will.

Answers for student page 99: Sentence endings will vary but should demonstrate understanding of the meaning of the underlined words.

Go Further
Student page 99 To expand students’ knowledge of a word, have them write about a person or situation that is unkind, unfair, unsure, or unknown. For example, students might write that they have to go to bed at 8 o’clock, which they think is unfair.

Assessment
Student self-assessment page 99 Have students check one of the three choices to describe how they feel about this activity.

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

**Week 20 • Activity 100**

**Materials**

Student page 100

**Concept**

Identify word parts (base words, prefixes, suffixes, compounds) on multiple-choice tests.

**Get Started**

Review different kinds of word parts. Display these words as shown:

`powerful starter unload reload scoreboard`

Read the first four words aloud, pointing to the underlined word part. Identify each: `-ful`, `-er` suffixes; `un-`, `re-` prefixes. Then have students identify the base word in each. Read the last word, the compound. Have students name the two base words that make the compound.

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

Look at the words. Find the word that has the suffix underlined.

A) respectful  
B) reason  
C) special  
D) spineless

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because although it has a suffix, the base word is underlined and not the suffix `-less`. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure students understand why A is correct. (It is the only choice that shows a suffix, or word part at the end of a word, underlined.)

**Today's Challenge**

Place students groups of 2, 3, or 4. Students 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 student will receive 10 points for each correct answer. So, the maximum number of points for the exercise is 40.

**Student page 100** Have students read each item, ruling out two answers, and then choosing the correct answer. When a group has completed the items, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 100:** 1. A 2. C 3. B 4. B

**Go Further**

**Student page 100** Although students are only asked to form two more compound words with the word `snow`, encourage them to try to think of as many words as they can. Most students should be able to form these words: `snowflake`, `snowball`, `snowman`, `snowshoe`, `snowfall`, `snowsuit`.

**Assessment**

**Student self-assessment page 100** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students identify different kinds of word parts?
Read Out Loud

Week 21 • Activity 101

Materials
Student page 101

Concept
Use tone to read expressively.

Get Started
Read the following scene from a play aloud. First, read it showing no emotion or expression. Then read it emphasizing certain words and changing your tone of voice as dictated by context and punctuation. For example, you might say the words strange noises in a mysterious tone. For the word scared, you might use a quivering tone. Note other words for which you might emphasize and change tone: rainy night, creep, Oh!

(Keith and Sara are in the kitchen of their aunt’s old house on a rainy night.)

Keith: I’m scared. I keep hearing strange noises.
Sara: I hear them, too. Maybe we should leave this room and find out where the noises are coming from.
Keith: You’ve got to be kidding. I’m staying here.
Sara: Well, I’m going.
(The children creep through the house.)
Sara: Here we are. Oh! I hear it just outside!
Keith: (laughing) It’s a tree branch tapping on the window!

Ask students the following.

- Which reading did you like better? Why?
- Did you notice how my voice changed when I used certain words? (Encourage students to name the words noted above.) How did my voice change for those words? (Ask students to say the words with appropriate tone.)

Encourage students to understand that certain words gave you clues as to what kind of voice to use while reading.

Today’s Challenge
Tell students that today they are going to work in groups to read a skit. Students will read the skit silently and then practice reading it aloud with expression. Groups will then read the skit aloud for the class.

Student page 101 As students prepare, encourage them to look for clue words that will tell them how to express what they are reading. This will help them convey the author’s meaning and make the reading more enjoyable for listeners as well. Allow time for each student to prepare and perform his or her lines. Remind all students to show good listening behavior, such as not talking during the performance.

Go Further
Student page 101 Have students work in groups of four. Each student should take on the role of one of the characters in the skit and then create new lines to add to the skit. To help students get started, ask two volunteers to add two lines to the skit.

Assessment
Student self-assessment page 101 Have students check one of the three choices to describe how they did on this activity.

Assessment tip Do students read using clue words as signals to different kinds of expression?
Week 21 • Activity 102

Materials
Student pages 101, 102

Concept
Identify sequence of events.

Get Started
Remind students that sequence is the order in which things happen in a story or other pieces of writing. Tell students that putting things in order as they read will help them better understand what they are reading. Ask students why it is important to keep track of the order of events in a story. Students should realize that noticing the sequence of events helps them better understand and recall a story. Then read the following passage.

Have you ever wondered how new monarch butterflies come to be? First, a female monarch butterfly lays her eggs. In three to twelve days, caterpillars hatch from the eggs. For a while, eating is all the caterpillars do. They need to store energy for the next stages of their lives. Then the caterpillars stop eating. They each form a hard covering, called a chrysalis, around themselves. About two weeks later, new monarch butterflies break out of their chrysalises and begin to add beauty to the sky.

Ask students to paraphrase the information in the paragraph, in the correct sequence. Or, write four stages on the board, out of order, and have students order them. Reread the paragraph to confirm order.

Explain to students that they should try to remember the sequence of events when they read. If they don’t, they will be confused and have a difficult time later trying to write or talk about the passage.

Today’s Challenge
Student page 102 Have students number the events to show correct sequence. Tell students that the easiest way to go about the activity is to find the sentence that tells the event that happened first. Then students should look for the second event, the third event, and so on.

Answers for student page 102: 1. The children were playing in front of their houses. 2. Tony wanted to know where the other friend was. 3. The children wanted something special to happen. 4. The children walked down the street. 5. Tony saw something on the sidewalk. 6. Whoever got to the player got to keep it. 7. The player disappeared under the car. 8. The children cried, “April Fool!” 9. Abby explained about the string tied to the player. 10. Tony laughed and made a threat.

Go Further
Student page 102 Have students work in pairs, and have small pieces of paper available for each student. Ask each student in a pair to write down three steps he or she takes getting ready for school in the morning. Students should then pool the pieces of paper, shuffle them, and put the steps in order. Tell students that if they have duplicates, they should throw one of them away. If time permits, you might want two pairs to shuffle their papers together and put them in order.

Assessment
Student self-assessment page 102 Have students circle one of the three choices to describe how they did on this activity.

Assessment tip Can students identify the sequence of events as they read?
Week 21 • Activity 103

Materials
Student page 103
Word Maze Cards (Week 21 Activity 103)

Concept
Build vocabulary by understanding word meanings and relationships.

Get Started
Review with students the meaning of these words.

synonyms—two words that have the same or almost the same meaning (cup/glass, sad/unhappy)

antonyms—two words that have opposite meanings (give/take, night/day)

homophones—two words that sound the same when spoken but are spelled differently and have different meanings (fair/fare, wait/weight)

beginning and ending consonant blends—two letters that go together at the beginning or end of a word (play/plea, best/cast)

Today’s Challenge
Distribute the 18 Word Maze cards for Week 21. Each student should receive at least one card, but since all cards need to be distributed, some students 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 students by explaining the meaning of a word. When you have finished the game, put the cards in an envelope or bag labeled “Week 21 Activity 103.”

Instructions for Playing Word Maze Ask students to look at their cards. Ask one student 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 student to read the answer and then read the question. 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 186.

Student page 103 For each word across, have the students write the homophone down. To help students understand what they are to do, write the following on the board.

S E A M

Ask students to name the word that sounds like seem but has a different spelling and meaning. When students have given you seem, add the word to seem on the board.

S E A M
E
E
M

Explain how you used the first letter of seem to spell seem. Tell students that that is what they are to do for the puzzle on student page 103.

Answers for student page 103: 1. pale 2. male 3. beat 4. great 5. bare 6. steal 7. reel 8. flea

Go Further
Student page 103 Have each student choose a homophone pair from the puzzle and use both words in a sentence.

Assessment
Student self-assessment page 103 Have students check one of the three choices to describe how they did on this activity.

Assessment tip Can students build vocabulary by understanding word meanings and relationships?
Materials
Student page 104
Sum of the Parts Cards (Week 21 Activity 104)

Concept
Build words with prefixes (re-, un-), suffixes (er),
endings (-ed, -ing), and base words (buckle, cover, fold,
heat, load, teach, use, wind, zip)

Get Started
Distribute the 18 Sum of the Parts Cards for Week
21. Each student should receive at least one card. If
you have more students than cards, play the game
more than once. If you have fewer students 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
students to look at their cards and find one or more
students with whom they can combine their cards to
make a word. If a spelling change is involved (drop
the e), make sure students hold the ending card over
the e to show the correct spelling. When as many
words as possible have been made, have the students
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:
buckled, covered, folded, heated, loaded, used, winded;
folder, heater, loader, teacher, user, winder; buckling,
covering, folding, heating, loading, teaching, using,
winding; rebuckle, recover, refold, reheat, reload,
reteach, reuse, rewind, unzip; unbuckle, uncover, unfold,
unload, unused, unwind, unwinding, unzip.

Today's Challenge
Student page 104 For items 1 through 5, have
students write three words for each affix given.
For items 6 through 8, have students circle the
base word.

Answers for student page 104: Answers for 1
through 5 will vary but should reflect correct use of
the prefixes re-, un-, suffix -er, and endings -ing, -ed.
6. play 7. feel 8. mix

Go Further
Student page 104 Have students work in pairs to
make as many words as they can, using the letters in
the word reheating. Possible answers include: air, art,
ate, ear, eater, eating, gate, gnat, grate, great, grin, hear,
hearing, heart, heat, heater, heating, hang, hanger, her,
hear, heat, heater, tan, rang, reheat, ring, tan, tar, tear,
the, thin, thing, three.

Assessment
Student self-assessment page 104 Have
students check one of the three choices to describe
how they did on this activity.

Assessment tip Can students use base words,
prefixes, suffixes, and endings to build words?
Week 21 • Activity 105

Materials
Student page 105

Concept
Identify sequence of events in text on multiple-choice tests.

Get Started
Ask several volunteers to explain what sequence is and give examples of three correctly sequenced events from their own life experiences.

Remind students that Rule Out Two is a technique that will help them when they take multiple-choice tests. When students 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 students.

Before going out to play, Josie had to do her chores. She had to make her bed. Then, Josie had to take her dog, Spike, out for a walk. She also had to sweep the yard. Only then could she go to Maya’s house.

What did Josie do after walking Spike?

A. She went out to play.
B. She made her bed.
C. She swept the yard.
D. She went to Maya’s house.

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 A is wrong because there were other things Josie did before going out to play. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The passage states that Josie had to sweep the yard after walking Spike.)

Today’s Challenge
Organize students in groups of 2, 3, or 4. Students 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 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 105 Have students 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 groups as needed.

Answers for student page 105: 1. C 2. A

Go Further
Student page 105 Have students think of a sport that they play and talk about three things they do to get ready to play or three things they do while playing.

Assessment
Student self-assessment page 105 Have students check one of the three choices to describe how they did on this activity.

Assessment tip Can students identify sequence of events in passages?
Today’s Challenge

Tell students that today they are going to work in groups to read a nonfiction article. Organize students into groups of 3 or 4. Have them read the article silently to understand its meaning. Tell students that if they are not familiar with the information in the text, they should slow down their reading in order to absorb the information in the text. Once they are familiar with the text, students can more easily adjust their pacing—making it even, not too fast or too slow—so that listeners can absorb the information. Groups will decide who will read which lines. Have students practice their parts and then read aloud the article for the whole group.

Student page 106 Allow time for each group to present the article for the remainder of the group. Remind the listeners to demonstrate good listening behavior, such as keeping their eyes on the speaker and sitting still. Remind them, too, that they should not be following along by reading their copies of the text. Suggest that they close their texts.

Go Further

Student page 106 Have students use what they learned in the article to tell the group if they think an animal is a long sleeper or a short sleeper and why. Some animals that students might consider are lions, bears, snakes, field mice, dogs, and deer. What’s important for this activity is that students’ explanations are reasonable, not necessarily accurate.

Assessment

Student self-assessment page 106 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read aloud at a consistent, natural pace?
Week 22 • Activity 107

Materials
Student pages 106, 107

Concept
Use text details and personal knowledge and experience to visualize.

Get Started
Ask students if they are familiar with the expression “a picture is worth a thousand words.” Explain that it is often possible to picture in their minds what an author writes about. Either the author includes specific details that help readers form a picture or the author relies on the readers’ own knowledge and experiences that relate to the text to form a picture. “Seeing” what an author writes about helps a reader better understand and recall the text. If the reader can’t “see” what the author described, it may be a sign that the reader should reread to clarify understanding.

Read the following paragraph to students. Then ask students to quick-draw to show what the author describes.

Zelda’s cat had all the typical cat features, but then again the cat had some oddities, too. It had a particularly bushy tail, kind of squirrel-like. It also had very wide black stripes on its pale gray body. Its one green eye seemed to wink even though the blue one was always wide open.

Have students share and compare their drawings. Encourage students to tell how they formed their pictures—which details were supplied by the author and which details came from their own knowledge of and experience with cats.

Today’s Challenge
Student page 107 Have students read the article and then complete the charts. Encourage students to consider whether they are long or short sleepers themselves. Have them explain why.

Answers for student page 107: Students’ responses will vary but should reflect information stated in the article.

Go Further
Student page 107 Students may enjoy and benefit from brainstorming ideas either with partners or in small groups. Encourage students to think of the most fantastic animal combinations they can and then to describe them as exactly as they can. Students’ drawings will vary.

Assessment
Student self-assessment page 107 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use text details and personal knowledge and experience to visualize?
Materials
Student page 108
One pair of word cards for every four students

Concept
Build vocabulary by using meaning clues to determine a word.

Get Started
This game is similar to Password. Before the session, prepare two word cards (index-card-sized or so) of the same word for every four students in the class. (Two pairs of students each get the same word card.) Use words that students are familiar with or see student page 108 for ideas.

Explain to students that they will play Guess the Word in pairs. One student will give clues, and the other student will try to guess the word. Two pairs of students will play at a time; each pair will try to guess the same word. Thus, clues are received from both teams.

Instructions for Playing Guess the Word
Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the student 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 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 players will sometimes encounter a word that has more than one meaning, such as ring. Players should not limit themselves to only one meaning. If necessary, they can give clues for both meanings.

Today's Challenge
Student page 108 Students will write clues that would help someone identify each given word. Make available, if possible, a dictionary and thesaurus for students' use. Some students may benefit by collaborating with partners to write clues.

Answers for student page 108: Clues will vary but should be accurate.

Go Further
Student page 108 Have each student read clues for three words for a partner to guess the words. Students may need to revise their clues if they are not clear enough for the partner to identify the word.

Assessment
Student self-assessment page 108 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning clues to identify words?
Week 22 • Activity 109

Materials
Student page 109
Letter Cards (2a, c, i, l, n, p, r)

Concept
Use the letters in airplane to build long a (a-e, ai) words, rhyming words, 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 a, i, and r together to make air. 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 students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add p to air to make a rhyming word that means "two things that match." (pair)
- Take away the i and add an e to make a homophone for p-a-i-r that is a fruit. (pear)
- Rearrange the letters to make another homophone that means "to peel." (pare)
- Take away the r and e. Add i and l to make a word that names one kind of container. (pail)
- Take away the i and add e to make a homophone for p-a-i-l. (pale)
- Add an n to make a word that means "a machine that flies." (plane)
- Drop the t to make a rhyming word that names part of a window. (pane)
- Drop the e and add an i to make a homophone that means "a feeling of great discomfort." (pain)
- Add an l to make a rhyming word that means "simple or not fancy." (plain)
- Use all the letters to make a compound word that names a vehicle that does not travel on land or water. (airplane)

Remind students that a compound word is made up of two smaller words. Have them identify the two words in the compound airplane.

Have students identify all the words that have the sound of long a and note the various vowel patterns that spell that sound.

Today's Challenge
Student page 109 Have students complete the activity on page 109 to apply to what they have learned about words in this lesson to other words.


Go Further
Student page 109 Have students write two additional items for the activity. Remind them that the new word to be formed should require the addition or the subtraction of one letter. Students' items will vary but should be modeled after the items on the student page.

Assessment
Student self-assessment page 109 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the word-building skills practiced in this lesson to read and spell words?
Week 22 • Activity 110

Materials
Student page 110

Concept
Use author's details and personal knowledge and experience to visualize text on multiple-choice test.

Get Started
Ask students to tell why it is important to be able to visualize or picture what an author writes about. Guide them to recognize that being able to picture what an author writes about assures that they are understanding what they are reading and also helps them recall details in the text.

Explain that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Gina drew a picture of what she thinks a Martian may look like. She drew a reddish creature with tiny, squinty eyes. It had a small, round body with long, thin limbs.

Which words help you picture the Martian's body?
A reddish and tall
B long and thin
C small and round
D tiny and thin

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because the words long and thin describe the creature's limbs, not the body. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The text states that the creature's body is small and round.)

Today's Challenge
Place students in groups of 2, 3, or 4. Students 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 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 110 Have students 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
Student page 110 Ask students to draw what they think Manny's clay creature looks like. Some students may enjoy collaborating on a drawing and then naming the creature. Allow time for students to share and compare the ways they visualized Manny's creation. Students' drawings will vary but should reflect details given in the paragraph.

Assessment
Student self-assessment page 110 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use text details and personal knowledge and experience to visualize?
Week 23 • Activity 111

Materials
Student page 111

Concept
Use punctuation as a guide to consistent, natural pacing.

Get Started
Tell students they will listen to a portion of a report. The report gives information. Have them think about how a factual report should be read aloud. Read the paragraph two different ways. First, read the paragraph in a serious, formal way, at an even pace so that content can be understood. Then read the paragraph in a casual and hesitant way. For example, alternate reading very slowly and then very rapidly. This should make comprehension hit or miss.

Today’s Challenge
Tell students that today they are going to work in groups of 2 or 3 to read and present an oral report. They will preview the content of the report. Together they will decide which lines each will read. Encourage students to think about what listeners need to remember from the report.

Student page 111 Allow time for students to read and practice their lines from the oral report. Remind all students to show good listening behavior. Caution listeners not to try to follow along by reading their copies of the text. They should give their full attention to the presenters. Suggest that they turn their copies over until it is their turn to read.

Go Further
Student page 111 Students will identify two pieces of information in the report that they found interesting. Alternatively, some students may wish to identify two pieces of information that they did not know before reading the report.

Assessment
Student self-assessment page 111 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use punctuation as a guide for consistent, natural pacing?

Light is essential to all life on Earth. Plants need light to grow, and animals and people eat plants or the animals that feed on plants. You cannot actually see light moving, but light rays from the sun move at an incredible speed—about 186,300 miles per second! Nothing travels faster than light.

Have students comment on the two readings. Which reading was more appropriate to presenting factual information? How would students describe the way you did your first reading? Make the point that when a reader presents facts that have been researched and are known to be true, he or she should read at an even pace (one that is neither too fast nor too slow). Note that a predictable pace allows listeners to concentrate on the information being given instead of trying to second-guess the reader’s presentation style. Make the point that a reader should use punctuation marks—commas, periods—as a guide to natural pacing.
Week 23 • Activity 112

Materials
Student pages 111, 112

Concept
Identify main idea and details to enhance comprehension.

Get Started
Remind students that the main idea is the most important idea a writer wants to get across in a paragraph or in a whole piece of writing. Explain that sometimes the writer states the main idea, usually in the first or last sentence. Other times, readers must use details to infer the main idea. Tell students that knowing how to identify the main idea and details will help them understand what they read.

Read the following paragraph aloud to students. Have them listen carefully to be able to identify the main idea.

Benjamin Franklin had a theory. So, he did an experiment. He flew a silk kite in a thunderstorm. He attached a key to the end of the kite string. Then he attached a dry piece of string to the key. He held onto the dry string. When the kite string got wet, it conducted energy from lightning in the sky. How did Franklin know? He knew because of the jolt he got when he put his hand near the metal key. Franklin had proved that lightning is electricity!

You may have to read the paragraph a second time before students can identify the main idea. If they still have difficulty, offer choices, such as:

• Benjamin Franklin liked thunderstorms. (no)
• Benjamin Franklin did many experiments. (no)
• Benjamin Franklin proved that lightning is electricity. (yes)

Once the main idea has been identified, ask students to cite details that support the main idea. (Franklin flew kite in thunderstorm/Franklin attached key to kite string/lightning/Franklin touched key/jolt/wet string conducted energy/lightning is electricity)

Today's Challenge

Student page 112 Have students look at student pages 111 and 112. Then have them complete the main idea/details charts on page 112. Suggest that as they read the paragraphs, students may want to circle the main idea in each and to underline details they will record in the chart.

Answers for student page 112: 1. Main Idea: Electricity makes our lives more comfortable. Possible details: Electricity lights lamps. Electricity keeps our refrigerators cold. Electricity powers stoves and heaters. 2. Main Idea: Our bodies run on electricity, too. Possible details: Our brains send messages with bits of electricity. The messages tell our heart and muscles how to work. There is just the right amount of electricity in our bodies.

Go Further

Student page 112 Before students respond, have them talk among themselves briefly about what happens during a power failure. If any students have experienced a power failure, encourage them to lead the discussion. Then have students say what they would do to pass the time until the power was restored.

Assessment

Student self-assessment page 112 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify main ideas and details?
Week 23 • Activity 113

Materials
Student page 113
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—part of speech, meaning, syllables, structure.

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

noun—a word that names a person, place or thing (brother, restaurant, feather)
verb—a word that tells an action (sing, sleep, shout)
definition—the meaning of a word
word part—prefix, a word part at the beginning of a word (re-, pre-) that contributes meaning; suffix, a word part at the end of a word (-ful, -less, -er) that contributes meaning
syllable—an uninterrupted unit of speech (Tō has one syllable; today has two syllables.)

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

As you ask each of five questions, have students 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 students an extra 10 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have three or more syllables? (If yes, score 10 points.)
2. Is your word a noun or a verb? If yes, score 10 points.
3. Does your word begin with a prefix? If yes, score 10 points.
4. Can a suffix be added to your word? If yes, score 10 points.
5. Does your word have more than one meaning? If yes, score 10 points.

Have students find their total scores. Determine which student(s) have the highest score(s). Invite volunteers from this group to share their words and explain how they scored the points.

Today’s Challenge
Student page 113 Before students begin the activity, be certain they understand how analogies work. You may wish to do at least the first item together as a group, helping students understand how the words in each pair are related. Tell students: You can put the words in the first column into a sentence to make it easier to find a solution. For example, “Brave means about the same as courageous.” Then put the words in the third column into a similar sentence: “Leaps means about the same as what?”


Go Further
Student page 113 After students write, trade, and complete their two new analogies, have them explain to their partners how the pairs of words in each analogy are related.

Assessment
Student self-assessment page 113 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify characteristics of words—part of speech, definitions, syllables, structure?
Materials
Student page 114
A set of Letter Cards (a, e, f, h, m, o, r, s, u) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in *farmhouse* to make words that have *r*-controlled vowels (*farm*), the vowel combination *ou* (*house*), the CVCe pattern (*safe*), and the comparative ending *-er* (*safer*).

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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 *u*, *s*, and *e* together to make *use*. Then give the following clues to make the words. After each word is made, write it on an index-card-sized paper and on the board so that students can check the spelling and you have a list of words on display. (The cards can be used for sorting.)

- Add *f* to make *fuse*. When you fuse two things, you put them together.
- Take off the *f* and add *m* and *o*. Now you have a word that names an animal that cats like to chase. (*mouse*)
- Replace *m* with *h* to get another word for *home*. (*house*)
- Keep *house*. Take four more letters to make a word that names a place where pigs, chickens, and cows live. (*farm*) Now make a compound word that names where the farmer lives. (*farmhouse*)
- Remove the letters in *house*. Replace the *f* with *h* to make a word that means “to hurt.” (*harm*)
- Take off the *h* to make a word that names part of your body. This is the part that has your hand, elbow, and shoulder. (*arm*)

- Start over. Use six letters to make a word that means the opposite of *unknown*. (*famous*)
- Start over yet again. Use four letters to make a word that fits this sentence: “When the light is green, it is ____ to cross the street.” (*safe*)
- Add *r*. Now you can compare: “Walking is *safer* than riding a bicycle.”

Remind students that adding *-er* to adjectives creates words for comparing. *Tall* becomes *taller*, *loud* becomes *louder*. Point out that when an adjective (such as *safe*) ends in *e*, the final *e* is dropped before the ending is added.

Today’s Challenge
Student page 114 Have students complete the activities on page 114 to apply what they have learned about words in this lesson to other words.

Answers for student page 114: Sentences will vary but should show understanding of each word’s meaning.

Go Further
Student page 114 After students write their comparisons, call on several volunteers to share their work. How many different things did students find to compare?

Assessment
Student self-assessment page 114 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words?
Week 23 • Activity 115

Materials
Student page 115

Concept
Identify main idea and details in text on multiple-choice tests.

Get Started
Remind students that to identify the main idea they should think about what a piece of text is mostly about. Explain that details are small bits of information that tell more about, or support, the main idea. Recall, too, that sometimes the main idea is stated in the text. Other times, the reader must infer the main idea. Identifying the main idea and details helps the reader understand and remember the text.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 paragraph and question to students.

Can you imagine what might happen if there was a major power failure in a big city? Traffic would come to a screeching halt. Electric traffic lights and signals would not function. Lights of all kinds would go off. By evening the city would be pitch dark. Elevators in tall buildings would just stop, perhaps trapping riders. Subway trains would no longer run. Some might even get stuck in tunnels. Let’s hope there are no power failures, but they have happened before.

What is the main idea of the paragraph?
A. Elevators and subways would stop moving.
B. Many things would no longer work in a power failure.
C. Without lights the city would be very dark at night.
D. Power failures occur often in big cities.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because it tells a detail, not the main idea. Ask a second volunteer to rule out another answer and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (It is the only choice that tells what the whole paragraph is mostly about.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students 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 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 115 Have students read the paragraph 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
Student page 115 Before students decide what they would miss most if they lived at a time before electricity was widely available, encourage them to talk in small groups to share ideas.

Assessment
Student self-assessment page 115 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify main ideas and details?
Materials
Student page 116

Concept
Read expressively and fluently to convey characters’ feelings.

Get Started
Have students listen attentively as you read the following story. Tell students the story is a kind of folk tale, or a story that is passed down through time orally. It is meant to be enjoyed by listening and imagining what is happening.

Change your tone, pacing, and volume as you move between narration and dialogue and from one character to the other. Try to convey how the characters are feeling and what they may be planning as they speak.

Do you know why cats always wash up after and not before eating? Listen to this story.

One rainy afternoon, Cat was pacing through the house—pacing and pacing. She was SO hungry, but she didn’t want to go outdoors and get wet. Suddenly, she saw a little mouse right there in the house. “What luck!” she cried out loud.

Quick as a wink, Cat caught Mouse. “You’ll make a tasty meal,” she said. Mouse begged to be let go, but Cat wouldn’t agree. So, instead Mouse said, “Okay. Eat me if you must. But where are your manners? Don’t you wash up before a meal?”

Cat was ashamed, so she decided to wash up. When she opened her paw to lick it nice and wet, Mouse ran free, laughing all the way. That’s why today all cats wait to wash until after eating.

Explain to students that when they are going to read a story aloud, they should first read the story silently to find out how the characters are feeling at different points in the story. Then they will be better able to decide how each character will sound. Give an example. Note that when you found out that Cat had suddenly caught Mouse, you knew to read Mouse’s words in a way that would let listeners know she was very scared. Cat, on the other hand, would sound mean and threatening.

Today’s Challenge
Tell students that today they are going to work in groups to read aloud a similar story. Students will read the story silently. During this reading, encourage them to think about how the characters are feeling. Then have students practice reading aloud the story with their group. Groups will then perform the story for the group.

Student page 116 Allow time for groups to prepare and perform the story. Remind all students to show good listening behavior, such as not talking or reading to follow along during the performance.

Go Further
Student page 116 Encourage students within a reading group to brainstorm ideas before individuals decide what Bear might say after being tricked. When students make their responses, suggest that they speak as they think a big bear might.

Assessment
Student self-assessment page 116 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read expressively and fluently to convey characters’ feelings?
Week 24 • Activity 117

Materials
Student pages 116, 117

Concept
Identify story elements (plot, character, setting, theme) to enhance comprehension.

Get Started
Explain that stories have certain common features. Plot tells what happens in a story. Characters are the people or animals in the story. Setting is where and when the story happens. Theme is the message an author wants readers to remember. Say that recognizing these story features helps readers understand and recall a story and enables them to make better predictions. Connect these elements to students’ own reading by asking them to identify characters, setting, and events in books they are reading.

Today’s Challenge
Student page 117 Have students look at student book pages 116 and 117. Preview the four-part chart with them. Some students may have difficulty thinking of the story’s theme. These students may benefit by talking together before making their written responses.

Answers for student page 117: Characters—Bear and Fox Setting—A very cold day out on the ice Plot—Fox pretends to have caught some fish. Bear wants to learn how to ice fish. Fox agrees to teach Bear but tricks him instead. Bear tries to fish with his tail, and it freezes and snaps right off.
Theme—Think before acting.

Go Further
Student page 117 After students make their individual responses in writing, have small groups or partners share and compare their ideas. If some students think identifying story features does not help them retell a story, encourage them to defend their position.

Assessment
Student self-assessment page 117 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements (plot, setting, characters, theme)?
Word Games

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 student in your group plus one extra. Use any words that will be familiar to students. For example, you might collect words from students' conversations, from their school studies, from current events, or from popular sports or hobbies.

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

• Does the word describe a noun?
• Is the word a verb?
• Does it have more than five letters?
• Can you make the word plural?
• Does the word have more than one meaning?
• Does the word have to do with sports (or other topic)?
• Does the word begin with a prefix or end with a suffix?

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

Today's Challenge

Student page 118 Students play a "card" game to match words with their definitions. Encourage students to read through all the cards in each "deck" before they begin to play the game. Some students may enjoy playing the game with a partner, taking turns choosing and matching cards.

Answers for student page 118:

<table>
<thead>
<tr>
<th>A place location</th>
<th>Often frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn or spin around</td>
<td>Look around</td>
</tr>
<tr>
<td>revolve</td>
<td>explore</td>
</tr>
<tr>
<td>Delay for a time</td>
<td>Ask about</td>
</tr>
<tr>
<td>stall</td>
<td>inquire</td>
</tr>
<tr>
<td>Dig down into</td>
<td>Kinds of something</td>
</tr>
<tr>
<td>burrow</td>
<td>varieties</td>
</tr>
<tr>
<td>Someone who watches</td>
<td>Usual</td>
</tr>
<tr>
<td>spectator</td>
<td>ordinary</td>
</tr>
</tbody>
</table>

Go Further

Student page 118 Before students try making new words from those suggested in the activity, you may wish to demonstrate making one new word for each suggested word: stall/last; revolve/love. Explain that making new words is really a matter of trial and error and students should not become frustrated if it takes them more time than they might anticipate.

Assessment

Student self-assessment page 118 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning and structural clues to figure out words?
Materials
Student page 119
Sum of the Parts Cards (Week 24 Activity 119)

Concept
Combine words to make compounds.

Get Started
Distribute the 18 Sum of the Parts Cards for Week 24. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can make a word by combining their cards. When as many words as possible have been made, have the students stand in position while you record the words on the board. Remind students that combining words into compound words should not require spelling changes. 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 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: baseball, farmhouse, snowflake, snowstorm, snowshoe, horseshoe, newspaper, sandpaper, lighthouse, nightlight, nighttime, shoelace.

Today’s Challenge
Student page 119 Students will complete sentences using context clues and by combining words to make appropriate compounds. Complete the first item with students. Have them identify the clues in the sentence that enabled them to form the correct compound.


Go Further
Student page 119 Students create compound word puzzles. Provide students will long strips of paper. Demonstrate how to make a puzzle, showing students how to write a compound and then tear the paper strip apart to make two puzzle pieces that show the component word of the compound. If scissors are available, have students cut their puzzle pieces apart. Collect and mix up all the pieces. Then have students draw pieces and work together to reconstruct each compound.

Assessment
Student self-assessment page 119 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand how to combine to make compound words?
Rule Out 2

Week 24 • Activity 120

Materials
Student page 120

Concept
Identify story elements (plot, character, setting, theme) in text on multiple-choice tests.

Get Started
Do a quick review with students about story elements. Have them define in their own words plot, setting, characters, and theme. They should understand that plot is the series of events in a story; setting is where and when the events take place; characters are the people or animals in the story; and theme is the author’s overall message to the reader.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

In his cozy cave, Bear makes breakfast as he does each and every day. He bakes blueberry muffins and sets the table with sweet honey and butter.

This particular day Fox passes close to the cave. “What’s that delicious smell?” he asks himself. “Ah, it’s Bear making his usual breakfast.” Fox decides to stop by just for a quick “hello.” His real intent, though, is to share in the muffins, honey, and butter he smells. After a polite greeting, Bear invites Fox inside and offers to share his breakfast. Bear and Fox talk and eat, eat and talk.

As the muffins, honey, and butter begin to disappear—mostly into Fox’s stomach—Fox wants to be on his way. So, he bids Bear goodbye and continues on his way along the road to town.

What happens at the beginning of the story?  
A. Bear makes his breakfast.  
B. Fox and Bear eat and talk.  
C. Fox stops at Bear’s cave.  
D. Fox leaves and heads toward town.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. Ask a second volunteer to rule out another wrong answer and proceed the same way. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure students understand why A is correct. (The story begins with Bear making his breakfast as usual.)

Today’s Challenge

Student page 120 Place students in groups of 2, 3, or 4. Students 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 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 120 Have students 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 120: 1. D  2. C

Go Further

Student page 120 Have students brainstorm ideas for writing more dialogue for Fox and Crow. Remind them to keep the animals “in character” in what they discuss and write. Have volunteers share their dialogues.

Assessment

Student self-assessment page 120 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements—plot, character, setting, theme?
Week 25 • Activity 121

Materials
Student page 121

Concept
Use punctuation to read fluently.

Get Started
Read aloud the following portion of a story in two ways. First, read it without any attention to punctuation, inappropriately emphasizing words and flattening out intonation. Then read it with careful attention to pauses signaled by commas and periods and to the rising voice signaled by question marks. Ask students to comment on the difference in the readings.

Althea knew right away that her mother was not feeling well. She could tell just from hearing Gram's voice over the phone. Gram, you see, was very old and lived by herself. So Althea knew that she had to go check on her right away.

"But should I tell Fay?" Althea asked herself. "That is the question." Her daughter Fay was about to go to the movies with a friend. Althea didn't want to spoil Fay's good time by having her worry about Gram.

Why did Althea think Fay would worry? Well, everybody knows the answer to that. Except you, I suppose. So I'll tell you. Fay was the apple of Gram's eye. In case you don't know, that means Gram loved Fay—a bundle. And Fay loved Gram just as much.

Point out to students that the story is about Althea, Gram, and Fay. They are the characters. But the story is being told by a storyteller. The storyteller is not a character in the story.

As you read the sentence, ignore the comma and stress that. Ask students to explain what's wrong with reading the sentence this way. (When words are not grouped together correctly or are stressed inappropriately, it's hard to follow their meaning.) Tell students that paying attention to punctuation helps readers convey the author's meaning.

Today's Challenge
Tell students that today they are going to work with partners to read aloud a portion of a story. Partners will first read the story silently to familiarize themselves with it. Ask students to discuss how punctuation will influence their reading. Suggest that partners practice reading aloud to each other. Partners will then read the script aloud for the class.

Student page 121 Allow time for partners to prepare and perform the story. Remind all students to show good listening behavior, such as not talking during the performance.

Go Further
Student page 121 Ask students to write the dialogue that Gram and Fay had on the phone. Ask them to use punctuation effectively so that another student will know how to read aloud the dialogue.

Assessment
Student self-assessment page 121 Have students check one of the three choices to describe how they did on this activity.

Assessment tip Do students read with attention to punctuation?

Write this sentence on the board.

In case you don't know, that means Gram loved Fay.
Today's Challenge

**Student page 122** Students will read a portion of a story and make a prediction. Make sure that students’ clues support their prediction. Remind students that it's more important that a prediction be based on story clues than that the prediction turn out to be correct.

**Answers for student page 122:** Possible predictions: Fay will go visit Gram; Fay will go to the movies and feel bad about Gram; Fay will go to the movies and forget about Gram; Fay will stay home and worry about Gram. Clues will vary, depending on the prediction.

Go Further

**Student page 122** Students will write what happens next in the story. Accept all logical story events. Tell students that they can write either an event that can be followed by others or the concluding event.

Assessment

**Student self-assessment page 122** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students make predictions based on story clues and personal knowledge and experiences?
**Word Games**

**Week 25 • Activity 123**

**Materials**
Student page 123
Word Maze Cards (Week 25 Activity 123)

**Concept**
Build vocabulary by understanding word meanings and relationships—nouns, synonyms, antonyms, rhyming words.

**Get Started**
Review with students the meanings of these words.

**noun**—a word that names a person, place, or thing *(sister, school, table)*

**synonym**—a word that means the same or nearly the same as another word *(fast/quick, jump/leap)*

**antonym**—a word that means the opposite of another word *(high/low, near/far)*

**rhyming words**—words that sound alike at the end *(reach/peach, honey/money)*

**Today’s Challenge**
Distribute the 18 Word Maze cards for Week 25. Each student should receive at least one card, but since all cards need to be distributed, some students 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 students by reminding them of the definitions above or explaining the definition of a word. 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 students to look at their cards. Ask one student 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 student 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 show on page 187.

**Student page 123** When the group has finished playing the game, have students complete the crossword puzzle on student page 123.

**Answers for student page 123:** Across
1. market 4. bathe 5. greets Down 1. mat 2. kettle 3. tame

**Go Further**
**Student page 123** Students write clues for two words and then give them to a partner to solve and make a word cross.

**Assessment**

**Student self-assessment page 123** Have students check one of the three choices to describe how they did on this activity.

**Assessment tip** Do students understand word meanings and relationships—nouns, synonyms, antonyms, rhyming words?
**Building Words**

**Week 25 • Activity 124**

**Materials**
Student page 124
Letter Cards (c, f, l, o, p, r, u, w)

**Concept**
Use the letters in *powerful* to make words that have the vowel sound *ou* (*ou, ow*), long *o* (*CVCe, ow*), and the vowel combination *eu*.

**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 *f, o, u*, and *l* together to make *foul*. Then give the following clues to make the following words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so that students can check the spelling and the words are on display. (The cards can be used for sorting.)

- Keep one of the letters in *foul* and add *e* and *w* to make a rhyming word for *new* (few)
- Add an *l* to make a word that is another form of the word *fly* (flew)
- Change a letter in *flew* to make a rhyming word for *blow* (flow)
- Drop the *f* and *l* and add a letter to make a word that means “a line of things.” (row)
- Change a letter in *row* to make an antonym of *high* (low)
- Add an ending to make a two-syllable word that is the opposite of *higher* (lower)
- Add a letter to make a two-syllable word that tells you what a tulip is. (flower)
- Drop two letters and add a *p* to make a two-syllable word that means “strength.” (power)
- Drop the *w* and rearrange the letters to make a one-syllable word that rhymes with *hope* (rope)
- What word can you make with all eight letters? (powerful)
  Note that over half the time the two letters *ow* stand for the long *o* sound.

Review with students the meaning of suffix—a word part, such as *-ful*, added to the end of a word to form a new word. Explain that *-ful* means “full of,” as in *wonderful* and *youthful*.

**Today’s Challenge**

**Student page 124** Have students complete the activities on page 124 to apply what they have learned about words in this lesson to other words.

**Answers for student page 124:**

**Go Further**

**Student page 124** Have students sound out each word pair to help them find different vowel sounds.

**Answers for student page 124:** *snow/*now, *stew/*sew, *down/*own, *flower/*lower

**Assessment**

**Student self-assessment page 124** Have students check one of the three choices to describe how they did on this activity.

**Assessment tip** Can students use the phonics elements practiced in this lesson to read and spell words?
Week 25 • Activity 125

Materials
Student page 125

Concept
Make predictions in text on a multiple-choice test.

Get Started
Ask students to explain how they can predict what might happen next in a story. (A story has clues that tell what might happen next. And, the reader often has some personal knowledge and experiences that relate to the text.) Point out to students that making predictions, as well as checking them, helps the reader keep track of story events. Remind students that it’s more important that a prediction be based on clues than that the prediction turn out to be correct.

Explain that Rule Out Two is a technique that will help them when they take multiple-choice tests. When students 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 students.

Mira looked out the window. It was a beautiful day outside. She wanted to go out to play all day long. But her mom had just told her that tomorrow it’s going to rain all day long. “I don’t know what to do,” Mira said to her mom. “I want to go out to play. But I also want to buy a new video for tomorrow when I’ll have to stay inside all day.”

“If we go right now,” said Mom, “you’ll still have plenty of time to play outside today.”

What do you think Mira will do next?

A. She will play a video game.
B. She will go to the video store.
C. She will stay indoors all day.
D. She will open her umbrella.

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 it’s not going to rain until tomorrow. Discuss the choice and reasoning. 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 two choices. Be sure students understand why B is correct. (Mira wants to buy a video for the next day. Her Mom points out that if they go right away, Mira can still play outside most of the day. So Mira may decide to go to the video store.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students 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 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 125 Have students 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 125: 1. D 2. C

Go Further
Student page 125 Students will add a clue to the story that helps support a prediction. Make sure that the new clue is consistent with the current clues.

Assessment

Student self-assessment page 125 Have students check one of the three choices to describe how they did on this activity.

Assessment tip Can students make reasonable predictions based on clues in a story?
Week 26 • Activity 126

Materials
Student page 126

Concept
Use phrasing to read aloud fluently.

Get Started
Tell students that they will listen to a poem. Have them listen, in particular, for the phrasing of the poem (the way words are grouped together for effect) and the end rhymes. Ask them, also, to listen for sound effect words.

Five little owls in the old elm tree
Fluffy and puffy as owls could be,
Blinking and winking with big round eyes
At the big round moon that hung in the skies.
As I passed beneath, I could hear one say,
"There'll be mouse for supper, there will today."
Then all of them hooted "Tu-whit, Tu-whoo!
Yes, mouse for supper, Hoo hoo. Hoo hoo!"

Ask students if they liked or disliked the poem and why. Reread the poem, pausing a little more than usual at the end of each pair of lines. This will emphasize the poet's phrasing, imagery, and end rhymes. Make the point that poets write lines in just the way they want them read. The line breaks in a poem are visual cues to readers about how to read aloud. Say, too, that, of course, the poet uses punctuation marks both within a line and at the end of a line to further help readers maintain phrasing and a pace that makes the poem more understandable to listeners. Commas signal short pauses while end marks signal longer ones.

Call attention to the sound effect words—tu-whit, tu-whoo and hoo hoo. Have volunteers say how these contribute to the overall effect of the poem.

Today's Challenge
Explain that the poem students will read is about a squirrel. Mention that the poet tries to capture the quick movement of the squirrel as well as its physical appearance. Tell students that as they prepare to read aloud they should be conscious of punctuation cues that help with phrasing. Ask them to be aware of fanciful language that mimics movement or physical appearance (hippity hop, whirly, twirly, furry curly [tail]).

Student page 126 Organize students in groups of four, having each student practice a verse of the poem. Alternately, you may wish to have the students perform a choral reading. Allow time for practice and then have the group perform for the remaining students. Remind listeners to be just that—listeners. They should resist the urge to follow along in their copies of the text. Listening etiquette should be enforced.

Go Further
Student page 126 Have group members critique their oral reading, discuss things they did well, and talk about some things they could do to improve the presentation.

Assessment
Student self-assessment page 126 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use punctuation to help them read in meaningful phrases?
Materials
Student pages 126, 127

Concept
Use context clues to determine the meanings of words.

Get Started
Tell students that there are many different strategies they can use to figure out unfamiliar words. If there are pictures, they can try to get information from the pictures that may help them. If there is only text, they should look at the other words in the same sentence or other nearby sentences to help them determine meaning. Explain that sometimes a word is defined in the sentence it occurs in. Other times, examples are given to help a reader—Canines, such as German shepherds, poodles, and dachshunds, make good pets.

Read the following, emphasizing the word in dark print. Have students identify the correct answer and the context clues that helped them decide.

Most people think frogs and toads are very similar. They are surprised to learn that there are many differences between the two animals.

What does the word similar mean?

strange alike dangerous

Students should identify alike as the correct choice. Ask several volunteers to identify clues that helped them. Explain that in this case, an antonym appears in the next sentence. If readers understand that the author is contrasting (pointing out a difference in) information, they might figure out that similar means the “opposite of different.”

Today’s Challenge
Student page 127 Have students read and restate in their own words the directions for the page. Allow sufficient time for students to read the paragraphs. Suggest that as they read, they circle or mark in some way the clues to the meaning of each word.

Answers for student page 127: 1. destroy 2. animal 3. sees 4. dig 5. condition

Go Further
Student page 127 Encourage students to share and compare the words they have identified as clues to the meanings for their selected words.

Assessment
Student self-assessment page 127 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use context clues to determine the meanings of words?
Materials
Student page 128
One pair of word cards for every four students

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 students in the group. (Two pairs of students each get the same word card.) Use words that will be familiar to students. Choose, for example, spoon, point, beach, scratch, hurry, and discover. You can also use words that have been used in students’ classes.

Instructions for Playing Guess the Word
Explain to students that they will play this game in pairs. One student will give clues and the other student will try to guess the word. Two pairs of students will play at a time; each pair will try to guess the same word. Thus, clues are received from both teams.

Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the student 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 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 store. Players should not limit themselves to only one meaning; they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 128 Work together with the entire group to read the clue and to unscramble the first word. Then have students work independently to complete the remaining items.


Go Further
Student page 128 Have students take a second look at the scrambled words in items 1 and 8. They have already unscrambled them once based on the clue. Now have students unscramble them in a different way and write an appropriate clue for each. Encourage students who wish to work with partners to do so.

Answers for student page 128: 1. votes 8. meat, mate, or tame Students’ clues will vary.

Assessment
Student self-assessment page 128 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning to figure out words?
Materials
Student page 129
Letter Cards (a, c, 2e, l, r, 2s)

Concept
Use the letters in careless to make words that have the long a and long e vowel sounds, rhyming words, and the suffix -less.

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 a, e, c, r, s, and t together to make cares. Then give the following clues. Keep the pace brisk. After each word is made, write it on an indexcard-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Drop one s and rearrange the letters to make a synonym for frighten. (scare)
• Drop another s to make a rhyming word that means “to show concern for someone.” (care)
• Rearrange the letters to make a word that means “a running contest.” (race)
• Replace the r with l to make a rhyming word that means “something you tie on a shoe.” (lace)
• Drop the l. Add e, s, and r. Rearrange the letters to make a word that means “a line or a fold.” (crease)
• Drop the r to make a rhyming word that means “to stop.” (crease)
• Replace the e with an l to make a word that means “to rent.” (lease)
• Drop the a and e. Add s to make a word that is an antonym of more. (less)
• Add four letters to make a word that means “without care.” (careless)

Point out to students that less is both a word and a suffix. As a suffix it means “without.” Explain that often a word that ends with -less means the opposite of the word with the suffix -ful. (hopeless, hopeful)

Have students look at the entire list of words and then suggest ways they can be grouped. Have students especially look for words that rhyme.

Today’s Challenge
Student page 129 Before students begin to sort words by vowel sound, provide several examples of short a and long a words and examples of short e and long e words to be certain students can discriminate short from long sounds. You may wish to give students a hint by saying that they should write four words in each box.

Answers for student page 129: Short a—cattle, blast, stamp, thank Long a—stale, crate, trace, able Short e—best, speck, slender, bell Long e—free, feast, week, dream

Go Further
Student page 129 Students’ additional words will vary. The words should reflect the short and long sounds and spellings of the activity.

Assessment
Student self-assessment page 129 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students 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**
Use context clues to determine the meanings of words in text on multiple-choice tests.

**Get Started**
Recall with students that they can often figure out the meaning of an unfamiliar word without turning to a dictionary. They can look at other words in the same sentence or look for clues in nearby sentences. Explain that by looking carefully for clues students can become more independent readers.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 or chart paper. Then read these directions and have students make a response: Read the sentence. Choose the sentence in which the underlined word has the same meaning.

My brother and I store our bikes in the garage to keep them out of the rain.

**A** This store is always crowded with shoppers.

**B** I store my winter sweaters in a special box.

**C** She buys groceries at this store.

**D** A supermarket is a large store.

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 A is wrong because it identifies a store as a place in which you find shoppers. Discuss the choice and reasoning. 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 two choices. Be sure students understand why B is correct. (The word store is used as a verb and means “to put something away for a time.”)

**Today’s Challenge**
Place students in groups of 2, 3, or 4. Students 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 student will receive 10 points for each correct answer. Award an additional 20 points to each student who can orally explain his or her reasons for ruling out two answer choices. So, the maximum number of points for each question is 30.

**Student page 130** Have students read the sentences and work through the items, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed the sentences, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


**Go Further**
**Student page 130** After students have written their two sentences showing the different meanings of fly, invite them to draw pictures to go with their sentences. Students’ sentences and drawings will differ.

**Assessment**
**Student self-assessment page 130** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use context clues to help figure out word meanings?
Materials
Student page 131

Concept
Use punctuation cues to read aloud expressively and fluently.

Get Started
Read the following text aloud with expression, using commas and end punctuation marks as cues for short and longer pauses and inflection (statements versus questions versus exclamations). Ask students to listen carefully. Try to make the situation seem real for students. Do this by varying your voice for each character and by thinking about how each character may be feeling.

Team Manager: I've got some bad news and some good news. Andy is leaving the team.

Batting Coach: Oh, no! Why is he leaving? He's our best batter. This will be terrible for the team.

Fielding Coach: Well, I like Andy, and I'm sorry to see him go. Still, now we can get a real fielder. All Andy could do was bat. So, what's the good news?

Team Manager: The good news is that I have three new players here. They want to tell us about themselves.

Batting Coach & Fielding Coach: Fantastic! Let's go talk with them.

Write and display the speaker “tag” and the first lines of text the team manager says. Have students identify the speaker and his exact words. Say that the text you've displayed shows the visual presentation of all that you read aloud.

Then do a quick review of punctuation and its function in printed text. Ask what commas signal (short pauses) and what end marks signal (period: longer pause; question mark: a question with a rise in voice at sentence end; exclamation mark: excitement or surprise).

Today's Challenge
Tell students that today they are going to work in groups to read the same team manager's interview with three baseball players. Organize students into group of four. Direct them to read through the interview silently. Then have students divide up the roles and practice reading their parts aloud. Allow time for groups to prepare, and then invite them to perform the interview for the remaining students.

Student page 131 Remind students to be aware of and use punctuation cues effectively as they read. Encourage them to place themselves in the position of the three interviewees. Have they ever had to persuade someone of their skills or talents? This connection with text will enhance their oral reading and increase the enjoyment of listeners. Tell students to show good listening behavior and remind them not to follow along in the text.

Go Further
Student page 131 Encourage students to critique their own work and that of others in the group honestly and constructively. Remind students that they want to be encouraging rather than discouraging. Provide samples of both types of comments so that students understand what you mean.

Assessment
Student self-assessment page 131 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use punctuation cues to help them read expressively and fluently?
Thinking About Reading

Week 27 • Activity 132

Materials
Student pages 131, 132

Concept
Enhance comprehension by making comparisons and contrasts.

Get Started
Remind students that comparing means finding what is alike about two or more things. Contrasting means finding what is different. Explain that by comparing and contrasting characters, for example, you can get a better understanding of what each is like.

Read the following passage aloud to students. Ask students to compare and contrast the two teams. Ask: How are the two teams alike? How are they different?

The Red Hats have won the state prize three times. They won it this year. They hold batting records. The team is one of the oldest in the state. Fans come to every game. They cheer their team.

The Steamers are a young team. They were started only about three years ago. The team has a few great players. For example, Billy Herber plays for the Steamers. Still, the team has not played well. They finished last in the state this year. The fans feel bad. They don’t come to many games.

Start a two-column chart on the board or on a piece of paper. Label one column “The Steamers” and the other column “The Red Hats.” Ask students the questions below and list their answers in the chart.

• Is the team old or young? (Steamers are young; Red Hats are old.)
• How did team play this year? (Steamers finished last; Red Hats won state prize.)
• How do fans act? (Steamers fans don’t come to games; Red Hats fans come to every game.)

Today’s Challenge

Student page 132 Have students read the interview on student page 131. As needed, explain how the chart on page 132 works. You may wish to complete the first row together with students. Be certain students understand that they will use the information in the chart to compare and contrast just two players.

Answers for student page 132:

<table>
<thead>
<tr>
<th>Team position</th>
<th>Gina</th>
<th>Gavin</th>
<th>Carlos</th>
</tr>
</thead>
<tbody>
<tr>
<td>First base</td>
<td>10</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Number of outs</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number of home runs</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Years of playing</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Students’ comparisons of two players will vary. Check to be certain they have written complete sentences.

Go Further

Student page 132 Be sure students understand that they should be focusing on the “You should choose me…” statements made by the players. Also remind students that this activity asks them to compare and contrast all three players and then decide who they would pick. Encourage students to share the reasons for their choices.

Assessment

Student self-assessment page 132 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use text information to make comparisons and contrasts?
Week 27 • Activity 133

Materials
Student page 133
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—part of speech, structure.

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

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun</td>
<td>a word that names a person, place, or thing</td>
<td>glove, ballpark, player</td>
</tr>
<tr>
<td>verb</td>
<td>a word that tells an action</td>
<td>bat, catch, throw</td>
</tr>
<tr>
<td>adjective</td>
<td>a word that describes a noun</td>
<td>loud, fast, sandy</td>
</tr>
<tr>
<td>suffix</td>
<td>a word part added to the end of a word and adds new meaning</td>
<td>-less, -ful, -er</td>
</tr>
<tr>
<td>plural</td>
<td>the form of a noun that means “more than one”</td>
<td>gloves, ballparks, players</td>
</tr>
</tbody>
</table>

Instructions for Playing Who Wants to Be the Top Scorer?
Explain that today students will play a game called Who Wants to Be the Top Scorer?
Have each student take a blank sheet of paper and write a word at the top. Then ask students to number their papers from 1 to 5.

As you ask each of five yes-no questions, have students 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 students an extra 10 points if they can use their words correctly in a sentence.

1. Does your word have a suffix (such as -er or -less)? If yes, score 10 points.
2. Is your word an adjective? If yes, score 10 points.
3. Can you make your word plural? If yes, score 10 points.

4. Would you find your word in the middle part of the dictionary? If yes, score 10 points.
5. Can your word be used as both a noun and a verb? (bats, flies) If yes, score 10 points.

Have students find their total scores. Determine which student(s) has the highest score. Invite that student(s) to share the word and explain how she or he scored the points.

Today’s Challenge
Student page 133 You may wish to have students give examples of nouns, verbs, and adjectives before they begin the activity. Explain that there is no one correct answer for each sentence.

Answers for student page 133: Answers will vary but should be the correct part of speech and fit the context of the sentence.

Go Further
Student page 133 Have students share their passages in small groups. Help students to note that all the passages are a little different and to appreciate the individuality of them.

Assessment
Student self-assessment page 133 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand characteristics of words and how they affect meaning and usage?
Building Words

Week 27 • Activity 134

Materials
Student page 134
Sum of the Parts Cards (Week 27 Activity 134)

Concept
Build words from base words and suffixes (-ful and -less).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 27. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. If a spelling change is involved (drop the final e), make sure students hold the cards to show the correct spelling, covering the final e with the ending card. 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.”

Challenge students as well to make words by adding word parts to both the beginning and the end of base words (unharmed). Encourage students to experiment with removing word parts from words presented by others. Explain that breaking apart long words into familiar word parts can help readers understand new words.

Word combinations will vary according to how many of the cards were used in the game. Possible combinations are many but include the following: cheerful, cheerless, careless, careful, colorful, colorless, fearful, fearless, harmful, harmless, helpful, helpless, hopeful, hopeless, playful, powerful, powerless, tasteful, tasteless.

Today’s Challenge

Student page 134 Students will add the suffixes -ful and -less to base words in order to make new words. Call attention to the “Look out!” part of the directions for the activity. Explain that if a suffix cannot be added to a word, students should leave the blank empty.

Answers for student page 134: 1. useful, useless 2. thoughtful, thoughtless 3. mindful, mindless 4. fearful, fearless 5. cheerful, cheerless 6. no word, limitless 7. no word, weightless

Go Further

Student page 134 Read the directions with students. Ask volunteers to explain in their own words what students should do to respond. Some students may benefit from working with partners to construct their stories about opposites. Encourage volunteers to share their stories.

Assessment

Student self-assessment page 134 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students combine base words and word parts to create words?
Week 27 • Activity 135

Materials
Student page 135

Concept
Make comparisons and contrasts in text on multiple-choice tests.

Get Started
Ask students to explain what it means to compare and contrast. As needed, recall that when readers compare information from a text, they look for how things are alike. When they contrast, they look for how things are different. Ask volunteers to compare and contrast pairs of items in the room.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

The White Sox and the Diamondbacks are both baseball teams. The White Sox play in Chicago. The Diamondbacks play in Phoenix. The Diamondbacks won the World Series in 2001. The White Sox have not won the World Series for a long time.

What is one way the White Sox and Diamondbacks are different?

A. They are baseball teams.
B. They play in different cities.
C. They have won the World Series.
D. They are named for animals.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that A is wrong because the question asks how the two teams are different, not how they are the same. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (It is the only answer that tells how the teams are different.)

Today’s Challenge
Place students into groups of 2, 3, or 4. Students 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 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 135 Have students 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 135: 1. A 2. C

Go Further
Student page 135 Before students begin their comparisons and contrasts, have them talk together to name as many different kinds of games played with a ball as they can. This step may inspire more varied and interesting responses as students formulate their answers.

Assessment
Student self-assessment page 135 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use text information to make comparisons and contrasts?
Week 28 • Activity 136

Materials
Student page 136

Concept
Read fluently and with expression to convey author's purpose.

Get Started
Read the following nonfiction text aloud two different ways. First, read it authoritatively, in a formal tone that conveys knowledge or expertise. Read the words distinctly and slowly enough for listeners to understand and absorb each separate piece of information. Then, on the second reading, read in a casual way. Read more rapidly, faltering over a few words or repeating them inappropriately. Let your voice trail off on some key words, such as leaves make food.

Trees are the largest of all plants. Trees, unlike most other plants, continue to grow for as long as they live. A tree’s leaves make food that keeps the tree alive. There are thousands of kinds of trees. But most trees are either in the broadleaf tree group or the needleleaf tree group.

Ask students to comment on the two readings. Have students decide what the author’s purpose is. Is it to entertain, to persuade, or to inform? Students should identify that the author’s purpose is to inform. Have students tell which of your two readings was better for delivering information orally. Ask them to tell why. Ask volunteers to identify what was flawed in your second reading. As needed, ask prompting questions, such as: Did I read clearly enough so that you could hear each important word or concept? Did I pause long enough between sentences so that you could understand each separate piece of information?

Make the point that when reading nonfiction or informational text aloud, it is important to preview the text to become familiar with key words and ideas. It is also important to read in a more formal, matter-of-fact way than if reading a story or other fictional text.

Today's Challenge
Tell students that today they will work in groups to read an informational passage. Organize students into groups of three. Have students read the passage silently to understand its meaning. Groups will decide who will read which lines. Move around the room to observe students’ preparation for oral reading.

Student page 136  Suggest that students preview the text by skimming for important key words or phrases. Demonstrate how to look over the material quickly, focusing on key words. Encourage students to anticipate any words that may be difficult for them to pronounce by conferring among themselves or consulting a dictionary.

Go Further
Student page 136 Students will tell one thing they learned about sunflowers that surprised them. Encourage students who are interested in sunflowers to do some light research. Students may enjoy knowing that sunflowers are easy to grow and that the seeds can be planted in such a way as to create a garden “hideout.”

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 students read fluently and with expression to convey information?
Materials
Student pages 136, 137

Concept
Enhance comprehension by differentiating facts and opinions.

Get Started
Ask volunteers to tell the difference between a fact and an opinion. Guide students to understand that a fact is something that can be verified in a reliable source, such as an encyclopedia or nonfiction book. An opinion is someone’s personal thoughts or feelings about a subject.

Read the following short passage to students and have them listen to differentiate facts from opinions.

Trees are beautiful. They may be more important than any other resource on Earth. Trees hold soil in place. They are homes for many animals. Trees provide food for both animals and people. People should not cut down trees.

Review the passage, sentence by sentence. Ask students if each sentence states a fact or an opinion. Have them explain how they know.

Encourage volunteers to make statements that are either facts or opinions. Have listeners decide which are which.

Today’s Challenge
Student page 137 Have students read the passage on student page 136. Then have them fill in the boxes on student page 137. Have students peer-check their responses either in pairs or in small groups. Discuss any differences of opinion.

Answers for student page 137: Answers will vary.

Go Further
Student page 137 Brainstorm a list of possible objects students could talk about if they don’t want to do the activity with flowers. After students write their facts and opinions, have them share sentences with partners. Partners should identify which statements are facts and which are opinions.

Assessment
Student self-assessment page 137 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students differentiate between facts and opinions?
**Week 28 • Activity 138**

**Materials**
Student page 138
One word card for each student, plus one extra
Tape

**Concept**
Build vocabulary by using meaning, part of speech, and structural clues.

**Get Started**
*Before the session*, prepare a word card (index-card size or so) for each student in your group, plus one extra. Use any words that will be familiar to students. For example, you might collect words from students’ conversations, from their school studies, or from current events.

To demonstrate the game, keep the extra card for yourself. Tell students that you have a secret word and that they are to ask yes-no questions in order to guess the word. Use questions such as the following to play the game:

- Does the word have a prefix, suffix, or ending?
- Is the word a verb?
- Does the word begin with a letter that is between A and J in the alphabet?
- Does the word have more than two syllables?
- Does the word have to do with animals (or another topic of your choice)?
- Does the word have more than one meaning?

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

---

**Today’s Challenge**

**Student page 138** Students categorize words. Allow students to preview the words in the box and to talk about them briefly with partners or in groups.

**Answers for student page 138:**

<table>
<thead>
<tr>
<th>Insects</th>
<th>Reptiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>beetle</td>
<td>turtle</td>
</tr>
<tr>
<td>butterfly</td>
<td>lizard</td>
</tr>
<tr>
<td>mosquito</td>
<td>crocodile</td>
</tr>
<tr>
<td>wasp</td>
<td>snake</td>
</tr>
<tr>
<td>grasshopper</td>
<td>alligator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Birds</th>
<th>Mammals</th>
</tr>
</thead>
<tbody>
<tr>
<td>robin</td>
<td>kangaroo</td>
</tr>
<tr>
<td>chick</td>
<td>fox</td>
</tr>
<tr>
<td>bluejay</td>
<td>elephant</td>
</tr>
<tr>
<td>goose</td>
<td>bear</td>
</tr>
<tr>
<td>parrot</td>
<td>mouse</td>
</tr>
</tbody>
</table>

**Go Further**

**Student page 138** Have each student choose a category and expand his or her list of animals that belong in the category. Encourage students to share and compare their additions to the categories when they have completed their work.

**Assessment**

**Student self-assessment page 138** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students identify words based on part of speech, meaning, and structure?
Week 28 • Activity 139

Materials
Student page 139
A set of Letter Cards (b, e, g, h, i, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in brightest to make words that have the short e sound (red), the long i phonogram -ight, and the comparative endings -er and -est.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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 t, e, s, and t together to make test. Then give the following clues. After each word is made, write it on an index-card-sized piece of paper and on the board so that students 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 test with b to make a word that is the opposite of worst. (best)
- Change the b in best to r. Now you have a word that tells what you do when you sleep at night. (rest)
- Put all the letters back. Use five letters to make a word that is the opposite of loose. (tight)
- Add -er to tight to make this word mean “more tight.” (tighter)
- Take off the -er in tighter. Replace the t with s to name the sense you get with your eyes. (sight)
- Replace the s with r to make a word that is the opposite of wrong. (right)
- Change the r to e to make the word than names the number that comes after seven. (eight)
- Add an h to make a word that names how tall you are. (height)

- Replace the he with br to make a word that describes the sun. (bright)
- Now use all the letters by adding -est to make a word that means “most bright.” (brightest)

Remind students that the endings -er and -est are comparative endings—-er is used to compare two things; -est is used to compare three or more things. For example: Ryan is tall; Beth is taller than Ryan; Jeff is the tallest of the three.

Today's Challenge
Student page 139 Have students complete the comparisons by writing a word that fits. Before students begin the activity, remind them that -er is the ending when two things are compared; -est is the ending when three or more things are compared. This tree is taller than that one. This tree is the tallest of all.


Go Further
Student page 139 Students draw a three-part picture to show how three things compare. They must accurately label each part of the picture. Encourage students to share and talk about their pictures.

Assessment
Student self-assessment page 139 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words correctly?
Week 28 • Activity 140

Materials
Student page 140

Concept
Differentiate between facts and opinions in text on multiple-choice tests.

Get Started
Remind students that to find facts and opinions, they should ask themselves if a statement in the text can be proved. Facts can be checked in a book, with an expert, or through observation. Opinions tell what someone feels, thinks, or believes.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Bats are creepy. Most of them live in caves and sleep by hanging upside down. They live in large colonies, sometimes up to a million! Bats streaming out of a cave at sunset remind me of a big plume of gray smoke. Just about any animal is better than a bat.

Which is an opinion?
A Bats live in colonies.
B Bats sleep upside down.
C Bats are creepy.
D Bats like to smoke.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because it is simply silly and not a statement made in the text. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is obviously an opinion—the writer’s personal feeling.)

Today’s Challenge
Place students into groups of 2, 3, or 4. Students 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 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 140 Have students 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 140: 1. C 2. C

Go Further
Student page 140 Students choose an animal about which they give one fact and one opinion. Partners exchange papers and identify each other’s facts and opinions. Suggest that students share and compare their responses to close the activity.

Assessment
Student self-assessment page 140 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students differentiate between facts and opinions?
Week 29 • Activity 141

Materials
Student page 141

Concept
Read dialogue with appropriate expression.

Get Started
Read the following story aloud in two ways. First, read without using any expression for the dialogue and ignoring punctuation marks that differentiate between statements and questions. Then read the story a second time, using punctuation marks appropriately and using clue words to show emotion.

“Lemonade! Get your lemonade!” shouted Sally happily.

“It’s awfully hot!” her friend Trisha said, sighing. “Let’s have a glass of lemonade!”

The girls continued to shout and drink lemonade. Then a neighbor came up to the girls and said, “I’ll have a glass. I’m really thirsty.”

Trisha went to fill a glass. “Uh, oh, we’re out of lemonade,” she apologized. The man was annoyed and said, “Then you shouldn’t advertise what you don’t have.” He walked away.

“Oh!” cried Sally. “What should we do now?”

“Well,” said Trisha, “let’s go inside and make sandwiches. All this lemonade has made me very hungry.”

Explore students’ thinking by discussing 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 words worked especially well to improve your understanding of the story?

Tell students that in addition to word clues, you used your knowledge of people and punctuation marks to help you read better. Display a question mark, a period, and an exclamation mark. Ask students how each changes the way a sentence should be read.

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. Note, too, that quotation marks let a reader know when a speaker starts and stops.

Today’s Challenge
Tell students that today they are going to work in groups to read a story. Students will read the story silently and then practice reading it aloud, using expression that conveys the author’s meaning and the characters’ feelings. Groups will then read the story aloud for the rest of the students.

Student page 141 Allow time for each student to prepare to perform the story. Remind all students to show good listening behavior, such as not talking during the performance and keeping their eyes on the reader, not on their pages.

Go Further
Student page 141 Have students work in their groups to discuss what they think they did well in their reading. Suggest that students consider whether they connected enough with the characters and events to convey what was happening and how each character felt.

Assessment
Student self-assessment page 141 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students read dialogue with appropriate expression?
Today's Challenge

Student page 142: Have students read the story on student page 141. Then have them place the listed story events in the correct sequence. Tell students that they can keep referring to the story if they need help putting the events in order.

Answers for student page 142: The following order is the correct sequence:

1. Tara wants to be on the track team.
2. Tara rode her bicycle every day.
3. Tara ran faster and faster each day.
4. Tara screams that she made the team.
5. Dad says that Tara reached her goal by going slowly.

Go Further

Student page 142: Have students work in pairs or small groups to discuss something they have achieved and the steps they took to accomplish their goals. When they have finished recalling the steps they took, they should write the steps in order.

Assessment

Student self-assessment page 142: Have students check one of the three choices to describe how they feel about this activity.

Assessment tip: Can students recognize the sequence of events in a story?
Word Games

Week 29 • Activity 143

Materials
Student page 143
Word Maze Cards (Week 29 Activity 143)

Concept
Build vocabulary by recognizing compound words and words with prefixes, suffixes, and endings.

Get Started
Review with students the meanings of these terms.

- **Prefix**—a word part added to the beginning of a word to form a new word (re-/replay, un-/unfriendly)
- **Suffix**—a word part added to the end of a word to form a new word (-er/player, -less/fearless, -ful/thankful)
- **Compound Word**—a word made up of two independent words to form a new word (dollhouse, beehive)
- **Ending**—a word part added to the end of a word to signal a plural (more than one) or to signal when an action word occurs (hand/hands; divide/divides, dividing, divided)

Today's Challenge
Distribute the 18 Word Maze cards for Week 29. Each student should receive at least one card, but since all cards need to be distributed, some students 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 students by reminding them of what a multiple-meaning word is or by explaining the definition of a word. 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 students to look at their cards. Ask one student 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 student to read the answer and then read the question. 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 188.

Student page 143 When the group has finished playing the game, have students look at the activity on student page 143. Make sure students understand how to match the word and definition and write the definition number in the Magic Square. When students have filled in all the numbers, they can add each row across and each column down and see what sum they get for each. If all rows and columns yield the same sum, that sum is the magic number.

Answers for student page 143: The magic number is 23.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>E</td>
</tr>
<tr>
<td>G</td>
<td>16</td>
<td>H</td>
</tr>
</tbody>
</table>

Go Further

Student page 143 Have students work in pairs or small groups to make their own Magic Square. Explain that the easiest way to begin is to find numbers that will add across and down to get the same sum for each column and row.

Assessment

Student self-assessment page 143 Have students check one of the three choices to describe how they did on this activity.

Assessment tip Can students recognize compound words and words with prefixes, suffixes, and endings?
Building Words

Week 29 • Activity 144

Materials
Student page 144
A set of Letter Cards (2a, b, e, f, k, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in breakfast to build words with short a, long a (ea, CVCe), and long e; words with the suffix -er; 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 a, f, s, and t together to make fast. 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 students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add e and r to fast to make faster.
- Take away f and rearrange the letters to make stare.
- Take away r and e and add k. Rearrange the letters to make task.
Point out the short a sound in the words fast, faster, and task.
- Add e to task and rearrange the letters to make steak, a meat people eat.
- Rearrange the letters to make the homophone stake, something hammered into the ground.
- Rearrange the letters to make skate.
- Take away s and t, and add b and r to make break, what happens when you drop a dish.
- Rearrange the letters to make the homophone brake, the thing you step on to stop a car.

Have students note the long a vowel sound in words with the spelling ea, such as steak and break.
- Take away b from break and add f. Then rearrange the letters to make freak.
- Take away f and add s and t to make streak.
Point out the long e sound in the spelling of words with ea.
- What word can you make with all nine letters? (breakfast)

Today's Challenge
Student page 144 Have students begin by writing the word for the first item. Tell them to cross off a box for each letter they used. Explain that if they do not know the word for item 2, they should go on to item 3, and so on. When they go back to items for which they could not find a word, there will only be a few boxes left uncrossed. Students can then use the letters to help them find the words they need.

Answers for student page 144:  1. tea  2. tale  3. reader  4. large  5. sag  6. farmer

Go Further
Student page 144 Have students work in pairs or small groups to make their own game. Tell them they do not have to have as many clues as the ones in the activity they just finished, although they can use those clues to help them come up with their own clues.

Assessment
Student self-assessment page 144 Have students check one of the three choices to describe how they feel about this activity.

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

Week 29 • Activity 145

Materials
Student page 145

Concept
Identify sequence of events in passages on multiple-choice tests.

Get Started
Remind students that events in a passage may happen in order. Sometimes writers tell their stories out of sequence. They might tell about events in the afternoon before going back and telling about morning events. That’s why it is important for readers to keep track of when things are happening in real time.

Remind students that Rule Out Two is a technique that will help them when they take multiple-choice tests. When students 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 students.

Do you want to make a cool treat? Try making strawberry ice cubes! First, wash about seven strawberries, cut them in half, and place them in an ice-cube tray. Then pour about four cups of your favorite fruit juice over the strawberries and freeze for about two hours.

What step must you do just before you freeze the strawberries?

- A. Pour fruit juice over the strawberries.
- B. Cut the strawberries in half.
- C. Wash seven strawberries.
- D. Place the strawberries in an ice-cube tray.

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 C is wrong because it is the first step in making strawberry ice cubes and the word first is a clue to the order. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure students understand why A is correct. (The juice is the last step just before the ice-cube tray goes into the freezer.)

Today’s Challenge
Organize students in groups of 2, 3, or 4. Students 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 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 students 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
Student page 145 Have students make their own personal time lines. Suggest that they tell when they were born and what happened to them or what they did as they grew up to their present age. Remind students that the events of their lives must be shown in the correct order and that clue words will help the reader.

Assessment
Student self-assessment page 145 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify sequence of events in passages?
Materials
Student page 146

Concept
Read aloud fluently and expressively.

Get Started
Read aloud the following poem twice. First, read it disregarding line breaks. Run the lines together in a rapid way. Ignore punctuation—commas and periods—that signals pauses. Then read the poem as the poet intended, keeping lines of text intact and pausing according to punctuation.

The dark gray clouds,
the great gray clouds,
the black rolling clouds are elephants
going down to the sea for water.
They draw up the water in their trunks.
They march back again across the sky.
They spray the earth with water,
and men say it is raining.

Have students comment on your two readings. Which did they think was more understandable? Which was more pleasant to hear, and why? Which reading did they think was more representative of the way the poet intended the poem to be read?

Make the point that on your second reading you paid attention to the arrangement of the lines and to punctuation clues—commas and end periods. Explain that many poems have a special phrasing and pacing built right in. Unlike other kinds of text, poetry guides readers, both silent readers and oral readers, to read the words as they are meant to be read. The guesswork is gone!

Today’s Challenge
Tell students that today they are going to work in groups to read aloud a poem called “Grasshopper Green.” Invite students who are familiar with grasshoppers to describe them. Students will read the poem silently first. Suggest that they take note of line breaks, punctuation marks that signal pauses, rhyming words, and any special-effects words (words that mimic sounds or movements). Then have students practice reading the poem aloud with expression. Groups will then read the poem aloud for the remaining students.

Student page 146 Explain that the poem students will read has a light, fun tone. Allow time for each group to prepare and perform the poem. Remind students to demonstrate good listening behavior, such as being attentive to the readers, keeping quiet, and clapping only at the end of the performance.

Go Further
Student page 146 Before students make their responses, encourage them to “think out of the box” in terms of enhancing a new oral reading. Help them think of ways to make their group’s taped reading unique. For example, students may suggest sound effects as a way of making their reading more entertaining. You might suggest other ideas, such as echo reading of key lines or just end rhymes for effect or, perhaps, a music accompaniment.

Assessment
Student self-assessment page 146 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use typographic clues—line breaks, punctuation—and special-effects words to read fluently and expressively?
Week 30 • Activity 147

Materials
Student pages 146, 147
Instructor’s Guide page 146

Concept
Enhance comprehension by visualizing the text.

Get Started
Explain to students that fiction writers and poets often give very specific details in their works that enable readers to create a picture in their minds. Ask students to close their eyes as you read aloud the poem on Instructor’s Guide page 146. Have students listen carefully for details that help them picture what the poet describes.

Talk briefly with students about the poem. Ask them to say what thing in nature the poet describes. Then have them say to what the poet compares the clouds. Continue the discussion, having students comment on the poet’s comparison. Do they agree that dark, slow moving clouds resemble elephants marching along? Is the image of the elephants spraying water from their trunks a good one? Did the poet provide enough details for them to “see” the clouds as elephants? Have students suppose that the poet substituted white and fluffy to describe the clouds. How would that change the mood of the poem?

Students may enjoy thinking of something to which they might compare white, fluffy clouds. Encourage students to close their eyes once again for a few moments to try to see the clouds in their minds. Ask several volunteers to share their images.

Make the point that stories and poems come to life thanks to the details that writers supply. Being able to use those details to create a mental picture helps readers to better understand and appreciate what they read.

Today’s Challenge

Student page 147 Have students read the poem on student page 146. Then have them complete the chart by listing the words and phrases that helped them visualize the setting, the character, and the events. Encourage members of each reading group to compare their lists.

Answers for student page 147: Students’ lists may vary. Setting—sunny meadow, house under a hedge, summertime Character—comical; dressed in little trousers, jacket, and hat; playing What Happens—plays in the sun; calls to the children; hops, skips high and low

Go Further

Student page 147 Have groups of students discuss possible ways to illustrate the poem. After they draw their individual pictures, encourage them to share and compare their finished works. Students’ drawings will vary.

Assessment

Student self-assessment page 147 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use details in text to visualize?
Materials
Student page 148
One pair of word cards for every four students

Concept
Build vocabulary by using meaning clues 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 students in the group. (Two pairs of students each get the same word card.) Use words that students are familiar with, for example: indoor, coin, fearful, pain, pilot, and laughter. You can also use words that have been used in their classes.

Explain to students that they will play Guess the Word in pairs, with one student giving clues and the other student trying to guess the word. Two pairs of students 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  Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the student 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 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 leaves. Players should not limit themselves to only one meaning; they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 148  Before students begin to write their stories, 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. A pool of ideas will enable students to shift gears quickly if one story idea does not work the way they hoped.

Go Further
Student page 148  Remind students to make positive and constructive comments about their partner’s work—the kind they themselves would like as feedback. Make a list to remind students of the kinds of feedback they should be giving. List on chart paper: Your characters are just like people in real life. Your setting makes me feel as if I am there with the characters. Set aside a time for all students to share their stories, if they wish.

Answers for student page 148: Students’ stories will vary, but they should use at least six of the given words (or their related forms) and show correct grammar, usage, and spelling.

Assessment
Student self-assessment page 148  Have students check one of the three choices to describe how they feel about this activity.

Assessment tip  Can students demonstrate understanding of words and their meanings?
Materials
Student page 149
Sum of the Parts Cards (Week 30 Activity 149)

Concept
Build words using comparative endings (-er, -est) and base words (bright, fast, hard, late, light, short, slow, smart, straight, tight).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 30. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. Depending on the combination of words 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 30 Activity 149.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations include the following: brighter, fastest, hardest, later, lightest, shorter, slowest, smartest. Point out to students that in words that end in y, such as mighty, the y must be changed to an i before adding -er or -est.

Today’s Challenge
Student page 149 Have students complete the activity on page 149 to apply what they have learned about words in this lesson to other words.

Answers for student page 149: Comparisons will vary.

Go Further
Student page 149 After students write their personal comparisons, encourage them to share them with a partner or a small group. Students’ comparison will vary, but they should show an understanding of when to use -er and when to use -est.

Assessment
Student self-assessment page 149 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students form, read, and spell words with comparative endings?
**Week 30 • Activity 150**

**Materials**
Student page 150

**Concept**
Identify words parts (base words, prefixes, suffixes, components of compounds) on multiple-choice tests.

**Get Started**
Review various word parts. Display these words as shown: joyful, teacher, restack, unstack, workbook. Have students identify the words that have a prefix, those that have a suffix, and the compound word. Ask students to identify the base word in each of the first four words. Then have them name the two words that comprise the compound.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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. Have students listen for a word that has a suffix. Then read the question. Write the answer choices on the board so that students can identify the word with the suffix.

Over 5,000 years ago, the ancient Egyptians used pictures to communicate. This form of writing was called hieroglyphics. Many of the hieroglyphics were things that people could easily understand. For example, there were symbols for a king, a mummy, a boat, a snake, and an owl, among many others. People stopped using hieroglyphics over 2,000 years ago. Today you can see many wonderful hieroglyphics in museums around the world.

Which of the following words contains a suffix?

A. understand
B. communicate
C. wonderful
D. example

Ask a volunteer to choose an answer that she or he knows is wrong and tell why it is wrong. For example, a student might say that A is wrong because it does not have a suffix, or word part at the end, that adds meaning. Discuss the reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining choices. Be sure students recognize -ful as the suffix in wonderful.

**Today’s Challenge**
Place students in groups of 2, 3, or 4. Students 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 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 150** Have students read the passage and work through the questions, ruling out two answers 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 150:** 1. C 2. A 3. D 4. A

**Go Further**

**Student page 150** Encourage students to use color and shape words as they describe their quilts. Descriptions will vary. Alternatively, students could draw a patterned quilt.

**Assessment**

**Student self-assessment page 150** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students identify different kinds of word parts?
Week 31 • Activity 151

Materials
Student page 151

Concept
Use punctuation clues to read aloud expressively and fluently.

Get Started
Read the following dialogue aloud expressively. Let punctuation marks guide you as to when to pause (commas, end marks), when to let your voice rise at the end of a question (question marks), and when to alter your tone and/or volume to show change in speaker (quotation marks).

"Remember, children, today is our trip to the museum. We'll learn more about Egypt. Does everyone have a pencil and paper?" asked Mrs. Hansen.

"Why do we need that?" asked Eduardo.

"We will see many things. Our guide will tell us many things. You will need to write some information down," explained Mrs. Hansen.

Have students comment on your reading. Were they able to understand the content? Was it clear when questions were being asked? Were they aware when speakers changed? Ask volunteers to retell what you read in their own words.

Ask what kinds of punctuation marks students think they would see if they could read the printed text. Make the point that punctuation marks help readers, both oral and silent readers, better understand the meaning of text. Briefly review the different kinds of punctuation marks and what they signal. Remind students that when they read aloud, it is important to use punctuation marks as clues for how to read the text.

Today's Challenge
Tell students that today they are going to work in groups to read aloud more about a field trip to the museum. Organize students into groups of three or four. Have students read the story silently for understanding. Then have each group member practice reading aloud his or her lines before the group reads aloud to the rest of the students.

Student page 151 Explain that there are three speaking characters in the passage that students will read: the museum guide and two students. Make sure students can read the word pyramid and that they know what it means. Direct students to divide up the parts. Allow time for groups to prepare and perform the story, using what they know about punctuation marks. Remind all students to show good listening behavior, such as looking at the readers and being quiet and attentive.

Go Further

Student page 151 Students will discuss and jot down ideas about how they might improve their oral reading. Encourage them to be constructive and considerate in their remarks.

Assessment

Student self-assessment page 151 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use punctuation clues to help them read expressively and fluently?
Week 31 • Activity 152

Materials
Student pages 151, 152

Concept
Identify main idea and the most important details to summarize.

Get Started
Recall that the main idea of a piece of writing is what the text is mostly about. Details tell more about the main idea.

Have students suppose that they want to tell their friends about a story they read and liked. Ask: To let your friends know what the story is about, would you try to tell every single detail or event that happened? Or would you give a much shorter version? Help students to realize that it would not be necessary to retell the entire story. It would also take too much time. Point out that they could just give a summary of the story. Say that a summary is a very short retelling, one that states a main idea and gives just the most important details.

Read the following summary aloud. Have students listen to see if they can name the story it summarizes.

A big wolf tries to trick a girl into thinking that he is her grandmother so that he can gobble her up. The wolf meets the girl in the woods. He learns that the girl is going to her grandmother’s house. The wolf runs to the house and pretends to be the grandmother. The girl is not fooled, and a woodsman passing by saves her.

Once the story has been identified by students or by you as “Little Red Riding Hood,” retell the story in your own words, giving lots of particulars, such as:

The grandmother is sick.
The girl is bringing her treats to eat.
The wolf hides behind a tree.
The wolf disguises himself in a nightgown and cap.
The girl notices the wolf’s big ears and teeth.

After your retelling, have students help you list its main idea and what they think are the most important details. Then reread the summary and help students connect the items on their list with the summary. Have them confirm that the summary correctly reflects the key content of “Little Red Riding Hood.”

Today’s Challenge
Student page 152 Have students read the passage on student page 151 and then identify its main idea and the most important details. Students will complete the last part of the chart by writing a summary of the passage. As students read, encourage them to circle sentences that contribute to a main-idea statement and to underline the most important details. This step will help them more easily complete the charts.

Answers for student page 152: Main Idea—Children learn about ancient Egypt by taking a museum tour. Details—The children are on a class trip. They see a mask. They see a model of a pyramid. They see some samples of Egyptian writing. They learn about the importance of the Nile River. Summary—Student summaries will vary but should reflect an understanding of the main idea and the most important details in the passage.

Go Further
Student page 152 Students will write a summary of a favorite story. Suggest that students make some notes about their story before they attempt to write a summary of it.

Assessment
Student self-assessment page 152 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify main idea and the most important details in a passage in order to write a summary of it?
Word Games

Week 31 • Activity 153

Materials
Student page 153
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—part of speech, syllables, and structure.

Get Started
As needed, review the following words used in today’s game and student activity.

| noun—a word that names a person, place, or thing (artist, museum, painting) |
| verb—a word that tells an action (paint, draw) |
| adjective—a word that describes a person, place, or thing (beautiful, strange) |
| homograph—a word that is spelled the same as another word but has a different meaning (bat: an animal; bat: baseball equipment) and sometimes a different pronunciation (bow: you tie one on your shoe; bow: to bend at the waist) |

Instructions for Playing Who Wants to Be the Top Scorer? Explain that today students will play Who Wants to Be the Top Scorer? Have each student take a blank sheet of paper and write a word at the top. Then ask students to number their papers from 1 to 5.

As you ask each of five questions, have students look at their word and answer the question. Points are awarded for each “yes” answer. At the end of the exercise, give students an extra 10 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have more than 2 syllables? If yes, score 10 points.
2. Is your word a noun or a verb? If yes, score 10 points.
3. Is your word an adjective? If yes, score 10 points.
4. Is your word a homograph? If yes, score 10 points.
5. Does your word relate to a sport or a hobby? If yes, score 10 points.

Have students find their total scores. Determine which student(s) have the highest scores. Have that student(s) write the word on the board and explain how she or he scored the points.

Today’s Challenge

Student page 153 Students will write a sentence that shows the alternate meaning of each homograph. Encourage students to read each numbered sentence carefully before making a response.

Answers for student page 153: Students’ sentences will vary but should reflect an accurate understanding of each underlined word’s alternate meaning.

Go Further

Student page 153 Students will sort the underlined words in the activity according to part of speech. Monitor partners as they compare their lists. If there are disagreements, intervene as needed.

Assessment

Student Book self-assessment page 153 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students recognize the characteristics of words?
Building Words

Week 31 • Activity 154

Materials
Student page 154
A set of Letter Cards (2a, d, e, i, 2p, r, 5) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in disappear to make words with r-controlled vowels (ear, er) and to recognize accented syllables.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its
own envelope for easier sorting and collecting.) 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 p, a, r, a, d, and e together to make parade. Make sure students know what a parade is. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Replace one a in parade with i, and rearrange the letters to make a word that names something babies wear. (diaper)
• Replace the a in diaper with s, and rearrange the letters to make a word that names a creature that spins webs. (spider)
• Now put the letters back. Use five letters to make a word that names what you write on. (paper)
• Remove the a from paper, and add d and i, to make a synonym for ladle. (dipper)
• Now put the letters back. Use six letters to make a word that means “paid again.” (repaired)
• Remove the i and the d from repaired, and rearrange the letters to make a word that names a fruit. (pear)
• Add an s to pear to make a word that names a sharp pointed stick. (spear)

• Replace s and p in spear with a d to make the word you start a letter with. (dead)
• Remove the d in dear. Add an a and two ps to make a verb that fits in this sentence: My cat will suddenly _______ at my door. (appear)
• What word can you make with all nine letters? (disappear)

Remind students that a prefix is a word part added to the beginning of a word. It changes the word’s meaning. The prefix dis- means “not” or “the opposite of.” Point out the accented syllables in the longer words. For example, you might model how to pronounce disappear, parade, and repaid.

Today’s Challenge
Student page 154 Students will solve riddles using words that contain the phonic elements taught in this lesson.

Answers for student page 154: 1. beard 2. ear 3. underwear 4. fear 5. smear

Go Further
Student page 154 Students will read words with er to decide how many syllables are in each and which syllable should be accented. Help students notice that when er ends a word with more than one syllable, it is unaccented.

Answers for student page 154: 6. summer—2 syllables, accent on first syllable 7. rider—2 syllables, accent on first syllable 8. smarter—2 syllables, accent on first syllable 9. together—3 syllables, accent on second syllable

Assessment
Student self-assessment page 154 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words correctly?
Week 31 • Activity 155

Materials
Student page 155

Concept
Identify main idea and the most important details in a passage to summarize on a multiple-choice test.

Get Started
Review that a summary is a very short way of saying what a piece of writing is about. Recall that a summary includes the main idea and the most important details of the piece of writing. A good summary shows that a reader has understood the most important ideas the writer wants to get across.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Sculpture is one form of artwork. Sculptors make art in three dimensions. This means their work is not flat like a painting. Viewers may be able to walk around it. Sculptors use different kinds of materials. Some use wood. Other sculptors use stone. Still others shape metal into sculptures.

Which sentence belongs in a summary of the passage?

A) Sculpture is beautiful.
B) Sculptors use different kinds of materials.
C) Materials are made into shapes.
D) People can walk around sculptures.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that A is wrong because the passage doesn’t discuss how people feel about sculpture. Ask a second volunteer to rule out another incorrect answer and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (It is the only answer that tells an important detail from the paragraph, a detail that belongs in a summary.)

Today’s Challenge
Form groups of 2, 3, or 4 students. Students 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 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 155 Have students 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 155: 1. C 2. A

Go Further
Student page 155 Students discuss what kind of collection they would like to exhibit if they had their own museum. Encourage students to talk about different kinds of collectibles before they decide on their own collection choice.

Assessment
Student self-assessment page 155 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify the main idea and the most important details of a passage in order to summarize?
Week 32 Activity 156

Materials
Student page 156

Concept
Use textual clues to read aloud expressively.

Get Started
Read the following phone conversation aloud. Pay special attention to the typographic clues. Stretch out OH, NO! and read smack as a sound-effect word.

Camp Nurse: Hello, Mr. Duncan. This is the nurse from Dee’s camp. It’s not serious, but she has hurt herself.

Mr. Duncan: (shouting) OH, NO! What happened?

Camp Nurse: She was putting away a rowboat with some other campers. A camper swung an oar around and smack! He hit Dee with the oar.

Mr. Duncan: Where is Dee hurt?

Camp Nurse: She has a cut cheek. I think she may need some stitches, but her eye is fine.

Mr. Duncan: That’s good at least. I’ll be there as fast as I can. Please give her a hug and tell her I’m on the way.

Ask students which words or phrases they think were written in a special way so a reader would emphasize them or read them in a dramatic way. Then display OH, NO! and smack. Make the point that authors often use special characters and type effects to let readers know how to read the text. Ask volunteers to say both examples dramatically. Suggest that students preview any text they will read aloud for words written in a special way or in special type.

Today’s Challenge
Tell students that today they will work in groups to read a letter that tells a story. Have each group member read the passage silently and underline words that signal strong emotion or call for a special reading. Have students exchange ideas about how to read the passage. Students can then divide up the lines in the letter and practice reading their parts. Explain that in this letter Dee tells the story of her injury to a friend. She uses descriptive words, sound words, and special type to make her story dramatic.

Student page 156 As students prepare, encourage them to look for word clues in the text that will support the drama. This will help them read expressively. Have students read the letter aloud to the whole group. Observe to monitor students’ reading and listening skills. Remind all students to show good listening behavior, such as looking at the speaker and being quiet.

Go Further
Student page 156 Students will write and then read a response from Tamara to Dee’s letter. Tell students they can react to Dee’s injury or they can tell what is new with Tamara. Remind them to put themselves in Tamara’s place to read expressively.

Assessment
Student self-assessment page 156 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use textual clues to help them read aloud expressively?
Week 32 • Activity 157

Materials
Student pages 156, 157

Concept
Identify story elements (plot, characters, setting) to create a summary.

Get Started
Have students define each of these terms: characters, setting, and plot. They should explain in their own words that characters are the people in a story, the setting is where and when the story takes place, and the plot consists of the story events. Recall that a summary of a story gives just the most important points. It should include a main-idea sentence and only the most important details—and those should include main characters, setting, and key events. Read the following passage to students.

Every night there is a mess in the family bathroom. Almost everyone leaves a pair of glasses or contacts there. The speaker decides to keep his glasses in his own room to avoid the mess.

Have students confirm that the summary includes the characters, setting, and most important events.

Today’s Challenge
Student page 157 Have students read the letter on student page 156. Then direct them to answer the questions on page 157. Students will use their answers to construct a summary of the letter.

Answers for student page 157:
Characters—Dee, Graham, Anna
Setting—camp at lunchtime
Most important events—While putting away a boat with Dee and Anna, Graham accidentally hits Dee in the face with an oar. She is cut and needs to go for stitches.
Summary—Answers will vary but should include the key story elements listed above.

Go Further
Student page 157 Ask students to compare their summaries, talking about how they are alike and different. Remind students that differences in wording do not constitute differences in summary points.

Assessment
Student self-assessment page 157 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements (plot, characters, setting) to write a summary?
Week 32 • Activity 158

Materials
Student page 158
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 student in your group, plus one extra. Use any words that will be familiar to students. For example, you might collect words from students’ conversations, from their school studies, or from current or seasonal events. You might also use words that all relate to a given theme, such as sports, transportation, or food.

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for yourself. Tell students that you have a secret word and that they are to ask yes-no questions in order to guess the word. Model a question and statement for students. Then use questions such as the following to play the game:

- Does the word have a suffix? (such as -ful or -less)
- Is the word an adjective?
- Is the word a plural noun?
- Does the word begin with a letter that is after Q in the alphabet?
- Does the word have more than two syllables?
- Does the word relate to the weather?

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

Today’s Challenge
Student page 158 Students will complete analogies. Before students work independently on the activity, do one or two of the analogies with them to be certain they understand how word pairs may be related.


Go Further
Student page 158 Have students write two analogies. Check their analogy sentences to see that the word relationships are correct.

Assessment
Student self-assessment page 158 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use meaning and structural clues to identify words?
**Week 32 • Activity 159**

**Materials**
Student page 159  
A set of Letter Cards (a, d, 3e, h, p, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

**Concept**
Use the letters in preheated to make words that have the short e sound (bread), the long e sound (heat), the verb ending -ed, and the prefixes re- and pre-.  
- Take one e out of deeper and add an a and a t. Then rearrange the letters to make a word that means “to date something before.” (predate)
- Remove the word date from predate. Add four letters to make a word that means “to heat before.” (preheat)
- What word can you make with all your letters? (preheated)

Tell students that adding the prefix pre- adds the meaning “before” to a word. Point out as well that the vowel combination ea can stand for both a short e sound as in head or a long e sound as in heat.

**Today’s Challenge**
**Student page 159** Students will sort words into four categories based on structure. Make clear to students that some words will fit in more than one category. Encourage them to say the words softly to themselves to hear the vowel sounds. Remind them, too, that some words can be pronounced more than one way, such as lead (led) and lead (led).

**Answers for Student page 159: Short e Words**—reread, death, lead, yelled, health  
**Long e Words**—redo, restart, rewrite, reread, beam, heap, wheat, lead, stream  
**Words with a Prefix**—redo, restart, rewrite, reread  
**Past-Tense Words**—reread, started, yelled, sorted, signaled

**Go Further**
**Student page 159** Have students play with the letters in one word from the activity. Challenge them to make a word for a different category by rearranging letters. Remind them that if they have difficulty, they can select a different word.

**Assessment**
**Student self-assessment page 159** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use the phonic and structural elements practiced in this lesson to read and spell words correctly?
Week 32•Activity 160

Materials
Student page 160

Concept
Identify story elements to summarize on multiple-choice tests.

Get Started
Recall that a good summary shows that a reader has understood the most important elements of a piece of writing. A good summary includes important details that relate who the main characters are, what the setting is, and which events are critical to understanding the plot.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Dee and her dad waited just five minutes at the doctor’s office. The nurse cleaned Dee’s cut. She held Dee’s hand. Dr. Maloney gave Dee a shot so that the cut wouldn’t hurt anymore. Then she used special thread to stitch it closed.

Which belongs in a summary of the passage?
A The nurse held Dee’s hand.
B Dee got hurt at the lakeside.
C Dee and her dad are at the doctor’s office.
D The doctor used special thread for stitches.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because it tells information that is not even in the passage. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only answer that tells an important story element, in this case the setting. The other choices give minor details that do not belong in a summary.)

Today’s Challenge
Place students into groups of 2, 3, or 4. Students 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 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 160 Have students 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
Student page 160 Students will write a summary of the passage they just read. Encourage students to share and compare their summaries.

Assessment
Student self-assessment page 160 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements relevant to writing a summary?
Materials
Student page 161

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

Get Started
Tell students you are going to read a passage twice. The first time, read in a flat voice, ignoring cue words (words in italics) that indicate how to change tone for expressive reading. The second time you read the passage, change your tone according to the cue words given.

Kim, Deena, and Abe put all their money together. “What do we want to do with the money?” Deena asked excitedly.
“I’d love to have a new video game,” said Kim longingly.
“We’ve all got so many games. That would be a waste of our money,” said Deena. She was grumpy. The children kept suggesting things to buy, but no one could agree on anything. Then Abe sat up straight, his eyes opened wide. “I know!” he shouted. “Let’s not buy something. Let’s go somewhere.”

“Wow!” cried Kim and Deena, happy at last. Worry, Kim asked, “But where do we want to go?” “Oh, no!” groaned all three. “Here we go again.”

Ask students the following questions.

• Which reading did you enjoy more? Did it make the passage and the characters “come alive” for you? Was it easier to understand?
• Was my tone of voice—how I said groups of words—different in the two readings? How did it change?
• How did I know what tone of voice to use? When I said, “Worried, Kim asked, ‘But where do we want to go?’” why did I sound the way I did? Do the words Worried, Kim said tell me how I should sound? (Yes, these kinds of words are called cue words because they cue you, or tell you, what kind of voice to use.)
• What other words in the passage helped me know what tone of voice to use? (Reread one or two sentences at a time from the passage so that students can recognize cue words.) Explain that students should pay attention to cue words when they are reading and put themselves in the place of the character to change their tone of voice accordingly. Changes in tone of voice help listeners better understand what the author wants them to know and provide a rich reading experience.

Today’s Challenge
Tell students that today they are going to work in groups to read a mystery. Students will read the mystery silently and then practice reading it aloud with expression. Groups will then read the mystery aloud for the class.

Student page 161 As students prepare, remind them to look for cue words that tell the tone of voice they should use. Allow time for each student to prepare and perform the mystery. Remind all students to show good listening behavior, such as not talking during the performance.

Go Further
Student page 161 Have students work in pairs or small groups to make up a mystery and solve it. Remind them to put cue words in their mystery to tell a reader what tone of voice to use. Emphasize that the mystery need not be as long as the one they read in the activity.

Assessment
Student self-assessment page 161 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students read with expression to convey the author’s meaning?
Today’s Challenge

Student page 162 Students are to identify the different causes that make the children in the story frightened. They are also to identify the effects that this fear has on the way these characters speak their dialogue. Say the following:

• In the first chart, use the word because to find why the children were frightened. Say to yourself, “The children were frightened because it was dark and quiet.” In the second chart, you can say, “Because the children were frightened, they said things uncertainly.”

Answers for student page 162: Answers will vary. Possible answers follow: Effect—The children were frightened. Causes—It was dark and quiet; Hank the watchman came out of nowhere; they thought Hank had the cookies; the cookie trail led to Hank. Causes—The children were frightened, so they said thing in certain ways. Effects—uncertainly, whispered, “I-don’t-want-to-do-this” voice, groaned

Go Further

Student page 162 Have students write about the kinds of things that make them frightened. Ask volunteers to share those responses that they are comfortable sharing.

Assessment

Student self-assessment page 162 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify cause-and-effect relationships?
Materials
Student page 163
Word Maze Cards (Week 33 Activity 163)

Concept
Build vocabulary by understanding word meanings and relationships—parts of speech (noun, verb).

Get Started
Review with students the meaning of these words:

| noun—a word that names a person, place, or thing (toy, playground, classmate) |
| verb—a word that tells an action (run, think, stay) |

Today’s Challenge
Distribute the 18 Word Maze cards for Week 33. Each student should receive at least one card, but since all cards need to be distributed, some students 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 students by reminding them of what a noun or a verb is or by explaining the definition of a word. 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 students to look at their cards. Ask one student 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 student to read the answer and then read the question. 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 189.

Student page 163 When the group has finished playing the game, have students open their books to page 163. Students are to circle the nouns, which all go across, and then the verbs, which all go down. Review the meanings of nouns and verbs if needed.

Answers for student page 163:

```
P C L Z F S N P T
K F B O T T L E S
I C E B Y A V E T
S T H C H Y R L S
S N A I L Z S X L
F P V R T M Z N E
L F E L L O W U A
Z K Q P S H I P V
X A N S T A P L E
D F B T S X E D S
```

Go Further
Student page 163 Have students work in pairs or small groups to create their own word search puzzles with nouns and verbs. Students should then have each other find the hidden words. Tell students that they do not have to have as many rows, columns, or words as shown in the activity.

Assessment
Student self-assessment page 163 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students build vocabulary by understanding word meanings and relationships—parts of speech (noun and verb)?
**Week 33 • Activity 164**

**Materials**
Student page 164
Sum of the Parts Cards (Week 33 Activity 164)

**Concept**
Use the word parts *dis-*, *-ed*, *-ing*, *pre-*, and *un-* to build words with the base words *approve*, *believe*, *cook*, *date*, *honest*, *obey*, *paid*, *pay*, *respect*, *test*.

**Get Started**
Distribute the 18 Sum of the Parts cards for Week 33. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students 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 a bag labeled “Week 33 Activity 164.”

Word combinations will vary according to how many of the cards are used in the game. Possible word combinations are many. The word parts *-ing*, *-ed*, *dis-*, *pre-*, and *un-* can be attached to words to make new forms such as *approved*, *preapprove*, *disapprove*, and so on.

Point out to students that they should use their word part cards to cover the final *e* when it must be dropped before adding an ending to make a new form (*-ed* to *approve*).

**Today’s Challenge**
**Student page 164** Have students complete the activities on page 164. Model the activity by asking students to name other forms of the word *like* that could go in the chart. Point out that students can add a beginning, an ending, or both to a word. Also point out that there may be more than three forms of a word. Explain that students have to fill in only three forms.

**Answers for student page 164:** Answers will vary. Possible answers are:

<table>
<thead>
<tr>
<th>Word</th>
<th>Other Forms of the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. like</td>
<td>liked</td>
</tr>
<tr>
<td>2. appear</td>
<td>disappeared</td>
</tr>
<tr>
<td>3. intend</td>
<td>unintended</td>
</tr>
<tr>
<td>4. record</td>
<td>prerecord</td>
</tr>
<tr>
<td>5. cover</td>
<td>uncover</td>
</tr>
<tr>
<td>6. pave</td>
<td>paved</td>
</tr>
<tr>
<td>7. fold</td>
<td>folded</td>
</tr>
</tbody>
</table>

**Go Further**
**Student page 164** Have students choose three of the words they wrote and put them all in one sentence. The sentence must make sense. If necessary, give this example: *I discovered that I liked recording music.*

**Assessment**
**Student self-assessment page 164** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students build words with prefixes and word endings?
Materials
Student page 165

Concept
Identify words with suffixes and prefixes on multiple-choice tests.

Get Started
Remind students that a prefix is a word part that is added to the beginning of a word. Give the example of *misunderstand*. Ask volunteers to offer other words with prefixes. Then remind students that a suffix is a word part that is added to the end of a word. Give the example *fearless*.

Remind students that Rule Out Two is a technique that will help them when they take multiple-choice tests. When students 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 question to students. Display the answer choices so that students can identify the word with the suffix.

Which word has a suffix?

A. preview
B. across
C. countless
D. waves

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 A is wrong because this word has a prefix. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The word part *-less* is a suffix that can be added to *count*.)

Today’s Challenge
Organize students in groups of 2, 3, or 4. Students 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 that 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 165 Have students 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 165 Have students work in pairs or small groups. One student gives another a scrambled word that contains a prefix or suffix, along with a clue to the word’s meaning. The student unscrambles the word and identifies the prefix or suffix that has been added to the word.

Assessment
Student self-assessment page 165 Have students check one of the three choices to tell how they feel about this activity.

Assessment tip Can students identify words with prefixes and suffixes?
Week 34 • Activity 166

Materials
Student page 166

Concept
Use punctuation clues to read fluently and expressively.

Get Started
Read aloud the following dialogue twice. First, read it ignoring punctuation marks—commas, end marks, and quotation marks. Run some sentences together, making shifts in speakers difficult to follow. Make your reading pace uneven. Then read the same dialogue fluently and expressively, letting your voice rise at the ends of questions. Show excitement when cued by exclamation marks. Keep your pace even and appropriate for natural-sounding conversation.

“We need to expand public transportation,” said the mayor to his aide Matt Ward.

“I think that will help many people who live outside of town,” replied Matt. “We have a bus line that ends at Main and Elm streets. How about making that route longer?”

“Good idea, Matt,” said the mayor. “I think another mile longer would help a lot!”

Matt had another idea. “What about making a bike lane through town?” he wondered out loud.

“Hmmmm, the bike lane we have outside of town seems to work well. That’s another good idea!” said the mayor with a grin.

Ask students for feedback on both readings. Have them say what was wrong about the first reading and how you self-corrected for the second reading. Help students to identify the kinds of clues you may have gotten from the text. Talk about punctuation marks and their meaning. Call attention to the phrases that indicate a change of speaker, such as “said the mayor” and “Matt replied.”

Remind students, too, that it is important when reading dialogue to “get in character” by thinking about how they would feel and speak if they were in the same situation as the character.

Today’s Challenge
Tell students that today they are going to work in groups to read aloud a skit about what happens at a town meeting. Explain that the topic for discussion at the town meeting is how to save energy. Students will read the skit silently. Then they will practice reading their own lines aloud. Groups will then read together for an audience.

Student page 166 Allow time for each group to prepare and perform. Remind students to demonstrate good listening behavior. Discourage them from trying to read along in their texts.

Go Further
Student page 166 Students will write and then read aloud an opinion about the value or importance of public transportation. Encourage group members to listen to each other attentively and considerately. Students’ opinions, of course, will vary.

Assessment
Student self-assessment page 166 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use punctuation clues to help them read fluently and expressively?
Week 34 • Activity 167

Materials
Student pages 166, 167

Concept
Distinguish facts from opinions.

Get Started
Ask students to tell in their own words how a fact and an opinion are different. Then recall that a fact is information that is known to be true. The information can be checked through a number of different sources, such as textbooks, reference books, and experts in a given field. Say that an opinion expresses how someone personally thinks or feels about a subject or issue. The words think, believe, and feel often signal an opinion. However, readers must read carefully to identify as opinions statements without such clue words.

Make the point that being able to distinguish facts from opinions is important when a reader must judge the value of what an author has written.

Read the following passage to students. Have students think about which statements are facts and which statements are opinions.

There is going to be a new member in the school music club. Henry has already met the new member, who is named Rachel. They went to summer music camp together. Rachel will be playing the violin. Henry felt that the club could use another violinist. Other club members thought that a tuba player would have been a better choice.

Reread aloud each sentence in the passage. Have students say if it is a fact or opinion. Students should recognize the two last sentences as opinions. Ask students how they could check that the other statements are facts. For example, the club may have a sign-in sheet to show who members are. The summer music camp should have records of who the campers were.

Today’s Challenge
Student page 167 Have students read the skit on student page 166. Then have them use statements in the passage to write three facts and three opinions. Encourage students to write complete sentences.

Answers for student page 167: Responses will vary. Possible answers include: Facts—People in the United States use more energy than any other country. Some cars today can go farther on one gallon of gas than cars made years ago. I don’t live near public transportation. We can save energy at home. Opinions—Public transportation is the best way to save energy. I feel your idea is unfair to people like me. Car pooling would be a good solution.

Go Further
Student page 167 Have students write to tell how they feel about the ideas in the passage.

Assessment
Student self-assessment page 167 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students distinguish between a fact and an opinion?
Materials
Student page 168
One pair of word cards for every four students

Concept
Build vocabulary by using meaning clues 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 students in the group. (Two pairs of students each get the same word card.) Use words that students are familiar with, for example: contest, avenue, desert, honk, flame, and muddy. You can also use words that have been used in their classes.

Explain to students that they will play this game in pairs. One student will give clues, and the other student will try to guess the word. Two pairs of students 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 Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the partner does not guess the word, play continues 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 row. Players should not limit themselves to only one meaning; they can give clues for both meanings.

Today's Challenge
Student page 168 Students select eight words from a list to write a story. Encourage students to spend some time thinking about what characters, setting, and plot events they might want to use. Some students may benefit from brainstorming ideas with partners or in a small group.

Answers for student page 168: Students’ stories will vary, but they should demonstrate understanding of the meaning of each selected word.

Go Further
Student page 168 Students will draw a picture to go with their story and share the story orally with a partner while showing the drawing.

Assessment
Student self-assessment page 168 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning clues to determine and use a word?
Week 34 • Activity 169

Materials
Student page 169
A set of Letter Cards (a, b, c, 3e, l, p, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in respectable to build words with an r-controlled vowel (ear) and the long e vowel sound (ea). Recognize accented syllables.

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 a, b, e, s, and t together to make beast. Then give the following clues to make words.

- What word can you make with all your letters? (respectable)
- Review the list of words with students and discuss the following.
  - When the suffix -able is added to a word, it adds the meaning “able to.” The word respectable means “able to have respect.”
  - The letters ea can stand for the long e vowel sound. Have students identify beast and least.
  - Have students identify the words that have an r-controlled vowel sound: tear, spear, clear, clearest.
  - Note that the first syllable in table, stable, and secret is accented.

Today’s Challenge
Student page 169 Students read an incomplete sentence that contains an underlined word. They use their understanding of that word to help them complete the sentence.

Answers for student page 169: Students’ sentences will vary but should show an understanding of the underlined word.

Go Further
Student page 169 Students read aloud to a partner the sentences they completed for Today’s Challenge. Encourage them to notice which of their responses are alike and which are different. Have students think and talk about why that may be.

Assessment
Student self-assessment page 169 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words?
Week 34 • Activity 170

Materials
Student page 170

Concept
Distinguish between facts and opinions on multiple-choice tests.

Get Started
Ask volunteers to explain the difference between a fact and an opinion. Restate that a fact is information that can be proved true by checking reliable sources. An opinion is what an individual thinks or feels personally. Reinforce that understanding the difference between facts and opinions helps readers judge the validity of what an author writes.

Remind students that Rule Out Two is a technique that will help them when they take multiple-choice tests. When students 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 students. Write the answer choices on the board so that students can identify the statement that is a fact.

Martin and Shelley are working on a report about water pollution. They have found that most of Earth’s lakes, rivers, and oceans are polluted. Martin thinks we can all do something to help. The chemicals we use to clean and the chemicals used in factories have all added to the pollution. Shelley says that oil companies must be more responsible. There have been accidental oil spills that have destroyed many sea plants and animals.

Which statement is an opinion?

A Chemicals used in factories have added to water pollution.
B There have been accidental oil spills.
C Shelley says that oil companies must be more responsible.
D Martin and Shelley are working on a report.

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 B is wrong because it is a fact that can be checked in sources such as newspaper reports. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The statement is an opinion because it is what Shelley thinks.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students 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 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 170 Have students 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 the sentences, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 170: 1. C 2. B

Go Further

Student page 170 Have students write their opinions about solar power. Students’ opinions will vary but should show logical reasoning.

Assessment

Student self-assessment page 170 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students distinguish facts from opinions?
Read Out Loud

Week 35 • Activity 171

Materials
Student page 171

Concept
Read with appropriate pacing to convey author’s meaning.

Get Started
Read the following passage at an even pace, pronouncing words distinctly and observing punctuation. Then reread the passage in a haphazard way, stammering through words and running sentences together.

Here are some fishy facts. Fish appeared on Earth about 500 million years ago. They were the first animals with backbones. Fish have great importance for humans. People rely on fish as a food source. They also catch fish for sport. Many people keep fish as pets.

Have students comment on your two readings. Which is better? Why? Help students realize that your first reading relied on punctuation marks and your understanding of the words in the text for its fluency. Make the point that readers should preview what they will read aloud so that they are prepared. For example, students can look for difficult words and find out how to pronounce them correctly. They can also see how sentences flow together to connect ideas.

Today’s Challenge
Explain to students that they will read a report about fish. Remind students to think about the purpose of a school report—to inform. Tell them that they are going to work in groups to read the report. Organize students into groups of two or three. Have students read the report silently to get an understanding of the information. Then have students divide up the lines and read aloud as a group.

Student page 171 Allow time for groups to prepare and present the report. Encourage students to show good listening behavior, such as looking at the readers and not trying to follow along in their copies of the text.

Go Further
Student page 171 Students should write about additional information they would like to know about fish. Partners discuss each other’s written responses.

Assessment
Student self-assessment page 171 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students read with appropriate pacing to convey the author’s meaning?
**Materials**
Student pages 171, 172

**Concept**
Identify main idea and most important details to write a summary.

**Get Started**
Have students tell in their own words what a main idea is and what supporting details are. After their discussion, restate that a main idea is the most important idea an author wants to convey. Details are bits of information that tell about the main idea. Recall that a summary is a very short statement of what a story or piece of writing is about. A good summary includes a main-idea statement about the piece of writing and only the most important details.

Read the following to students.

Fish can protect themselves in a number of ways. The porcupine fish, for example, can puff itself up. This fish has spiny needles along its body. When it gets scared, it swallows water and puffs up to two or three times its size. Its large size and spines scare away predators.

Help students identify the main idea and the most important details. Then help them construct a summary. Use the following as a guide.

The porcupine fish protects itself by changing size. It swallows water and puffs up. Its big size and spines scare other fish away.

**Today’s Challenge**

**Student page 172** Have students read the report on student page 171. Then have them identify the main idea and most important details. Students should then use that information to write a summary of the report.

**Answers for student page 172:** Summaries will vary but should include a main-idea statement and significant details. **Main Idea**—Most fish share basic features. **Most Important Details**—Fish have scales, breathe through gills, and use their tails to swim.

**Go Further**

**Student page 172** Students compare their summary with that of a partner. Monitor student pairs as they talk, encouraging them to look for similarities and differences in their work.

**Assessment**

**Student self-assessment page 172** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students identify main ideas and details to construct a summary?
Week 35 • Activity 173

Materials
Student page 173
Paper and pencil for each student

Concept
Build vocabulary by identifying characteristics of words—part of speech, syllables, and structure.

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

- **noun**—a word that names a person, place, or thing (sister, house, pet)
- **verb**—a word that tells an action (run, sing, listen)
- **adjective**—a word that describes a noun (happy, yellow, large)
- **prefix/suffix**—a word part at the beginning of a word (re-) or at the end of a word (-ful) that changes the word’s meaning
- **syllable**—an uninterrupted unit of speech (Cat has one syllable; cattle has two syllables.)

Instructions for Playing Who Wants to Be the Top Scorer? Explain that today students will play a game called Who Wants to Be the Top Scorer? Have each student take a blank sheet of paper and write a word at the top. Then ask students to number their papers from 1 to 5.

As you ask each of five yes-no questions, have students 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 students an extra 10 points if they can use their words correctly in a sentence.

1. Is your word a noun? If yes, score 10 points.
2. Is your word an adjective? If yes, score 10 points.
3. Does your word have more than two syllables? If yes, score 10 points.
4. Is your word a verb? If yes, score 10 points.
5. Does your word have a prefix or suffix? If yes, score 10 points.

Have students find their total scores. Determine which student(s) has the highest scores. Invite that student to share his or her word and explain how he or she scored the points.

Today’s Challenge
Student page 173 Students identify the characteristics of words.

Answers for student page 173:

<table>
<thead>
<tr>
<th></th>
<th>2 or more syllables</th>
<th>Noun</th>
<th>Verb</th>
<th>Has a Prefix or Suffix</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Student page 173 Encourage students who do not get a perfect score at first to go back and try to see other opportunities for “stars.”

Assessment
Student self-assessment page 173 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students recognize word characteristics?
Week 35 • Activity 174

Materials
Student page 174
A set of Letter Cards (a, b, c, e, f, l, m, 2o, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in comfortable to make words with long a (CVCe) and long o (oa). Recognize accented syllables.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) 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 f, o, a, and m together to make foam. Then give the following clues to make the words. After each word is made, write it on index-card-sized paper and on the board so that students can check the spelling and you have a list of words on display. (The cards can be used for sorting.)

• Remove the o from foam, and add r and e. Then rearrange the letters to make a word that names what you put a picture in. (frame)
• Replace the f and r in frame with b and l to make a word that means “to find fault with.” (blame)
• Start over. Use five letters to make the word bloat. This word means “to puff up.”
• Replace the o in bloat with an e. Rearrange the letters to name a piece of furniture. (table)
• Replace the t in table with an f to make a word that names one kind of folk tale. (fable)
• Replace the f in fable with a c to make a word that names a heavy rope or heavy wire. (cable)
• Now put the letters back. Use seven letters to make a word that means “to make someone feel better.” (comfort)
• What word can you make with all your letters? (comfortable)

Remind students that they can use letter patterns as clues to pronunciation. Explain that when a word contains two vowels, one of which is a final e, the first vowel is usually long and the e is silent, as in frame. Then point out the syllables in the longer words. Explain that these can also suggest pronunciation. Have students identify the accented syllables in two-syllable words.

Today’s Challenge
Student page 174 Students pronounce given words and decide which of two vowel sound they have. Then students note how many syllables each word has and identify the accented syllable.

Answers for student page 174:

<table>
<thead>
<tr>
<th>Words with long a</th>
<th>Words with long o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word</td>
<td>Number of Syllables</td>
</tr>
<tr>
<td>invade</td>
<td>2</td>
</tr>
<tr>
<td>became</td>
<td>2</td>
</tr>
<tr>
<td>shame</td>
<td>1</td>
</tr>
<tr>
<td>replace</td>
<td>2</td>
</tr>
<tr>
<td>mistake</td>
<td>2</td>
</tr>
</tbody>
</table>

Go Further
Student page 174 Students should write their observations about two-syllable words.

Answers for student page 174: Accept any answers that students can justify. Possible observations include the following: Many two-syllable words have accented second syllables; two-syllable words often have a prefix or suffix; they are usually longer than one-syllable words.

Assessment
Student self-assessment page 174 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the phonics elements practiced in this lesson to read and spell words correctly?
Rule Out Two

Week 35 • Activity 175

Materials
Student page 175

Concept
Identify main idea and important details that comprise a summary.

Get Started
Have students tell in their own words what a summary is. Then restate their ideas as follows. A summary is a short way of telling what a piece of writing is mostly about. It includes a main-idea statement that tells what the piece of writing is mostly about and it includes only the most important details.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 students.

Two out of three places on Earth are covered by oceans. There are five oceans. They are called the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and the Antarctic Ocean. The Pacific Ocean is the largest. It is also the deepest. The Arctic Ocean is usually frozen or covered with ice. This is because it is at the northernmost part of the Earth.

Which sentence would be important to include in a summary of the passage?

A. The Pacific Ocean is the largest and deepest ocean.
B. The northern part of Earth is very cold.
C. Oceans are fun to visit.
D. Three places on Earth are covered by oceans.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because it gives information that is not in the passage. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure students understand why A is correct. (It is the only answer that tells an important detail from the paragraph. This would belong in a summary.)

Today’s Challenge
Place students into groups of 2, 3, or 4. Students 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 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 175 Have students 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 175: 1. D 2. A

Go Further
Student page 175 Students write a summary of a favorite story or play. Others try to guess the name of the story on the basis of the summary. Encourage students to revise their summaries as needed to help their group members guess the title.

Assessment
Student self-assessment page 175 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify main idea and the most important details necessary for writing a summary?
Read Out Loud

**Week 36 • Activity 176**

**Materials**
Student page 176

**Concept**
Use punctuation and other typographic clues to read aloud fluently and with expression.

**Get Started**
Read the following dialogue aloud expressively. Let punctuation marks and typographic clues guide you as to when to pause (commas, end marks), when to let your voice rise at the end of a question (question marks), when to emphasize words (all capital letters and repeated words), and when to modulate your voice to show a change of speaker (quotation marks).

“Ed, are you ready to run the taste tests?” asked Ms. Duarte.

“Oh, yes, Ms. Duarte. I’ve read all about our new products. I’m ready to go,” said Ed.

“Now, remember. NO hints about the special prizes, NOT ONE! Can you do it?” asked Ms. Duarte.

“I’ll get more customers if I give a hint,” suggested Ed.

“No, no, no!” responded Ms. Duarte impatiently. “We want people to try the yogurt for its own sake, not because we offer a prize.”

“Now I get it,” said Ed. “Don’t worry.”

“Great! Now let’s go sell some yogurt!” said Ms. Duarte.

Have students comment on your reading. Were they able to understand the content? Was it clear when questions were being asked? Were they always clear about when speakers changed? Ask volunteers to retell what you read in their own words.

Ask what kinds of punctuation marks and other text clues students think they would see if they could read the printed text. Make the point that punctuation marks help readers, both oral and silent readers, to better understand the meaning of text. Briefly review the different kinds of punctuation marks and what they signal. Note that special kinds of type help readers, too. Display as an example: “NO hints about the special prizes, NOT ONE!” Have volunteers show how they would read the line. Remind students that it is important to preview text to look for different kinds of punctuation marks that will help with understanding. Recall that it is also important to make personal connections with the characters to make the dialogue come alive.

**Today’s Challenge**
Tell students that today they are going to work in groups to read aloud a dialogue. Organize students into group of four. Direct them to read through the text silently. Then have them divide up the roles and practice reading aloud their parts. Allow time for groups to experiment with different readings. Then invite them to perform the interview for the class.

**Student page 176** Remind students that when reading dialogue, it is important to “get into character.” As they prepare for their reading, have students think about how each character feels and may sound. During performances, remind students to show good listening behavior, such as not talking while others are reading.

**Go Further**
**Student page 176** Have students identify something that one group did very well. Encourage students to be thoughtful about their remarks. You may wish to share some comments, as well.

**Assessment**
**Student self-assessment page 176** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students use punctuation and other typographic clues to read fluently and with expression?
**Materials**
Student page 177

**Concept**
Enhance comprehension by understanding context clues.

**Get Started**
Tell students that there are many different strategies they can use to figure out unfamiliar words. If there are pictures, they can try to get information from the pictures that may help them. If there is only text, students should look at the other words in the same sentence or other nearby sentences to help them determine meaning. Explain that sometimes a word is defined in the sentence it occurs in. Other times, examples are given to help a reader—*Dairy foods such as milk, cheese, and yogurt are popular.*

Now read the following, emphasizing the word in dark print. Have students identify the correct answer and the context clues that helped them decide.

Ed and Ms. Duarte made a pact. They shook hands and both agreed that they would not mention any prizes to people who tasted the yogurt.

What does the word **pact** mean?
- display
- argument
- agreement

Students should identify **agreement** as the correct choice. Ask volunteers to identify clues that helped them decide.

**Today’s Challenge**

**Student page 177** Have students read and restate in their own words the directions for the page. Allow sufficient time for students to read the passage. Suggest that as they read, students look for clues to the meaning of each word.

**Answers for student page 177:**
1. large
2. buy
3. hungry
4. move
5. tiring

**Go Further**

**Student page 177** Students circle the context words that point to the meanings of the underlined words. Encourage students to discuss the clues they used to do the activity.

**Assessment**

**Student self-assessment page 177** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use context clues to determine the meanings of words?
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 structural clues.

Get Started
Before the session, prepare a word card (index-card size or so) for each student in your group, plus one extra. Use any words that will be familiar to students. For example, you might collect words from students' conversations, from their school studies, or from current or seasonal events.

Instructions for Playing What's My Word?
To demonstrate the game, keep the extra card for yourself. Tell students that you have a secret word and that they are to ask yes-no questions in order to guess the word. Review the difference between questions and statements. Explain that questions ask for information. They end with a question mark. Usually the speaker's voice rises at the end of a question. A statement shares information. It ends with a period. The speaker's voice usually goes down at the end. Model a question and statement for students. Then use questions such as the following to play the game:

- Does the word name a person, place, or thing? (Is it a noun?)
- Can you think of a homophone for the word? (a word with the same sound but a different meaning and spelling—such as here and hear)
- Does the word begin with a letter before P in the alphabet?
- Does the word have more than six letters?
- Does the word have more than one meaning?
- Does the word have to do with food?
If students 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 student. Give students a specific amount of time to ask each other questions about the word. If after three to five minutes, students have not guessed their words, try another approach. Seat all the students. Take one word card at time, hold it over the student's head where everyone but the student can see it, and ask the remaining students to offer clues.

Today's Challenge
Student page 178 Students will use clues to find words in a word search puzzle. Suggest to students that they may wish to read the clue and jot down some possible words so that they will have a point of reference for searching through the puzzle.

Answers for student page 178:

```
S X B U M P Y R
I T O S L E Q U
N U W O H A G Y
K C L W A K E M
R I F L Y S H P
J I O A B V E W
K W A T N O U X
B A R E G L C T
```

Go Further
Student page 178 Students construct their own word search puzzles. Some students may wish to work with partners. Encourage students to trade and solve each other's puzzles.

Assessment
Student self-assessment page 178 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning and structural clues to figure out words?
Building Words

Week 36 • Activity 179

Materials
Student page 179
Sum of the Parts Cards (Week 36 Activity 179)

Concept
Understand word structure by building words from base words, suffixes (-able, -ed, -ing, and -ful), and prefixes (dis- and un-).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 36. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students 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 students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. If a spelling change is involved (such as dropping the e in unbelievable), make sure students hold the ending card over the final e. 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.”

Challenge students as well to make words by adding word parts to both the beginning and the end of base words (disrespectful or unbelievable).

Word combinations will vary according to how many of the cards were used in the game. Possible combinations are many but include the following: agreeable, disagreeable, believable, unbelievable, unbelieving, breakable, unbreakable, comfortable, uncomfortable, comforting, disgrace, disgraceful, honorable, dishonorable, likeable, dislikeable, displeasure, respectful, disrespectful.

Today’s Challenge
Student page 179 Students match base words and words parts to make and write new words. Then they think of base words of their own and form new words by adding one of the given word parts to each of their words. Encourage students to share and compare their finished lists.

Answers for student page 179: Answers will vary. Possible answers include: unkind, friendless, distrust, reuse, walked, discomfort, flavorful, tasteful, speaker, watching.

Go Further
Student page 179 Have students select two words they made and scramble the letters. Then they can trade the words with a partner for unscrambling. If students have difficulty, encourage them to give their partners hints about the words they selected.

Assessment
Student self-assessment page 179 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students combine base words and words parts to create different words?
Rule Out 2

Week 36 • Activity 180

Materials
Student page 180

Concept
Use context clues to determine the meanings of unfamiliar words on multiple-choice tests.

Get Started
Recall with students that they can often figure out the meaning of an unfamiliar word without turning to a dictionary. They can look at other words in the same sentence or look for clues in nearby sentences. Explain that by looking carefully for clues they can become more independent readers.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students 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 sentence and question to students.

Sara picked apples from the trees in the orchard owned by Farmer White.

What does orchard mean?

A store
B barn
C fruit farm
D market

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because you can’t pick apples in a barn. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The context words picked, apples, and trees signal that an orchard is an outdoor place where fruit trees grow.)

Today’s Challenge
Place students into groups of 2, 3, or 4. Students 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 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 item is 30.

Student page 180 Have students read the sentences, ruling out two answers, and then choosing the correct answer. When a group has completed all the items, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed. Before students begin, remind them that some words have more than one meaning. Context clues are the best way to determine which meaning fits in a sentence.


Go Further

Student page 180 Students will choose a word from the activity and write a sentence that hints at the word’s meaning through context clues. Partners then exchange sentences and identify each other’s words. Some students may wish to consult a dictionary to help them write clues.

Assessment

Student self-assessment page 180 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use context clues to identify the meanings of unfamiliar words?
**Week 1 • Activity 3**

**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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a homophone for <em>w-h-a-l-e</em>?</td>
<td>I have <em>w-a-l-e</em>.</td>
</tr>
<tr>
<td>Who has an antonym of <em>victory</em>?</td>
<td>I have <em>defeat</em>.</td>
</tr>
<tr>
<td>Who has an antonym of <em>tidy</em>?</td>
<td>I have <em>messy</em>.</td>
</tr>
<tr>
<td>Who has a homophone for <em>h-o-r-s-e</em>?</td>
<td>I have <em>h-o-r-s-e</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>insect</em>?</td>
<td>I have <em>bug</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>leap</em>?</td>
<td>I have <em>jump</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>shriek</em>?</td>
<td>I have <em>yell</em>.</td>
</tr>
<tr>
<td>Who has a homophone for <em>t-a-l-l</em>?</td>
<td>I have <em>t-e-l-l</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>calm</em>?</td>
<td>I have <em>quiet</em>.</td>
</tr>
<tr>
<td>Who has a homophone for <em>r-a-i-n</em>?</td>
<td>I have <em>r-e-i-n</em>.</td>
</tr>
<tr>
<td>Who has an antonym of <em>glum</em>?</td>
<td>I have <em>cheerful</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>dull</em>?</td>
<td>I have <em>boring</em>.</td>
</tr>
<tr>
<td>Who has a homophone for <em>a-l-o-u-d</em>?</td>
<td>I have <em>a-l-o-u-d</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>village</em>?</td>
<td>I have <em>town</em>.</td>
</tr>
<tr>
<td>Who has an antonym of <em>timid</em>?</td>
<td>I have <em>brave</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>enjoy</em>?</td>
<td>I have <em>like</em>.</td>
</tr>
<tr>
<td>Who has a homophone for <em>s-a-l-e</em>?</td>
<td>I have <em>s-a-l-e</em>.</td>
</tr>
<tr>
<td>Who has a synonym for <em>unhappy</em>?</td>
<td>I have <em>sad</em>.</td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

| Who has a word with a prefix that means “to date ahead of time”? | I have **predate**. |
| Who has a form of the word *comfort*? | I have **comfortable**. |
| Who has a form of the word *mystery*? | I have **mysterious**. |
| Who has a word with a prefix that means “to put out of place”? | I have **misplace**. |
| Who has a word with a suffix that means “feeling in a bad way”? | I have **badly**. |
| Who has a form of the word *angry*? | I have **angrily**. |
| Who has a form of the word *happy*? | I have **happily**. |
| Who has a form of the word *glad*? | I have **gladly**. |
| Who has a form of the word *laugh*? | I have **laughter**. |
| Who has a word with a prefix that means “to pay ahead of time”? | I have **prepay**. |
| Who has a word with a suffix that means “without any pain”? | I have **painless**. |
| Who has a form of the word *magic*? | I have **magical**. |
| Who has a word with a prefix that means “does not agree”? | I have **disagree**. |
| Who has a word with a prefix that means “to put in a different order”? | I have **rearrange**. |
| Who has a form of the word *go*? | I have **going**. |
| Who has a word with a suffix that means “makes no sense”? | I have **senseless**. |
| Who has a word with a suffix that means “making the most noise”? | I have **noisiest**. |
| Who has a word with a prefix that means “to tell again”? | I have **retell**. |
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th><strong>Who has</strong></th>
<th><strong>I have</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a synonym for <em>see</em>?</td>
<td><em>watch</em></td>
</tr>
<tr>
<td>a synonym for <em>terrible</em>?</td>
<td><em>awful</em></td>
</tr>
<tr>
<td>an antonym of <em>right</em>?</td>
<td><em>left</em></td>
</tr>
<tr>
<td>a synonym for <em>quickly</em>?</td>
<td><em>fast</em></td>
</tr>
<tr>
<td>a synonym for <em>shop</em>?</td>
<td><em>store</em></td>
</tr>
<tr>
<td>a word that means “neat”?</td>
<td><em>tidy</em></td>
</tr>
<tr>
<td>an antonym of <em>hide</em>?</td>
<td><em>show</em></td>
</tr>
<tr>
<td>a homophone for <em>f-l-e-e</em>?</td>
<td><em>f-l-e-a</em></td>
</tr>
<tr>
<td>a synonym for “goes away”?</td>
<td><em>leaves</em></td>
</tr>
<tr>
<td>a synonym for <em>giggle</em>?</td>
<td><em>laugh</em></td>
</tr>
<tr>
<td>an antonym of <em>work</em>?</td>
<td><em>play</em></td>
</tr>
<tr>
<td>a homophone for <em>w-a-y</em>?</td>
<td><em>w-e-i-g-h</em></td>
</tr>
<tr>
<td>an antonym of <em>easy</em>?</td>
<td><em>difficult</em></td>
</tr>
<tr>
<td>a synonym for <em>frightening</em>?</td>
<td><em>scary</em></td>
</tr>
<tr>
<td>a synonym for <em>jump</em>?</td>
<td><em>spring</em></td>
</tr>
<tr>
<td>a word that means “full of life”?</td>
<td><em>lively</em></td>
</tr>
<tr>
<td>a homophone for <em>k-n-e-a-d</em>?</td>
<td><em>n-e-e-d</em></td>
</tr>
<tr>
<td>an antonym of <em>empty</em>?</td>
<td><em>full</em></td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

| Who has a word that rhymes with *belly*? | I have *jelly*. |
| Who has a word that starts with the same sound as *chain*? | I have *chase*. |
| Who has a word that means "small rocks"? | I have *pebbles*. |
| Who has a word that rhymes with *dream*? | I have *scream*. |
| Who has a word that starts the same as *frown*? | I have *fresh*. |
| Who has a homophone for *r-o-a-d*? | I have *r-o-d-e*. |
| Who has a word that rhymes with *junk*? | I have *trunk*. |
| Who has a word that means "wrecks"? | I have *ruins*. |
| Who has a word that rhymes with *school*? | I have *tool*. |
| Who has a word that starts the same as *practice*? | I have *present*. |
| Who has a word that means "goes away"? | I have *leaves*. |
| Who has a word that rhymes with *sight*? | I have *quite*. |
| Who has a word that starts with the same sound as *thorn*? | I have *think*. |
| Who has a word that means "clean the floor"? | I have *mop*. |
| Who has a word that starts with the same sound as *short*? | I have *shine*. |
| Who has a word that starts with the same two sounds as *claw*? | I have *clap*. |
| Who has a word that means "talks given to groups of people"? | I have *speeches*. |
Week 17 • Activity 83

Questions and Answers for Word Maze Cards

| Who has a word that starts the same as *change*? | I have *charm*. |
| Who has a form of the word *danger*? | I have *dangerous*. |
| Who has a word that can make a compound word with *door*? | I have *step*. |
| Who has a word that starts with the same two sounds as *trot*? | I have *trouble*. |
| Who has a form of the word *scare*? | I have *scary*. |
| Who has a word that can make a compound word with *base*? | I have *ball*. |
| Who has a word that starts with the same two sounds as *problem*? | I have *promise*. |
| Who has a form of the word *broke*? | I have *broken*. |
| Who has a word that can make a compound word with *day*? | I have *time*. |
| Who has a word that starts the same as *shot*? | I have *shone*. |
| Who has a form of the word *meet*? | I have *met*. |
| Who has a word that can make a compound word with *after*? | I have *noon*. |
| Who has a word that starts with the same two sounds as *blue*? | I have *black*. |
| Who has a form of the word *fly*? | I have *flown*. |
| Who has a word that can make a compound word with *hair*? | I have *cut*. |
| Who has a word that starts with the same two sounds as *grand*? | I have *grain*. |
| Who has a form of the word *spin*? | I have *spun*. |
| Who has a word that can make a compound word with *store*? | I have *room*. |
Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Who has a/an</th>
<th></th>
<th>I have</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has an antonym of <strong>terrible</strong>?</td>
<td></td>
<td>wonderful.</td>
</tr>
<tr>
<td>Who has a synonym for <strong>speak</strong>?</td>
<td></td>
<td>talk.</td>
</tr>
<tr>
<td>Who has an antonym of <strong>downstairs</strong>?</td>
<td></td>
<td>upstairs.</td>
</tr>
<tr>
<td>Who has a homophone for <strong>s-c-e-n-e</strong>?</td>
<td></td>
<td>s-e-e-n.</td>
</tr>
<tr>
<td>Who has an antonym of <strong>bought</strong>?</td>
<td></td>
<td>sold.</td>
</tr>
<tr>
<td>Who has a synonym for <strong>outdoors</strong>?</td>
<td></td>
<td>outside.</td>
</tr>
<tr>
<td>Who has a word that begins the same as <strong>flame</strong>?</td>
<td></td>
<td>flew.</td>
</tr>
<tr>
<td>Who has a synonym for <strong>choose</strong>?</td>
<td></td>
<td>pick.</td>
</tr>
<tr>
<td>Who has a homophone for <strong>n-o</strong>?</td>
<td></td>
<td>k-n-o-w.</td>
</tr>
<tr>
<td>Who has a form of the word <strong>speed</strong>?</td>
<td></td>
<td>speeding.</td>
</tr>
<tr>
<td>Who has an antonym of <strong>asleep</strong>?</td>
<td></td>
<td>awake.</td>
</tr>
<tr>
<td>Who has a homophone for <strong>p-a-r-e</strong>?</td>
<td></td>
<td>p-e-a-r.</td>
</tr>
<tr>
<td>Who has a word that ends the same as <strong>watch</strong>?</td>
<td></td>
<td>itch.</td>
</tr>
<tr>
<td>Who has a synonym for <strong>ache</strong>?</td>
<td></td>
<td>pain.</td>
</tr>
<tr>
<td>Who has an antonym of <strong>wild</strong>?</td>
<td></td>
<td>tame.</td>
</tr>
<tr>
<td>Who has a form of the word <strong>give</strong>?</td>
<td></td>
<td>giving.</td>
</tr>
<tr>
<td>Who has a homophone for <strong>d-e-e-r</strong>?</td>
<td></td>
<td>d-e-a-r.</td>
</tr>
<tr>
<td>Who has a word that begins the same as <strong>clue</strong>?</td>
<td></td>
<td>clock.</td>
</tr>
</tbody>
</table>
Questions and Answers for Word Maze Cards

| Who has a noun that names “a young dog”? | I have puppy. |
| Who has an antonym of remember? | I have forget. |
| Who has a noun that names “a small storeroom for clothes”? | I have closet. |
| Who has a word that rhymes with flush and means “to hurry”? | I have rush. |
| Who has an antonym of child? | I have adult. |
| Who has a synonym for hear? | I have listen. |
| Who has a noun that rhymes with lock and names “something that shows the time”? | I have clock. |
| Who has an antonym of throw? | I have catch. |
| Who has a noun that names “a person in a story”? | I have character. |
| Who has a word that rhymes with deep? | I have beep. |
| Who has a noun that names “a place to see art”? | I have museum. |
| Who has a word that rhymes with sang? | I have bang. |
| Who has a noun that names “a tool for writing”? | I have pencil. |
| Who has an antonym of exit? | I have enter. |
| Who has a noun that names “a place where goods are made”? | I have factory. |
| Who has a synonym for rob that rhymes with feel? | I have steal. |
| Who has a noun that names “the tallest animal of all”? | I have giraffe. |
| Who has an antonym of appear? | I have disappear. |
## Questions and Answers for Word Maze Cards

| Who has a word with a prefix that means “to open something that was folded”? | I have unfold. |
| Who has a form of the word *cry*? | I have cried. |
| Who has a word that can make a compound word with *home*? | I have work. |
| Who has a word with a suffix that means “full of joy”? | I have joyful. |
| Who has a form of the word *bring*? | I have brought. |
| Who has a word that can make a compound word with *play*? | I have ground. |
| Who has a word with a prefix that means to “read over again”? | I have reread. |
| Who has a form of the word *sweep*? | I have swept. |
| Who has a word that can make a compound word with *shoe*? | I have lace. |
| Who has a word with a suffix that means “without hope”? | I have hopeless. |
| Who has a form of the word *tie*? | I have tying. |
| Who has a word that can make a compound word with *door*? | I have bell. |
| Who has a word with a prefix that means “not fair”? | I have unfair. |
| Who has a form of the word *teach*? | I have taught. |
| Who has a word that can make a compound word with *sea*? | I have weed. |
| Who has a word with a suffix that means “someone who paints”? | I have painter. |
| Who has a form of the word *wear*? | I have wore. |
| Who has a word that can make a compound word with *black*? | I have out. |
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th><strong>Who has</strong> a noun that names something used for cutting?</th>
<th>I have scissors.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who has</strong> a verb that means “to look quickly or secretly”?</td>
<td>I have peek.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names a wrapped box?</td>
<td>I have package.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “to rest”?</td>
<td>I have relax.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names something used for sewing?</td>
<td>I have needle.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “to talk about”?</td>
<td>I have discuss.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names something to take a photograph with?</td>
<td>I have camera.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “to have a pain”?</td>
<td>I have ache.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names a large bird?</td>
<td>I have eagle.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “sparkle”?</td>
<td>I have glitter.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names a light?</td>
<td>I have lamp.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “to save from danger”?</td>
<td>I have rescue.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names a sphere that circles the sun?</td>
<td>I have planet.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “to rub hard to clean”?</td>
<td>I have scrub.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names what people use for tasting?</td>
<td>I have tongue.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “to throw things here and there”?</td>
<td>I have scatter.</td>
</tr>
<tr>
<td><strong>Who has</strong> a noun that names a musical instrument with strings?</td>
<td>I have guitar.</td>
</tr>
<tr>
<td><strong>Who has</strong> a verb that means “to be aware of”?</td>
<td>I have realize.</td>
</tr>
</tbody>
</table>
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 students. 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 student’s fluency effectively is to listen to the student read aloud. A rubric is offered for you to assess students’ 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 students practice in the Word Games activities and the phonic and word structure skills that students 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 student. 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 student write his or her name on the test.
- For Section II, tell students to preview the questions that follow the passage, read the passage through carefully, and then answer the questions. For Section III, tell students to read each item and choose the correct answer.
- Model for students 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 students’ Pretest and Posttest scores. The Class Record Sheet has a place to record students’ 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 student 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 student 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 student who got all 50 points correct would score 100%. A student who got 30 points out of a possible 50 would receive a score of 60%.
<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>
</tr>
<tr>
<td>2.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>3.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>4.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>5.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>6.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>7.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>8.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>9.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>10.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>11.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>12.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>13.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>14.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>15.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>16.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>17.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
<tr>
<td>18.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
</tbody>
</table>
PRETEST

Section I: Fluency

Directions:
1. Make a copy of the passage for each student. You will mark these teacher's copies as students read. Students will read from the original copy.
2. Read through the Fluency Scale to help you determine what you are rating.
3. Allow the student to practice reading the passage silently at least once.
4. Have the student read the passage orally. While the student is reading, mark the phrasing with slashes (/) to indicate where the student 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 student'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.

Marcus held his breath. Scritch, scritch. There it was again! What was that sound? Marcus pulled the sleeping bag over his head. His heart was beating so hard that he could hear it.

Scratch, scratch. The faint sound was coming from the window. Scratch... scratch, scratch. Was someone trying to get in?

Marcus squeezed his eyes shut. He was spending the night at Ben’s house. He didn’t know what to do. Finally, he couldn’t stand it anymore.

“Ben,” Marcus whispered. “Ben, wake up!”

Ben rolled over and mumbled, “What is it?”

“Shhhhh,” said Marcus. “Someone is in the room.”

Scratch, scratch. Marcus pointed toward the sound.

“Not someone,” Ben groaned. “Something. I forgot to warn you.”

Ben turned on the light. “Meet Sparky,” Ben said taking a hamster out of the cage. “Hamsters are active only at night. Sparky was just playing on his wheel.”

“Boy, do I feel silly,” Marcus laughed. “I guess I let my imagination get the best of me!”
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.

Megan came back from the hospital with a big, bulky cast on one leg. She was told to keep her leg up on cushions for about a week. "What will I do just sitting in this chair?" asked Megan.

She read for an hour but soon became bored. She looked out the window and saw a small brown bird fluttering its wings as it stood on a tree branch. Megan watched the little bird come and go all day.

The next morning, Megan saw another little bird on the branch. Her mom looked at Megan watching the birds. Then she smiled and said, "I'm going to the store, and I'll have something special when I come home."

Later, Megan saw her mother hang a small tube from one of the trees. The tube had a hole in it, and a small stick below the hole. Her mom poured something into the tube.

When her mother came in, she told Megan that she had hung a bird feeder and put seed in it. Just then a bird came, stood on the stick, and ate some of the seeds. All during the day, birds came to feed. Over the weeks, Megan saw all kinds of different birds.

"Mom," said Megan, "I wouldn't want to break a leg again, but I'm so glad I know all about our birds now. I'm going to learn more when I get back to school!"
1. Where does the story take place?
   A) the hospital  
   B) next to a window  
   C) school  
   D) the kitchen

2. Who are the characters in the story?
   A) Megan  
   B) Mom  
   C) the birds  
   D) Megan and her mom

3. What is something that did NOT happen in the story?
   A) Megan hung a bird feeder in the yard.  
   B) Megan's mom put seeds in the bird feeder.  
   C) Megan watched the birds each day.  
   D) Megan learned all about birds.

4. What does the author want you to remember about the story?
   A) Birds eat seeds.  
   B) Megan had nothing to do.  
   C) Good things can come from bad things.  
   D) Mothers hang bird feeders for sick children.

5. What is the best summary of the story?
   A) When you are ill, you can watch birds.  
   B) Megan's mother was a good person because she fed the birds and took care of Megan.  
   C) Megan had a broken leg, and her mother hung a bird feeder from a tree.  
   D) Megan learned about the birds outside her window when she could not go to school.
6. What is a logical connection to make to the story?
   A) I could buy a bird feeder.
   B) I like learning about new things, too.
   C) I know what it's like to be sick for weeks.
   D) I know birds eat to be healthy.

7. What happened right after Megan watched the bird on the branch?
   A) Her mother hung a bird feeder.
   B) The doctor told her to stay still for about a week.
   C) She looked forward to learning more about birds.
   D) She had a cast on her leg.

8. What is something that will probably happen when Megan goes back to school?
   A) Megan will get books about birds from the library.
   B) Megan will break her leg again.
   C) Megan will take down the bird feeder in her yard.
   D) Megan will forget all about birds.

9. Why did Megan’s mom hang the bird feeder?
   A) Megan was going back to school soon.
   B) Megan had her leg up on cushions.
   C) She saw Megan watching the birds.
   D) She wanted the backyard to look nice.

10. What detail can help you visualize the story?
    A) Megan had a big, bulky cast on one leg.
    B) Megan read for a while but then got bored.
    C) Megan doesn’t want to break her leg again.
    D) Megan wants to learn more about birds when she goes back to school.
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.

It is February 2nd, Groundhog Day. A small furry animal comes out of its hole in the ground and looks around. Onlookers cheer—there is no shadow behind the groundhog. Spring will come soon. How did we ever come to honor a groundhog and laughingly believe it could tell us about the weather?

Hundreds of years ago, people celebrated the day on which winter was halfway over. Spring was only six weeks away. Groundhogs hibernate, or take a long sleep, from October to February. Since the groundhog comes out of its hole in the beginning of February, it came to be connected to the change of seasons. If it came out of its hole and did not see its shadow, the weather would get warmer and warmer. If it did see its shadow, the groundhog would go back into its hole for six more stormy, cold weeks until spring.

Each year now, people wait to know what the Pennsylvania groundhog, Punxsutawney Phil, will see on February 2nd. This famous groundhog was named after the First Americans who used to live in the area. Television cameras send pictures of Phil poking out of his hole all over America.

Phil has become so famous that Hollywood made the movie Groundhog Day about him. After all, Phil once traveled to Washington, D.C., to meet with President Ronald Reagan. We might not believe Phil is right about the weather, but he does make the second day of February a fun day.
11. Which statement is a summary of the passage?
   A  Groundhogs sleep from October to February.
   B  A movie was made about Punxsutawney Phil.
   C  A groundhog can predict the weather.
   D  Groundhog Day goes back hundreds of years, and we still celebrate it now.

12. What happens if the groundhog does not see its shadow?
   A  The weather will be stormy and cold.
   B  Hollywood will make a movie.
   C  The groundhog will stay above ground.
   D  The groundhog will visit the president.

13. Which statement is an opinion?
   A  A groundhog pokes its head out of its hole.
   B  Groundhogs hibernate until February.
   C  People celebrated Groundhog Day long ago.
   D  Groundhogs seem to make February 2nd a fun day.

14. What happens after a groundhog sees its shadow?
   A  Phil goes to Washington, D.C.
   B  It goes back into its hole.
   C  A movie is made.
   D  It comes out of its hole.

15. Which detail helped you visualize a groundhog?
   A  Phil poking out of his hole
   B  taking a long sleep
   C  small, furry animal
   D  meeting the president
16. What is a logical connection to make to the passage?
   A) I like making movies.
   B) I like celebrating happy days.
   C) I like hibernating.
   D) I like spring.

17. What is something that is most likely to happen?
   A) Groundhogs will come out in March.
   B) Phil will come out of his hole again next year.
   C) Phil will move to Hollywood.
   D) Onlookers will not cheer when a groundhog comes out of its hole.

18. How are today’s beliefs different from those of hundreds of years ago?
   A) We don’t hibernate today.
   B) We don’t watch groundhogs any more.
   C) We don’t care if the weather is warm or cold.
   D) We don’t believe groundhogs can predict the weather.

19. What does the author want you to remember about the passage?
   A) Groundhog Day is a long and fun tradition.
   B) Punxsutawney Phil is famous.
   C) People watched groundhogs long ago.
   D) People watch groundhogs on television.

20. What happens after the groundhog comes out of its hole?
   A) It waits for spring to come.
   B) It looks for its shadow.
   C) It becomes famous.
   D) It looks at all the people who are cheering.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word ________ has two syllables.
   A pain   B peaceful   C match   D cared

2. The plural of friend is ________.
   A pals   B friendship   C friends   D friendly

3. The word that has a prefix is ________.
   A trusted   B trusting   C trusts   D mistrust

4. A word that sounds the same as night is ________.
   A need   B knight   C note   D evening

5. The word with a suffix is ________.
   A believable   B disbelief   C believe   D leave

6. A word that means the same as drop is ________.
   A droop   B fall   C rise   D fly

7. The word that ends with the same sounds and letters as stain is ________.
   A main   B mine   C might   D may

8. A word that rhymes with ski is ________.
   A sky   B kiss   C kick   D knee

9. The word ________ can be added to door to make a compound word.
   A open   B knob   C window   D close

10. The word that has the same vowel sound as mean is ________.
    A feed   B head   C bend   D meant
11. The word that means something is “the most bright” is ___________.
   A brighter    B brightest   C bright      D brightly

12. The word ___________ tells what Maria did yesterday when she reached the end of her book.
   A stopped     B stops      C stop       D stopping

13. The word that means “twine” when you add st to the beginning is ___________.
   A rain        B one        C roll       D ring

14. The word ___________ has the same vowel sound as wear.
   A heard       B chair      C weed       D stain

15. The word that is the opposite of fearless is ___________.
   A fearful     B feared     C mean       D brave

16. The word ___________ means making a movie.
   A flying      B field      C filming    D flaming

17. The word that does NOT have the same vowel sound as stay is ___________.
   A maid        B weigh      C sew        D rain

18. The noun that has the same vowel sound as cap is ___________.
   A hat         B hate       C hope       D heat

19. The word that is a noun is ___________.
   A greasy      B grease     C greased    D ungreasy

20. The word that means “more than hot” but not “the hottest” is ___________.
   A hotter      B hot        C hotly      D cool
1. Where does the story take place?
   A) the hospital
   B) next to a window
   C) school
   D) the kitchen

2. Who are the characters in the story?
   A) Megan
   B) Mom
   C) the birds
   D) Megan and her mom

3. What is something that did NOT happen in the story?
   A) Megan hung a bird feeder in the yard.
   B) Megan's mom put seeds in the bird feeder.
   C) Megan watched the birds each day.
   D) Megan learned all about birds.

4. What does the author want you to remember about the story?
   A) Birds eat seeds.
   B) Megan had nothing to do.
   C) Good things can come from bad things.
   D) Mothers hang bird feeders for sick children.

5. What is the best summary of the story?
   A) When you are ill, you can watch birds.
   B) Megan's mother was a good person because she fed the birds and took care of Megan.
   C) Megan had a broken leg, and her mother hung a bird feeder from a tree.
   D) Megan learned about the birds outside her window when she could not go to school.

6. What is a logical connection to make to the story?
   A) I could buy a bird feeder.
   B) I like learning about new things, too.
   C) I know what it's like to be sick for weeks.
   D) I know birds eat to be healthy.

7. What happened right after Megan watched the bird on the branch?
   A) Her mother hung a bird feeder.
   B) The doctor told her to stay still for about a week.
   C) She looked forward to learning more about birds.
   D) She had a cast on her leg.

8. What is something that will probably happen when Megan goes back to school?
   A) Megan will get books about birds from the library.
   B) Megan will break her leg again.
   C) Megan will take down the bird feeder in her yard.
   D) Megan will forget all about birds.

9. Why did Megan's mom hang the bird feeder?
   A) Megan was going back to school soon.
   B) Megan had her leg up on cushions.
   C) She saw Megan watching the birds.
   D) She wanted the backyard to look nice.

10. What detail can help you visualize the story?
    A) Megan had a big, bulky cast on one leg.
    B) Megan read for a while but then got bored.
    C) Megan doesn't want to break her leg again.
    D) Megan wants to learn more about birds when she goes back to school.
11. Which statement is a summary of the passage?
   A) Groundhogs sleep from October to February.
   B) A movie was made about Punxsutawney Phil.
   C) A groundhog can predict the weather.
   D) Groundhog Day goes back hundreds of years, and we still celebrate it now.

12. What happens if the groundhog does not see its shadow?
   A) The weather will be stormy and cold.
   B) Hollywood will make a movie.
   C) The groundhog will stay above ground.
   D) The groundhog will visit the president.

13. Which statement is an opinion?
   A) A groundhog pokes its head out of its hole.
   B) Groundhogs hibernate until February.
   C) People celebrated Groundhog Day long ago.
   D) Groundhogs seem to make February 2nd a fun day.

14. What happens after a groundhog sees its shadow?
   A) Phil goes to Washington, D.C.
   B) It goes back into its hole.
   C) A movie is made.
   D) It comes out of its hole.

15. Which detail helped you visualize a groundhog?
   A) Phil poking out of its hole
   B) Taking a long sleep
   C) Small, furry animal
   D) Meeting the president

16. What is a logical connection to make to the passage?
   A) I like making movies.
   B) I like celebrating happy days.
   C) I like hibernating.
   D) I like spring.

17. What is something that is most likely to happen?
   A) Groundhogs will come out in March.
   B) Phil will come out of his hole again next year.
   C) Phil will move to Hollywood.
   D) Onlookers will not cheer when a groundhog comes out of its hole.

18. How are today's beliefs different from those of hundreds of years ago?
   A) We don't hibernate today.
   B) We don't watch groundhogs any more.
   C) We don't care if the weather is warm or cold.
   D) We don't believe groundhogs can predict the weather.

19. What does the author want you to remember about the passage?
   A) Groundhog Day is a long and fun tradition.
   B) Punxsutawney Phil is famous.
   C) People watched groundhogs long ago.
   D) People watch groundhogs on television.

20. What happens after a groundhog comes out of its hole?
   A) It waits for spring to come.
   B) It looks for its shadow.
   C) It becomes famous.
   D) It looks at all the people who are cheering.
## Activity Correlation—Comprehension

<table>
<thead>
<tr>
<th>Comprehension Skills and Strategies (and Pretest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Predictions (8, 17)</td>
<td>2, 42, 82, 122</td>
</tr>
<tr>
<td>Making Connections (6, 16)</td>
<td>7, 47, 87</td>
</tr>
<tr>
<td>Compare/Contrast (18)</td>
<td>12, 52, 92, 132</td>
</tr>
<tr>
<td>Cause/Effect (9, 12)</td>
<td>17, 57, 97, 162</td>
</tr>
<tr>
<td>Context (20)</td>
<td>22, 67, 176</td>
</tr>
<tr>
<td>Visualizing (10, 15)</td>
<td>27, 107, 147</td>
</tr>
<tr>
<td>Main Idea/Details (3, 19)</td>
<td>32, 72, 112</td>
</tr>
<tr>
<td>Summarizing/Main Idea (11)</td>
<td>152, 172</td>
</tr>
<tr>
<td>Story Elements (1, 2, 4)</td>
<td>37, 77, 117</td>
</tr>
<tr>
<td>Summarizing/Story Elements (5)</td>
<td>157</td>
</tr>
<tr>
<td>Sequence (7, 14)</td>
<td>62, 102, 142</td>
</tr>
<tr>
<td>Fact-Opinion (13)</td>
<td>137, 167</td>
</tr>
</tbody>
</table>

## Activity Correlation—Word Study

<table>
<thead>
<tr>
<th>Word Study (and Pretest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllables (1)</td>
<td>33, 53, 84, 93, 113, 114, 124, 154, 169, 174</td>
</tr>
<tr>
<td>Parts of Speech (19)</td>
<td>13, 33, 53, 73, 93, 113, 133, 153, 163</td>
</tr>
<tr>
<td>Word Parts—Prefixes (3)</td>
<td>23, 33, 54, 59, 94, 99, 104, 143, 154, 159, 164, 179</td>
</tr>
<tr>
<td>Word Parts—Suffixes/Endings (2, 5, 11, 20)</td>
<td>4, 9, 14, 19, 23, 24, 29, 34, 39, 44, 49, 53, 54, 59, 69, 74, 93, 94, 104, 113, 114, 124, 129, 134, 139, 143, 144, 149, 159, 164, 169, 179</td>
</tr>
<tr>
<td>Homophones and Homographs (4)</td>
<td>3, 34, 43, 53, 64, 69, 83, 109, 144</td>
</tr>
<tr>
<td>Synonyms and Antonyms (6, 15)</td>
<td>3, 33, 43</td>
</tr>
<tr>
<td>Rhyme (8)</td>
<td>4, 9, 49, 109, 129</td>
</tr>
<tr>
<td>Context and Meaning (16)</td>
<td>13, 73, 113</td>
</tr>
<tr>
<td>Consonant Combinations (13)</td>
<td>9, 18, 19, 24, 64, 83, 99</td>
</tr>
<tr>
<td>Phonograms (7)</td>
<td>19, 49, 99, 139</td>
</tr>
<tr>
<td>Vowel Patterns/Long (10)</td>
<td>4, 19, 24, 39, 49, 74, 94, 99, 109, 114, 129, 144, 159, 168, 174</td>
</tr>
<tr>
<td>Vowel Patterns/Short (18)</td>
<td>19, 79, 84, 99, 139, 144, 159</td>
</tr>
<tr>
<td>Vowel Patterns/r-controlled (14)</td>
<td>34, 39, 84, 114, 154, 169</td>
</tr>
<tr>
<td>Vowel Patterns/Diagraphs (17)</td>
<td>4, 24, 69, 94, 194, 114, 124, 144, 159, 169, 174</td>
</tr>
<tr>
<td>Spelling Changes (12)</td>
<td>34, 69, 74, 174</td>
</tr>
<tr>
<td>Compound Words (9)</td>
<td>33, 53, 79, 83, 89, 109, 119, 143, 174</td>
</tr>
</tbody>
</table>

Pretest 205
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.

This year I joined the Community Youth Chorus. I am one of the youngest members. I am only nine years old. The chorus has students from seven to eighteen. Most of the other students are teens.

I have enjoyed singing all my life. For the last two summers, my sisters and cousins and I have put on a show for the family. After the last show, Mom and Dad encouraged me to join the chorus. Mom says my voice is as beautiful as a bird. Dad says I am just a ham. I admit it. I love performing.

I was shy when I first joined the chorus. I barely opened my mouth—except to sing, of course. Now I enjoy hanging out with the other kids before rehearsal. Then Ms. Clemens claps her hands. We all quickly take our seats. Then there is silence. That’s my favorite time, I think—waiting for the downbeat, waiting for everything to begin.

Tonight is a big night for me. I am going to stand up and sing my first solo. Wish me good luck!
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.

When Nicholas moved to a new school in the middle of the year, he could not fit in. Day after day, his fellow third graders teased him about his haircut and clothes. So he got a new haircut and wore new clothes. What else could he do?

Christopher, the school bully, said to Nicholas, “You got that haircut just to fit in.” Then Ryan, Christopher’s best friend, said to Nicholas, “You got those new clothes just to fit in.” Nicholas just could not win.

That night, Nicholas sat slumped in his bedroom chair.
“Just be yourself,” his dad said kindly. “Don’t worry.”

“Dad,” Nicholas said unhappily, “that’s easier said than done.”

To hide his loneliness, Nicholas became involved in playing soccer and reading adventure books. He even joined the Magic Club.

At a Magic Club’s meeting, Nicholas learned that Ryan was also a member! They soon found that they enjoyed talking to each other. Then one day Ryan invited Nicholas to go rock climbing. “Won’t Christopher be angry at you if you are friends with me?” asked Nicholas.

“I’m not friends with Christopher any more,” said Ryan. “He just wanted somebody to help him bully others.”

That Saturday, Nicholas went rock climbing with Ryan and his parents in the park. “You know what?” Nicholas said to Ryan. “Sharing interests is a better way to make friends than changing your haircut or clothes.”
1. Where does the story take place?
   A barbershop, clothing store, school
   B school, Nicholas's bedroom, clothing store
   C school, Nicholas's bedroom, park
   D school, Magic Club, park

2. Who are the main characters in the story?
   A Nicholas, Ryan
   B Nicholas's dad, Ryan's parents
   C Christopher, Ryan
   D Magic Club members

3. What event did NOT happen in the story?
   A Nicholas and Ryan went rock climbing.
   B Nicholas and Ryan talked together at the Magic Club.
   C Christopher told Nicholas that he was sorry.
   D Nicholas wore new clothes.

4. What does the author want you to remember about the story?
   A You are better off without friends.
   B Sharing interests is a good way to make friends.
   C Looking like other students helps you fit in.
   D Once someone is a bully, he or she is always a bully.

5. Which is a summary of the story?
   A Nicholas and Ryan enjoyed talking to each other. They went rock climbing together.
   B Christopher and Ryan teased Nicholas. Nicholas lost interest in making friends.
   C Nicholas did not fit in at school. Nicholas learned to make a friend by following his interests.
   D Nicholas and Ryan talked at the Magic Club meeting. Then Nicholas and Ryan went rock climbing.
6. Which statement is a personal connection to the story?
   A Magic is an activity for losers.
   B I think it is important to look sharp.
   C I have felt left out sometimes.
   D Performing magic is better than rock climbing.

7. What happened after Ryan invited Nicholas to go rock climbing?
   A Ryan told Nicholas he wore new clothes to fit in.
   B Ryan and Nicholas went rock climbing.
   C Nicholas joined the Magic Club.
   D Nicholas's dad tried make Nicholas feel better.

8. Predict how Ryan might feel after returning home from rock climbing.
   A He might feel unhappy.
   B He might feel left out.
   C He might feel happy.
   D He might feel angry.

9. What word best completes this sentence?
   The children _________ the dog until it snapped at them.
   A climbed
   B teased
   C hid
   D researched

10. Which sentence helps you picture in your mind how Nicholas was feeling?
    A Christopher teased Nicholas.
    B Nicholas sat slumped in his chair.
    C A good way to make friends is to share interests.
    D Nicholas joined the Magic Club.
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.

Are you afraid of strange dogs? Sometimes you should be. You are better off not approaching a strange dog unless you have the owner’s permission.

When dealing with a strange dog, you have to understand the dog’s body language. Is the dog standing stiffly with its tail and ears straight? Is the fur on the back of the dog’s shoulders raised? Is the dog also baring its teeth and growling? If so, watch out! You are in danger of getting bitten.

Here is what you should do. Do not look in the dog’s eyes. The dog thinks this is a challenge. When you break eye contact, the dog considers this a sign of surrender. Instead, slowly back away. Do not turn around and run away. This may set off the dog’s instinct to chase you and bite you.

When you meet a new dog, even one that is friendly, do not stand over the dog. Kneel down to its level. Keep a little distance, though. Let the dog approach you. Offer the back of your closed hand. Do not move suddenly.

If a dog approaches you, you have nothing to worry about if its body is relaxed and its tail is wagging—even if it is barking. The dog is just coming over to say hello.
11. Which statement is a summary of the passage?
   A. Before approaching a strange dog, ask the owner's permission. You won't need to worry about a dog biting you.
   B. Do not look in the eyes of a strange dog. The dog will feel challenged. Break eye contact with the dog.
   C. To avoid dog bites, recognize the body language of a dangerous dog. Then avoid eye contact and back away.
   D. A dog baring its teeth and growling is dangerous. It may bite you.

12. What happens when you break eye contact with a dog?
   A. The dog thinks you do not want to play.
   B. The dog thinks you have surrendered.
   C. The dog slowly backs away.
   D. The dog starts wagging its tail.

13. Which statement is an opinion?
   A. You should show a dog the back of your closed hand.
   B. You should worry about a dog with a wagging tail.
   C. To show surrender, you should break eye contact with a dog.
   D. You should be afraid of strange dogs.

14. What is the main idea of the passage?
   A. Have a treat ready for the dog.
   B. There are steps you can take to avoid being bitten by a dog.
   C. Ask permission of the owner before approaching a dog.
   D. Offer the back of your closed hand to a dog.

15. Which image helps you visualize a dangerous dog?
   A. Do not worry about a friendly dog.
   B. You should sometimes be afraid of strange dogs.
   C. The fur on the back of the dog's shoulders is raised.
   D. A dog has a body language.
16. Which statement is a personal connection to the passage?
   A) I will be more careful about approaching a strange dog.
   B) I just saw some cute puppies in a pet shop window.
   C) There are many books that give advice about dogs.
   D) Dogs have it easier than cats.

17. What might happen if you turn around and run away from a growling dog?
   A) The dog might feel rejected.
   B) The dog might chase you and bite you.
   C) The dog might run the other way.
   D) The dog might be puzzled by your odd behavior.

18. How is a friendly dog different from a dangerous dog?
   A) A friendly dog wags its tail.
   B) A friendly dog has a body language.
   C) A friendly dog has an owner.
   D) A friendly dog may approach you.

19. According to the passage, what might cause a dog to chase after you?
   A) You turn around and run away from the dog.
   B) You tease the dog.
   C) You avoid eye contact with the dog.
   D) You are afraid of the dog.

20. What should you do before approaching a strange dog?
   A) Have a treat ready for the dog.
   B) Bend down to the dog.
   C) Ask permission of the owner.
   D) Offer the back of your closed hand.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. Which word has three syllables?
   A) treetop  B) stubborn  C) powerful  D) struggle

2. Which word does NOT add an ending to *play*?
   A) played  B) replay  C) playing  D) plays

3. A synonym for *author* is ________.
   A) awful  B) writer  C) owner  D) teacher

4. Which word begins with the same sound as *shone*?
   A) stock  B) show  C) scheme  D) skip

5. A word that rhymes with *now* is ________.
   A) glow  B) snow  C) plow  D) flow

6. A homophone for *ate* is ________.
   A) full  B) eat  C) eight  D) hungry

7. An antonym of *noisy* is ________.
   A) party  B) loud  C) quiet  D) banging

8. A word that has the same vowel sound as *deal* is ________.
   A) pear  B) break  C) leak  D) head

9. The word with a prefix is ________.
   A) recipe  B) rescue  C) reason  D) repay

10. Choose the compound word that names something that you write in.
    A) cookbook  B) diary  C) bookend  D) notebook
11. The word *muddy* is a/an __________.

12. A word that does NOT have the same vowel sound as *car* is ________.

13. The word that does NOT have the same vowel sound as *glad* is ________.

14. We did not want to return from our ________ vacation.

15. The plural of *peach* is ________.

16. Which word shows action that happened in the past?

17. The word with a prefix is ________.
   - [A] misprint    - [B] missing    - [C] mist    - [D] mister

18. The word *close* in “Close the window” means ________.
   - [A] near    - [B] shut    - [C] almost    - [D] clean

19. Which word has a spelling change when you add *-ed*?

20. The word that means “more than cool” but not “the coolest” is ________.

214 Posttest
1. Where does the story take place?
   A) barbershop, clothing store, school
   B) school, Nicholas's bedroom, clothing store
   C) school, Nicholas's bedroom, park
   D) school, Magic Club, park

2. Who are the main characters in the story?
   A) Nicholas, Ryan
   B) Nicholas's dad, Ryan's parents
   C) Christopher, Ryan
   D) Magic Club members

3. What event did NOT happen in the story?
   A) Nicholas and Ryan went rock climbing.
   B) Nicholas and Ryan talked together at the Magic Club.
   C) Christopher told Nicholas that he was sorry.
   D) Nicholas wore new clothes.

4. What does the author want you to remember about the story?
   A) You are better off without friends.
   B) Sharing interests is a good way to make friends.
   C) Looking like other students helps you fit in.
   D) Once someone is a bully, he or she is always a bully.

5. Which is a summary of the story?
   A) Nicholas and Ryan enjoyed talking to each other. They went rock climbing together.
   B) Christopher and Ryan teased Nicholas. Nicholas lost interest in making friends.
   C) Nicholas did not fit in at school. Nicholas learned to make a friend by following his interests.
   D) Nicholas and Ryan talked at the Magic Club meeting. Then Nicholas and Ryan went rock climbing.

6. Which statement is a personal connection to the story?
   A) Magic is an activity for losers.
   B) I think it is important to look sharp.
   C) I have felt left out sometimes.
   D) Performing magic is better than rock climbing.

7. What happened after Ryan invited Nicholas to go rock climbing?
   A) Ryan told Nicholas he wore new clothes to fit in.
   B) Ryan and Nicholas went rock climbing.
   C) Nicholas joined the Magic Club.
   D) Nicholas's dad tried to make Nicholas feel better.

8. Predict how Ryan might feel after returning home from rock climbing.
   A) He might feel unhappy.
   B) He might feel left out.
   C) He might feel happy.
   D) He might feel angry.

9. What word best completes this sentence?
   The children __________ the dog until it snapped at them.
   A) climbed
   B) teased
   C) hid
   D) researched

10. Which sentence helps you picture in your mind how Nicholas was feeling?
    A) Christopher teased Nicholas.
    B) Nicholas sat slumped in his chair.
    C) A good way to make friends is to share interests.
    D) Nicholas joined the Magic Club.
11. Which statement is a summary of the passage?
   - A. Before approaching a strange dog, ask the owner's permission. You won't need to worry about a dog biting you.
   - B. Do not look in the eyes of a strange dog. The dog will feel challenged. Break eye contact with the dog.
   - C. To avoid dog bites, recognize the body language of a dangerous dog. Then avoid eye contact and back away.
   - D. A dog baring its teeth and growling is dangerous. It may bite you.

12. What happens when you break eye contact with a dog?
   - A. The dog thinks you do not want to play.
   - B. The dog thinks you have surrendered.
   - C. The dog slowly backs away.
   - D. The dog starts wagging its tail.

13. Which statement is an opinion?
   - A. You should show a dog the back of your closed hand.
   - B. You should worry about a dog with a wagging tail.
   - C. To show surrender, you should break eye contact with a dog.
   - D. You should be afraid of strange dogs.

14. What is the main idea of the passage?
   - A. Have a treat ready for the dog.
   - B. There are steps you can take to avoid being bitten by a dog.
   - C. Ask permission of the owner before approaching a dog.
   - D. Offer the back of your closed hand to a dog.

15. Which image helps you visualize a dangerous dog?
   - A. Do not worry about a friendly dog.
   - B. You should sometimes be afraid of strange dogs.
   - C. The fur on the back of the dog's shoulders is raised.
   - D. A dog has a body language.

16. Which statement is a personal connection to the passage?
   - A. I will be more careful about approaching a strange dog.
   - B. I just saw some cute puppies in a pet shop window.
   - C. There are many books that give advice about dogs.
   - D. Dogs have it easier than cats.

17. What might happen if you turn around and run away from a growling dog?
   - A. The dog might feel rejected.
   - B. The dog might chase you and bite you.
   - C. The dog might run the other way.
   - D. The dog might be puzzled by your odd behavior.

18. How is a friendly dog different from a dangerous dog?
   - A. A friendly dog wags its tail.
   - B. A friendly dog has a body language.
   - C. A friendly dog has an owner.
   - D. A friendly dog may approach you.

19. According to the passage, what might cause a dog to chase after you?
   - A. You turn around and run away from the dog.
   - B. You tease the dog.
   - C. You avoid eye contact with the dog.
   - D. You are afraid of the dog.

20. What should you do before approaching a strange dog?
   - A. Have a treat ready for the dog.
   - B. Bend down to the dog.
   - C. Ask permission of the owner.
   - D. Offer the back of your closed hand.
Section III: Word Study
Directions: Fill in the circle before the word that best completes each sentence.

1. Which word has three syllables?  
   A) treetop  B) stubborn  C) powerful  D) struggle

2. Which word does NOT add an ending to play?  
   A) played  B) play  C) playing  D) plays

3. A synonym for another is  
   A) awful  B) writer  C) owner  D) teacher

4. Which word begins with the same sound as shoe?  
   A) sock  B) show  C) scheme  D) skip

5. A word that rhymes with saw is  
   A) glow  B) snow  C) plow  D) flow

6. A homophone for sat is  
   A) full  B) eat  C) eight  D) hangry

7. An antonym of noisy is  
   A) party  B) loud  C) quiet  D) banging

8. A word that has the same vowel sound as deal is  
   A) pear  B) break  C) leak  D) head

9. The word with a prefix is  
   A) recipe  B) rescue  C) reason  D) repay

10. Choose the compound word that names something that you write in  
    A) cookbook  B) diary  C) bookend  D) notebook

11. The word muddy is a/an  
    A) noun  B) adjective  C) verb  D) adverb

12. A word that does NOT have the same vowel sound as car is  
    A) hard  B) large  C) short  D) care

13. The word that does NOT have the same vowel sound as glad is  
    A) back  B) say  C) craft  D) wag

14. We did not want to return from our  
    A) wonderful  B) unfair  C) unhappy  D) dangerous

15. The plural of peach is  
    A) peach's  B) peaches  C) peachy  D) peaches'

16. Which word shows action that happened in the past?  
    A) jump  B) jumps  C) jumping  D) jumped

17. The word with a prefix is  
    A) misprint  B) missing  C) mist  D) misier

18. The word close in "Close the window" means  
    A) near  B) shut  C) almost  D) clean

19. Which word has a spelling change when you add -ed?  
    A) nap  B) race  C) talk  D) listen

20. The word that means "more than cool" but not "the coolest" is  
    A) cool  B) cooler  C) colder  D) coolest
### Activity Correlation—Comprehension

<table>
<thead>
<tr>
<th>Comprehension Skills and Strategies (and Posttest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Predictions (8, 17)</td>
<td>2, 42, 82, 122</td>
</tr>
<tr>
<td>Making Connections (6, 16)</td>
<td>7, 47, 87</td>
</tr>
<tr>
<td>Compare/Contrast (18)</td>
<td>12, 52, 92, 132</td>
</tr>
<tr>
<td>Cause/Effect (12, 19)</td>
<td>17, 57, 97, 162</td>
</tr>
<tr>
<td>Context (9)</td>
<td>22, 67, 176</td>
</tr>
<tr>
<td>Visualizing (10, 15)</td>
<td>27, 107, 147</td>
</tr>
<tr>
<td>Main Idea/details (14)</td>
<td>32, 72, 112</td>
</tr>
<tr>
<td>Summarizing/Main Idea (11)</td>
<td>152, 172</td>
</tr>
<tr>
<td>Story Elements (1, 2, 3, 4)</td>
<td>37, 77, 117</td>
</tr>
<tr>
<td>Summarizing/Story Elements (5)</td>
<td>157</td>
</tr>
<tr>
<td>Sequence (7, 20)</td>
<td>62, 102, 142</td>
</tr>
<tr>
<td>Fact-Opinion (13)</td>
<td>137, 167</td>
</tr>
</tbody>
</table>

### Activity Correlation—Word Study

<table>
<thead>
<tr>
<th>Word Study (and Posttest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllables (1)</td>
<td>33, 53, 84, 93, 113, 114, 124, 154, 169, 174</td>
</tr>
<tr>
<td>Parts of Speech (11)</td>
<td>13, 33, 53, 73, 93, 113, 133, 153, 163</td>
</tr>
<tr>
<td>Word Parts—Prefixes (17, 9)</td>
<td>23, 33, 54, 59, 94, 99, 104, 143, 154, 159, 164, 179</td>
</tr>
<tr>
<td>Word Parts—Suffixes/Endings (2, 15, 16, 20)</td>
<td>4, 9, 14, 19, 23, 24, 29, 34, 39, 44, 49, 53, 54, 59, 69, 74, 93, 94, 104, 113, 114, 124, 129, 134, 139, 143, 144, 149, 159, 164, 169, 179</td>
</tr>
<tr>
<td>Homophones and Homographs (6, 18)</td>
<td>3, 34, 43, 53, 64, 69, 83, 109, 144</td>
</tr>
<tr>
<td>Synonyms and Antonyms (3, 7)</td>
<td>3, 33, 43</td>
</tr>
<tr>
<td>Rhyme (5)</td>
<td>4, 9, 49, 109, 129</td>
</tr>
<tr>
<td>Context and Meaning (14, 18)</td>
<td>13, 73, 113</td>
</tr>
<tr>
<td>Consonant Combinations (4, 15)</td>
<td>9, 18, 19, 24, 64, 83, 99,</td>
</tr>
<tr>
<td>Phonograms (5)</td>
<td>19, 49, 99, 139</td>
</tr>
<tr>
<td>Vowel Patterns/Long (8)</td>
<td>4, 19, 24, 39, 49, 74, 94, 99, 109, 114, 129, 144, 159, 168, 174</td>
</tr>
<tr>
<td>Vowel Patterns/Short (13)</td>
<td>19, 79, 84, 99, 139, 144, 159</td>
</tr>
<tr>
<td>Vowel Patterns/r-controlled (12)</td>
<td>34, 39, 84, 114, 154, 169</td>
</tr>
<tr>
<td>Vowel Patterns/Diagrams (4)</td>
<td>4, 24, 69, 94, 194, 114, 124, 144, 159, 169, 174</td>
</tr>
<tr>
<td>Spelling Changes (19)</td>
<td>34, 69, 74, 174</td>
</tr>
<tr>
<td>Compound Words (10)</td>
<td>33, 53, 79, 83, 89, 109, 119, 143, 174</td>
</tr>
</tbody>
</table>

218 Posttest