Week 1 • Activity 1

Materials
Student page 1

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

Get Started
Read the following bit of dialogue aloud in two different ways: read it once with appropriate expression and fluency and once without. Ask students to listen for and comment on the difference.

"Hey, Dad, what's for dinner tonight?" yelled Tony.
"I'm making my special chicken with artichoke hearts and olives," replied Dad.
"Yuck! You know I hate chicken!" Tony responded angrily.
"Fine," answered Dad calmly, "then you make the dinner tonight."

Explain to students that reading aloud with expression shows that the reader understands the text and provides a pleasurable experience for the listeners.

Have students practice reading in groups of two or three students. First, students should read through the text silently. Then, one person reads aloud, while the other(s) listens. The silent reading will familiarize them with the text. Reading aloud to a partner will provide an opportunity for listener feedback prior to reading in front of other students.

Today's Challenge
Student page 1 Allow time for each group to present the poem for the remainder of the students. Remind the listeners to demonstrate good listening behaviors (e.g., eyes on the listener, sit still, keep quiet).

Go Further
Student page 1 Ask each child to write or tell one thing that one of the other groups did exceptionally well in its performance.

Assessment
Student self-assessment page 1 Have students check one of the three choices to describe how they feel about this activity.
Assessment tip Do students read with expression appropriate for the piece?
Week 1 • Activity 2

Materials
Student pages 1, 2

Concept
Identify the main idea and details.

Get Started
Remind students that the main idea of a passage is what the passage is mainly about. The details in the passage should all be about, or support, the main idea. Think of the main idea as the palm of the hand and the details as the fingers. The main idea (palm) holds together all the details (fingers).

Read aloud the following passage and main-idea statements. Ask students to identify the main idea of the passage and explain their answers. They should be able to note details in the passage that support the main idea.

Charlotte’s Web is a well-loved book. E. B. White’s 1952 classic is about a spider named Charlotte who has a very special talent: she can spin words into her web. Although it won only a Newbery honor, not a medal, it has remained in print for over 50 years. Almost every bookstore carries the book, and you will find the book in many homes and schools as well. Teachers use it as a favorite read aloud, and it has been made into an animated movie.

A) Charlotte is a spider who has a very special talent.
B) Charlotte’s Web was a Newbery honor book.
C) Charlotte’s Web was published in 1952.
D) Charlotte’s Web is a well-loved book.

Students should identify statement D as the main idea because details about remaining in print for over 50 years; being in bookstores, homes, and schools; and having been made into a movie all support that people love it. Point out that the main idea of this passage is stated right at the beginning, but that sometimes students will have to put together the information to get the main idea.

Today’s Challenge
Student page 2 Have students look at student page 2. They are to fill in the graphic organizer with their statement of the main idea of the poem “This Is America,” found on student page 1. Then they are to support their main-idea statement with details from the poem.

Answers for student page 2: The main idea is that America has many different kinds of land. The lines in the poem, taken as a whole, support this main idea. The repeated line “This Is America” reinforces the idea, too.

Go Further
Student page 2 Ask students to write a couple of sentences that express their opinion of the poem.

Assessment
Student self-assessment page 2 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?
Week 1 • Activity 3

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

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

Get Started
Review with students the meaning of these words.

**homophone**—a word that is pronounced the same as but spelled differently from another word (plane/plain, nose/knows)

**synonym**—a word that means the same as or nearly the same as another word (messy/cluttered, full/stuffed)

**antonym**—a word that means the opposite or nearly the opposite of another word (messy/neat, full/empty)

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 181.

Student page 3 When the group has finished playing the game, have students open their books to complete the Today’s Challenge activity on student page 3.


Go Further
Student page 3 Have students write a pair of homophones, synonyms, and antonyms.

Answers for student page 3: Answers will vary but should correctly fit each category.

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

Assessment tip Do students understand relationships between words, such as homophones, synonyms, and antonyms?
Building Words

Week 1 • Activity 4

Materials
Student page 4
A set of Letter Cards (g, h, i, n, o, r, t, w) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in *throwing* to build words that have the vowel combination *ow*, consonant combinations (*wr, thr, ng*), and the ending *-ing*.

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 working area so they can see the array of letters. Model how to make a word by pulling the letters *w, i, n,* and *g* together to make *wing.* Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Make a three-letter word that asks a question, not *why* or *what,* but _____.* (how)
- Change the first letter to make a word that tells when. * (now)
- Replace the *n* with two letters to make a word that tells what plants do. * (grow)
- Take off the first letter to make a word that tells how to move a boat. * (row)

Stop to note the different sounds that *ow* can stand for. Then continue with the building-words activity.

- Add a three-letter ending to *row* to make a word to fit this sentence: "Are you _____ as hard as you can?" * (rowing)
- Put all the letters back at the top. Now find five letters to make a word that is the opposite of *correct.* * (wrong)
- Change the vowel to make a word that means "to twist." * (wring)
- Replace the first two letters with two other letters to make the word *thing.*
- Use all the letters to make a word that is the opposite of catching. * (throwing)

Have students suggest ways that some of the words could be grouped together.

Words That Rhyme
*how,* *now*
*grow,* *row*
*wring,* *wring,* *thing*

Words That Have an Ending
*throwing,* *rowing*

Words That Have Consonant Digraphs
*th—*thing, *throwing*
*ng—*wrong, *wing,* *wring,* *thing,* *rowing,* *throwing*

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

Answers for student page 4: 1. cow 2. brown 3. towel 4. snowing 5. below 6. three 7. long 8. wrap

Go Further
Student page 4 Students’ sentences will vary, but the words from the lesson should be used and spelled correctly.

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

Assessment tip Can students use the phonic and structural elements practiced in this lesson?
Week 1 • Activity 5

Materials
Student page 5

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

Get Started
Remind students that to find the main idea of a passage, they should decide what the passage is mainly about. The details in the passage should all have something to do with, or support, the main idea.

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

Taking a multiple-choice test can be made easier if you use a technique called “Rule Out Two.” The purpose of this technique is to help you narrow the choices so that you have a better chance of choosing the correct answer. You know that only one of the four answer choices will be correct. Start by finding two answers that are obviously not correct. Then you can focus on the two answers that are left, one of which should be the correct answer. By “ruling out two,” you improve your chances of getting the right answer.

What is the main idea of this passage?
(A) Multiple-choice tests are hard.
(B) Only one of the four answers will be correct.
(C) Two answers are obviously not correct.
(D) “Rule Out Two” will help you take multiple-choice tests.

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 the passage never says that multiple-choice tests are hard. Discuss the choice and reasoning. Ask

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) 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. B

Assessment
Student self-assessment page 5 Have students check one of the three choices to describe how they feel about this activity.
Tell students that today they are going to work in groups to read aloud a play. Have students count off in fours. Each group of four will work together. Assign each number to a part, e.g., all the ones will play Zach, the twos will play Dad. Extra students can be assigned to groups to be extra friends. Have the groups read the text silently a few times so that they will understand the situation.

**Today’s Challenge**

**Student page 6** Explain that the play is about Zach’s birthday: as a special treat, Zach’s father has agreed to pick Zach up after school and take him to the arcade at the mall. In the play, there are three cast members (Zach, Dad, and Mom) plus several of Zach’s friends. Allow time for each group to present the play for the remainder of the group. Remind the listeners to demonstrate good listening behaviors, such as keeping their eyes directed toward the speaker and sitting still.

**Go Further**

**Student page 6** Have students read Zach’s line “I can’t wait to get to the arcade” three different ways. Each time, they should emphasize a different word and decide with their group members how the meaning changes.

**Assessment**

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

**Assessment tip** Do students read with expression appropriate for the meaning of the passage?
Week 2 • Activity 7

Materials
Student pages 6, 7

Concept
Enhance comprehension by making connections between personal experiences and the text.

Get Started
Tell students that making connections to text means that they connect 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.

Read the passage on page 6 of the Instructor’s Guide aloud to students. Ask them to connect the text

To their own experiences:
• Have you ever experienced a situation like this? What happened? How did you feel? What was the outcome? Were you satisfied with the solution?

To other stories:
• Does this situation remind you of something else you have read? How are the situations or solutions similar and different?

To story responses:
• Did you enjoy listening to this passage? Why or why not? What do you think about the characters? About what happened?

Today’s Challenge
Student page 7 Have students look at student page 7. They are to fill in the graphic organizer with their connections to the play “Happy Birthday?” found on student page 6. Then have students discuss their responses with a partner or in a small group.

Answers for student page 7: Responses will vary, but students should include personal experiences or knowledge, mention other stories or books, and state their responses and feelings about the play.

Go Further
Student page 7 Ask students to write briefly about a time they were disappointed or taken by surprise about something.

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

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

Materials
Student page 8
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-size or so) of the same word per every four students in your group. (Two pairs of students each get the same word card.) See Student Book page 8 for some ideas or use words that students may be using in their classes.

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

Today’s Challenge
Student page 8 Students will use at least six of the ten words to write a story. They may use other forms of the words if they wish; for example, jump, jumps, jumped, and jumping are permissible.

Answers for student page 8: Students’ use of the words will vary, but all words should be used correctly.

Go Further
Student page 8 If time allows, select several willing students to read aloud their stories. Celebrate the unique stories suggested by the words!

Assessment
Student self-assessment page 8 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? Can they use words correctly in sentences?
Week 2 • Activity 9

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

Concept
Use the letters in keyboard to build 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, e, a, and d together to make read. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized paper or on the board so students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

Remind students that homophones are words that sound the same but have different spellings and meanings, such as to, two, and too. As readers, students can use context to figure out which word is which.

• Remove one letter from read to make a word that is a homophone of read but names a color. (red)
• Add one letter to red and rearrange the letters to make a word that is a verb and tells what you did on a bike yesterday. (rode)
• Now make a word that is a homophone of rode but names a stretch of pavement that cars travel on. (road)
• Add a letter to road and rearrange all the letters to make a word that names a flat piece of wood. (board)
• Make a word that is a homophone of board but means “to not show interest.” (bored)
• Take the d off bored to make a word that is a noun and means “a person who is dull and uninteresting.” (bore)

• Make a word that is a homophone for bore but names a pig-like animal. (boar)
• Make a word that tells what would happen to a glass if it dropped onto the floor. (break)
• Rearrange the letters in break to make a word that is a homophone of brake and is what stops a car or bike. (brake)
• Take all of the letters to make a compound word that names part of a piano or computer. (keyboard)

Point to the word keyboard and explain that it is a compound word that is made up of two smaller words, key and board. Have students name some other compound words (e.g., lighthouse, driveway, barefoot).

Have students look at the words on display and match up the words that are homophones (red/read, bore/boar, bored/board, break/brake).

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


Go Further
Student page 9 Have students use a pair of homophones in a sentence. Check to see that the words are used (and spelled) correctly.

Answers for student page 9: Answers will vary.

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

Assessment tip Do students understand what a homophone is?
Week 2 • Activity 10

Materials
Student page 10

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

Get Started
Remind students that making connections to text means that they connect their own personal knowledge, experience, and responses to what they read. Making connections involves relating text to their own experiences, to other stories, and to story responses.

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.

What a miserable Monday! I woke up late, couldn’t find two socks that matched, and had no milk to put on my cereal. The only thing I could find to make for lunch was a mustard and lettuce sandwich. While I was running out the door to catch the bus, I realized that I had forgotten to do a page of my homework. I tripped on the mat and everything in my backpack went flying all over the front walk. Then my mom came out and said, “What are you doing? It’s Sunday!”

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

A) My cat likes to sleep on the television.
B) What is the most disgusting sandwich I have ever eaten?
C) I had a day like this kid’s miserable Monday last year.
D) Sometimes nothing seems to go right, especially when you are in a hurry.

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 the passage mentions a sandwich that sounds pretty disgusting and it is logical to connect that to a disgusting sandwich that the reader has consumed. Ask a second volunteer to rule out another 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. (A cat sleeping on a television has nothing at all to do with the passage.)

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) 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. C 2. B

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

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

Materials
Student page 11

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

Get Started
Read the following bit of dialogue aloud with appropriate expression and fluency. Ask students to listen carefully to your interpretation.

“You’ll never guess what Trisha just told me!” whispered Jen excitedly.

“What?” asked Nadia.

“You know Mrs. Nelson, who gives so much homework? Well, Trisha said that Mrs. Nelson is not giving any homework on Thursday, in honor of her birthday!” exclaimed Jen.

“No way!” answered Nadia. “I don’t believe it!”

“I’d like to believe it. But Trisha sometimes spreads rumors that are untrue.”

Tell students that they are going to work in groups to read aloud a passage. 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 what kind of expression will be used.

Today’s Challenge
Student page 11 Allow time for each group to present the selection for the remainder of the students. Remind listeners to demonstrate good listening behaviors, such as directing their eyes toward the speaker, sitting still, and trying to understand what the reader is saying.

Go Further
Student page 11 Have students work with a partner to read the same sentence three different ways, putting stress on the italicized words.

Answers for student page 11: Students should read each sentence expressively, emphasizing the italicized word.

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 and fluency? Can they adjust their expression to emphasize different words in a sentence?
Week 3 • Activity 12

Materials
Student pages 11, 12

Concept
Enhance comprehension by using information in the text and prior knowledge to make inferences.

Get Started
Remind students that sometimes authors do not always tell everything they want their readers to know. Therefore, readers must “read between the lines” and use story clues, combined with what they already know, to make inferences, or best guesses, about what they are reading.

Ask students to listen carefully while you read the passage on page 11 of the Instructor’s Guide aloud to students. When you have finished, ask:

• What can you infer about the probable setting where the “gossiping” took place?
• What do their comments about Trisha say about Nadia and Jen?
• Has a situation like this ever happened to you? What was the same about it? What was different?
• If you had a similar experience, what did you learn? If you didn’t, what could you learn?
• From what you already know, do you think the rumor is true? Why or why not?

The following organizer might help students as they make inferences about the text on student page 11.

clues from the story + what I know = inference

Today’s Challenge

Student page 12 Have students read the passage on student page 11 several times, looking for clues from the story, as well as remembering what they already know, to help them make inferences. Then ask students to complete student page 12.

Answers for student page 12: Responses will vary, but students’ inferences should be supported by the story clues they cite and their prior knowledge and experiences.

Go Further

Student page 12 Have students discuss the passage with a partner or in a small group. Ask them to come up with one more inference that they can make.

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 information from the text and their own prior knowledge to make inferences?
Week 3 • Activity 13

Materials
Student page 13
Paper and pencil for each student

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

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

- **syllable**—an uninterrupted unit of speech; *cat* has one syllable, but *cattle* has two
- **noun**—names a person, place, or thing (*cousin, school, airplane*)
- **verb**—tells an action (*jump, sit, think*)
- **adjective**—describes a noun (*intelligent, squishy, noisy*)
- **adverb**—describes a verb, an adjective, or another adverb (*very, early, quickly*)
- **suffix**—a word part added to the end of a word, such as *-est* in *fattest*

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 for 1 to 5.

As you ask each of five questions, have students look at their word and write the points they earn for a “yes” answer. (Score a zero if the answer is no.) The points to award 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 two or more 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 or an adverb? If yes, score 10 points.
4. Does your word have a suffix? If yes, score 10 points.
5. Can you add a suffix to your word? (e.g., If my word is *computer*, I could make *computerize* or *computers*.) If yes, score 10 points.

Have students find their total scores. (Maximum score is 60 if students use the word in a sentence.) Determine which student has the highest score. Have that student write the word on the board and explain how he or she scored the points.

Today’s Challenge

**Student page 13** Have students write the answers to the set of questions for each word.

**Answers for student page 13:**
- 1.a. yes
- 1.b. unknown
- 1.c. adjective
- 1.d. family
- 2.a. yes
- 2.b. subtraction
- 2.c. noun
- 2.d. add

Go Further

**Student page 13** Have students use the clues to think of a word that will earn the most points. For example, *successful* would score 40 out of 50 points: it has three syllables, is an adjective, has the antonym *unsuccessful*, and has the suffix *-ful.* *Successful* does not get all 50 points because it is not a noun or verb.

**Answers for student page 13:** Students’ words will vary.

Assessment

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

**Assessment tip** Do students know the terms *syllable, noun, verb, adjective, adverb, and suffix?*
Building Words

Week 3 • Activity 14

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

Concept
Gain a better understanding of word structure by
building words from word parts—prefixes (un-, re-),
suffixes (-ness, -er, -ed, -ing), base words.

Get Started
Understanding how words are made up will help
students decode and write unfamiliar words.

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 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.
When students make words that involve spelling
changes, they should use the ending card to cover
over the final e, as in liking. 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 in an envelope or bag
labeled “Week 3 Activity 14.”

Word combinations will vary according to how many
of the cards were used in the game. Possible word
combinations are many but include the following:
reheat, reheated, likeness, clearer, replay, playing,
relearn, teacher, kindness.

Today’s Challenge
Student page 14 Students are to list at least three
words that fit in each of the ten categories.

Answers for Student page 14: 1–6. Answers
will vary, but the words should be real and spelled
correctly, 7–10. Possible answers include worker,
rework, works, worked, working; uncover, recover,
covering, covered, covers; writer, writes, writing, rewrite;
reader, reads, reading, reread.

Go Further
Student page 14 Have students use at least three
of the words they wrote as answers for items 1–10 in
a single sentence.

Answers for student page 14: Students’
sentences will vary, but all words should be used
correctly.

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
build words from prefixes, base words, and suffixes?
Week 3 • Activity 15

Materials
Student page 15

Concept
Use information from the text and prior knowledge to make inferences on a multiple-choice test.

Get Started
Remind students that to make inferences, they should use clues from the story as well as what they already know. In other words, they should apply what they know about the world to clues in the story they are reading to make inferences about the text.

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 aloud to students. Then ask the question and answer choices that follow.

The air was cool and dry as I walked home from school. I could hear shouts from the football players as they practiced on the field. Their practice would have to end earlier than it used to because the days were getting shorter. This weekend I hope to pick apples with a friend and drink apple cider afterwards.

What season is the passage probably about?

A winter
B fall
C summer
D spring

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because the text says the days are getting shorter. Discuss the choice and reasoning. Ask for a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining two choices.

Talk with students about what clues in the passage helped them to know the season. Remind them to be specific and to name words that helped them visualize the images in the passage. Be sure students understand why B is correct. (Cool, dry air; school; football practice; days getting shorter; and apples are all clues to show that the season is fall.)

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) 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. B 2. A

Go Further
On a separate sheet of paper, have each student write three sentences that describe an object, but that do not state what the object is. Then ask students to trade papers with a partner, who then tries to make inferences to correctly identify the object.

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 use textual information and their prior knowledge to make inferences?
Week 4 • Activity 16

Materials
Student page 16

Concept
Convey the author's intended meaning by reading aloud with expression and fluency appropriate for the piece.

Get Started
Read the following narrative aloud once to get the gist of the passage. Then read it aloud again, this time with appropriate expression and fluency.

I was walking home from school last Friday when I had the biggest surprise of my life! I was taking the shortcut home through the woods—I wanted to get home quickly because my best friend was coming over to play my new computer game. I was walking along, enjoying the day, when all of a sudden, a snake slithered right across the path—so close I almost stepped on it! Well, I was so surprised that I just screamed right out loud. This is very unusual for me, since I have two pet snakes of my own. And I was even shaking after my close encounter! Go figure!

Explain that sometimes you have to read a passage once or twice to yourself first, in order to pick up clues to what the expression should be when preparing to read aloud. Ask students to tell what clues you used to decide what expression to use (clues that describe the unexpectedness of the situation, like all of a sudden and a snake slithered, and punctuation).

Tell students that they are going to work in groups to read aloud a brief selection. They will read the passage silently a few times to become familiar with it. Then, the group members will decide who will read which parts and what kind of expression will be used. Students may want to form groups of four—narrator, Nick, Vinnie, and Pat.

Today’s Challenge
Student page 16 Allow time for each group to present the selection for the remainder of the group. Remind listeners to give constructive suggestions on readers’ expressiveness.

Go Further
Student page 16 Have students underline words or phrases in the passage that helped them decide what kind of expression to use.

Answers for student page 16: The words and phrases that students underline will vary. Sample words and phrases include called out, agreed, and exclaimed.

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 appropriate expression?
Week 4 • Activity 17

Materials
Student pages 16, 17

Concept
Enhance comprehension by distinguishing fact from opinion.

Get Started
Remind students that facts tell something that has happened or that can be observed; they are statements that can be proved. An opinion is something a person thinks or believes but can't be proved. For example, the statement She is just an ordinary person is an opinion because although a person might agree with the statement, whether or not she is ordinary can't be proved. Likewise, The temperature at noon today was 65 degrees is a fact because it can be checked or proven. Tell students that when they read they should be on the lookout for words like I think, I believe, always, never, probably, should because they often signal an opinion.

Explain that knowing the difference between fact and opinion can help students understand if the author is providing information or an opinion. In the latter case, students might choose to disagree with the author. In other words, knowing the difference between the two can help students read more critically.

Have students listen carefully while you read this passage aloud. Ask them which sentences are facts and which are opinions. Be sure students give evidence from the text to support their reasoning. (The second and last sentences express opinions.)

I have to go to bed at 9 o'clock. It's totally unfair. John gets to stay up until 9:30, even on school nights. Alyssa stays up until 10 o'clock sometimes. I think I'm the only kid in the fourth grade who has to go to bed at 9 o'clock.

Today's Challenge
Student page 17 Have students read the passage on student page 16 a few times, while thinking about which sentences may be expressions of opinion and which are facts. Then ask students to complete student page 17.

Answers for student page 17: Accept any answers that students can justify. Opinions: Sports games are the best. Sports games are fun to play. No one can afford to pay that much for a game. It's [putting money in the bank] unfair. I think you should buy a sports car. Facts: Nick got a new car chase video game. At Game Mart, it cost $19.95. Nick used his own money to buy the game. Pat saw a car chase game for $39.95. Vinnie puts his money in the bank.

Go Further
Student page 17 On a separate sheet of paper, have students each write an opinion or a fact. Ask them to switch papers with a partner and then write down whether they think their partner's sentence is a fact or opinion. Have them discuss their answers.

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 distinguish between fact and opinion?
**Week 4 • Activity 18**

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

**Concept**
Build vocabulary by using meaning and word structure.

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

**Instructions for Playing What’s My Word?** To demonstrate the game, keep one card for yourself. Tell students that you have a secret word and they are to ask yes-no questions in order to guess the word. If students do not narrow in on the word in a reasonable amount of time, offer a hint as to the meaning. Sample questions include the following:
- Does the word name a person, place, or thing (is it a noun)?
- Does it have more than 5 letters?
- Does it begin with a letter between A and G?
- Does it have any word parts?
- Does it have more than one syllable?
- Does it have to do with animals?

Then tape a word on the back of each student. Give students an allotted amount of time to ask each other questions about their 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 can see it but the student, and ask the remaining students to offer clues.

**Today’s Challenge**

**Student page 18** Explain the concept of a Magic Square if students have never done one. When you put the answers in the box, which will be the numbers, they will add up to the same number across and down.

**Answers for student page 18:**
A. 12  B. 11  C. 4  D. 8  E. 10  F. 9  G. 7  H. 6  I. 14
The magic number is 27.

**Go Further**
On a separate sheet of paper, have each student write three clues for a word. Students will exchange papers to guess each other’s words.

**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 structure clues?
Week 4 • Activity 19

Materials
Student page 19
A set of Letter Cards (a, d, e, i, r, v, w, y) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in driveway to build words that have the vowel combination ay, the CVCe pattern, and a spelling change (drop e before adding an ending that begins with e).

Get Started
Distribute a set of letter cards to each student or pair of students. Show students how to line up the cards at the top of their work area so that they can 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. Keep the pace brisk. After each word is made, write it on an index card or on the board so students can check the spelling.

- Replace the d in day with a letter to make a word that, capitalized, is short for Raymond. (ray)
- Replace the r in ray with a letter to make a word that can fit in this sentence: “Turn this ___ to get to the grocery store.” (way)
- Exchange the y in way with two letters to make a word that means: “to move your hand back and forth” and “a moving ridge of water, especially the ocean.” (wave)
- Replace with first two letters in wave with two other letters to make a word that means what you do headfirst into water. (dive)
- Add an ending to the base word dive to make a word that means “someone who dives.” (diver)
- Move the r in diver to make a word that is an anagram of diver. (drive)
- Add a letter to wide and then rearrange the letters to make a word that can complete this sentence: “Is your house ___ for the Internet?” (wired)
- Make a five-letter word that is the name of a food group that includes milk and cheese. (dairy)
- Rearrange the letters in dairy to make a new word that is a place to write about your life. (diary)
- Use all the letters to make a compound word that tells where you might park a car. (driveway)

Use dairy and diary to point out that in most two-syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented. Try this out with other words: county, angry, ugly.

Today's Challenge
Student page 19 Students are to categorize the words at the top of the page. Several words will fit into more than one category.

Answers for student page 19:

<table>
<thead>
<tr>
<th>Long a Words</th>
<th>Long i Words</th>
<th>Homophone Pairs</th>
<th>Compound Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>cupcake</td>
<td>drive</td>
<td>pain, pane</td>
<td>butterfly</td>
</tr>
<tr>
<td>pain</td>
<td>right</td>
<td>right, write</td>
<td>cupcake</td>
</tr>
<tr>
<td>spacesuit</td>
<td>write</td>
<td>here, hear</td>
<td>spacesuit</td>
</tr>
<tr>
<td>Monday</td>
<td>try</td>
<td>sell, cell</td>
<td>lipstick</td>
</tr>
<tr>
<td>play</td>
<td>butterfly</td>
<td>too, two</td>
<td>into</td>
</tr>
<tr>
<td>pane</td>
<td>sometime</td>
<td>red, read</td>
<td>sometime</td>
</tr>
</tbody>
</table>

Go Further
Student page 19 Have students add another word to each category.

Answers for student page 19: Answers will vary.

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 and structural elements practiced in this lesson?
Rule Out 2

Week 4 • Activity 20

Materials
Student page 20

Concept
Distinguish fact from opinion on a multiple-choice test.

Get Started
Tell students that when they read, they will sometimes encounter facts and opinions in the same passage. It is important to be able to distinguish between the two. Have students recall that facts tell something that has happened or that can be observed; they are statements that can be proved. An opinion is something a person thinks or believes that can't be proved. Opinions are sometimes preceded by words such as I think, I believe, always, never, probably, and should.

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.

When I woke up this morning my dog seemed sick. Her nose felt dry, and she didn’t eat her breakfast. She also didn’t want to go on her usual morning walk. “Hmmm,” I said to myself, “I should bring her to the vet.” Mom drove us to Dr. Stan’s office. He took her temperature and drew some blood. “Yes, indeed, she sure is sick,” he said. Then I remembered that I had taken her to the pond yesterday. Swimming in the pond probably made her sick.

Which of the following statements is an opinion?

A. Her nose felt dry, and she didn’t eat her breakfast.
B. Mom drove us to Dr. Stan’s office.
C. That pond probably made her sick.
D. “She sure is sick.”

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 you could ask Mom if she drove to the vet to prove the statement. Discuss the choice and explanation. Ask a second volunteer to rule out another 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 has the signal word probably. It tells what the narrator thinks, but cannot be proved, so it is an opinion.)

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) 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.

Answers for student page 20: 1. B 2. A

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 distinguish fact from opinion?
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 limericks aloud to students. Remind them that a limerick is a special kind of funny poem that has five lines that rhyme in a particular pattern.

Old Man of Peru
There was an old man of Peru
Who dreamed he was eating his shoe.
    He woke in the night
    In a terrible fright,
And found it was perfectly true.
    —Unknown

A Young Farmer of Leeds
There was a young farmer of Leeds
Who swallowed six packets of seeds.
    It soon came to pass
    He was covered with grass,
And he couldn't sit down for the weeds.
    —Unknown

Discuss with students how knowing that the poems are limericks, or funny poems, affects how a person would read them aloud. Model how not only expression in one's voice can affect how a listener receives a poem, but hand and body movements can as well. Reread the poems with exaggerated expression and using gestures and body movements as appropriate.

Today's Challenge
Student page 21 Allow time for pairs of students to practice and present the limericks for the remainder of the group. Remind listeners to give the performers respectful and appropriate attention by keeping their eyes on the performers and their hands to themselves.

Go Further
Student page 21 Have students determine the rhythm (how many beats per line) and the rhyme scheme (which lines rhyme) of a limerick by analyzing any of the limericks in the lesson.

Answers for student page 21: There are three beats in lines 1, 2, and 5; there are two beats in lines 3 and 4. The rhyme scheme is aabba, which is another way of saying that lines 1, 2, and 5 rhyme and lines 3 and 4 rhyme.

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 read with appropriate expression?
**Week 5 • Activity 22**

**Materials**
Student pages 21, 22

**Concept**
Enhance comprehension by understanding the relationship between cause and effect.

**Get Started**
Remind students that a cause is an explanation for an event and an effect is a description of an event. They can ask themselves questions to help them identify causes and effects:

- Why did it happen? (to determine a cause)
- What happened? (to determine an effect)

Sometimes clue words in a passage can help signal cause-effect relationships. Explain that if students encounter words like *because, so, since,* and *as a result,* they could be reading about a cause-effect relationship.

Read the limerick “Old Man of Peru” aloud to students. Explain that many limericks revolve around a cause-effect relationship—something happened because of a certain event. Point out that in “Old Man of Peru,” the cause is he dreamed he was eating his shoe; the effect is that when he woke he discovered that he actually *was* eating his shoe. Some students might see it the other way around—the man dreamed he was eating his shoe because he was eating it. In this case, the dream is the effect. Have volunteers identify the cause and the effect in “A Young Farmer of Leeds.”

**Today’s Challenge**

**Student page 22** Have students read the limericks on student page 21. Have them use the graphic organizer on page 22 of the Student Book to help them identify the causes and effects.

**Answers for student page 22:**
1. **Cause:** The boy was frustrated because he couldn’t peel the banana; **Effect:** The banana got stomped on.
2. **Cause:** The cat didn’t want to be anybody’s pet; **Effect:** The cat washed in a basin of squash so it would be smelly and no one would want it.

**Go Further**

**Student page 22** Have students work with a partner to provide a cause or an effect in the partial sentences.

**Answers for student page 22:** Responses will vary, but should clearly show an appropriate relationship to the cause or the effect. Students should put a star by sentence 1, where they filled in an effect.

**Assessment**

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

**Assessment tip** Can students identify a cause and its effect in text?
Week 5 • Activity 23

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

Concept
Focus on word structure—prefixes (re-, pre-, un-), suffixes (-able/-ible, -ly), compound words.

Get Started
Tell students that looking for familiar word parts in unfamiliar words will help them read new words. Today’s activity will focus on word parts.

Review with students the meaning of these words.

prefix—a word part added to the beginning of a word that changes the word’s meaning (redo, preheat, untie)

suffix—a word part added to the end of a word that changes the word’s meaning (expandable, collapsible; slowly)

compound word—a new word formed by combining two smaller words (cupcake, railroad)

Review the meanings of these specific word parts as necessary:

re- = again
pre- = before
un- = not
-able/-ible = able to be or can be
-ly = makes a word tell how something is done.

Today’s Challenge
Distribute the 18 Word Maze cards for Week 5. 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 in 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 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 182.

Student page 23 When the group has finished playing the game, have students complete the Today’s Challenge activity on page 23 of the Student Book.

Answers for student page 23: 1. e 2. c 3. f 4. a 5. b 6. d 7. j 8. g 9. h 10. i

Go Further
Student page 23 Have students write words to fit the categories. If you wish, encourage them to work with partners. For an added challenge, have students provide a definition for each word they come up with.

Answers for student page 23: Sample answers: 11. redial, unhappy 12. teacher, readily 13. throwing, rethrow, misthrow, throws 14. online, linebacker, lineup

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 understand the structural elements of words, such as prefixes, suffixes, and compound words?
Building Words

Week 5 • Activity 24

Materials
Student page 24
A set of Letter Cards (a, c, 2e, 2r, t, u) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in creature to build words that have the CVCe pattern, prefix re-, and the vowel combination ea.

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. Then, model how to make a word by pulling the letters c, a, r, and e together to make care. Continue by giving the following clues. Keep the pace brisk. After each word is made, write it on an index card to be used for sorting and so that the words can be displayed.

- Make a four-letter word that means “a running contest.” (race)
- Replace the e with a different letter to make a word that means “to judge the quality of something.” (rate)
- Add a letter to the beginning of the word to make a word that is a kind of a box. (crate)
- Add an e after the first two letters to make a word that means “to make something.” (create)
- Make a four-letter word that means “to rip.” How else can you pronounce this word? (tear)
- Replace the r with a letter to make a word that means “behind.” (rear)
- Make a word that means “to act again.” (react)
- Rearrange the letters to make a word that means “to copy a picture.” (trace)
- Add a two-letter prefix to trace to make a word that means “to trace again.” (retrace)
- Use all the letters to make a word that might refer to an animal. (creature)

Point out that when -ture is the final syllable in a word, it is unaccented. Have everyone say these words: creature, pleasure, future.

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

- Words with the CVCe Pattern (Consonant-Vowel-Consonant-silent e): care, rate, race
- Words with the Prefix re-: react, retrace
- Words with the Vowel Combination ea: tear, rear
- Words That Rhyme: care/tear, rear/tear, rate/crate, race/trace

Today’s Challenge
Student page 24 Have students complete the activities on student page 24 to apply what they have learned about words in this lesson to other words. If necessary, review the sound of long a (as in cake) and long e (as in team).

Answers for student page 24: 1. replay, reheat, reelect 2. bare, pear, date, bake, fare, hare 3. beat, gear, reheat, meat

Go Further
Student page 24 Have students write as many homophones for the words in the box as they can.

Answers for student page 24: Possibilities include bare/bear; fare/fair; bare/hair; pear/pair/pare; beat/beet; meat/meet.

Assessment
Student self-assessment page 24 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 5 • Activity 25

Materials
Student page 25

Concept
Identify the relationship between cause and effect on a multiple-choice test.

Get Started
Remind students that to identify cause and effect while they read, they should ask themselves about an event: “Why did it happen?” (cause) and “What happened?” (effect). Prompt students to remember that cause-effect relationships are sometimes signaled by words such as because, so, since, and as a result.

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.

On the way home from school today Susan told her mom that she was super hungry, so they stopped at the market. Since Susan had a craving for chocolate chip cookies, they bought the ingredients to bake their own. When they got home, Susan and her mom mixed up the dough and put the cookies in the oven. Then Susan did her homework. Later on, Susan had a wonderful snack of freshly baked chocolate chip cookies.

What was the effect of Susan telling her mother that she was hungry?

A) Susan and her mother stopped at the market.
B) Susan and her mother put the cookies in the oven.
C) Susan’s mother helped her with her homework.
D) Susan had a craving for chocolate chip cookies.

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 Susan’s mother did not help her with homework. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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. (Because Susan told her mother that she was hungry, they stopped at the market to buy ingredients to make cookies.)

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) 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 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
Answers for student page 25: Students’ examples will vary. The cause-effect relationship should be clear.

Assessment
Student self-assessment page 25 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 a passage?
Read Out Loud

Week 6 • Activity 26

Materials
Student page 26

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

Get Started
Read the following passage aloud in two different ways: once while modeling appropriate expression and fluency, and once without. Ask students to listen for and comment on the difference.

"Jenny, what’s wrong?" asked Katrina.
"I’d rather not talk about it," answered Jenny.
"Come on, Jenny. I can tell you’re really upset," Katrina persisted.
"Well, my cat ran away last night and we can’t find her. I’m afraid she’s been hit by a car," Jenny said sadly.
"I’m so sorry to hear that. Is there anything I can do to help?" said Katrina.

Explain to students that reading aloud with expression shows that the reader understands the text and helps the listener interpret the situation appropriately. Sometimes, as in the passage above, it is necessary to read with appropriate emotion in the voice to really get the message across. The wrong emotion in the voice can cause confusion for the listener. Ask students to suggest ways for the reader to decide how to read with appropriate expression; (look at clues in the text, such as persisted and sadly; use punctuation; think about how you would speak in that situation).

Today’s Challenge
Student page 26 Allow time for pairs or small groups of students to present the passage for the remainder of the group. Remind listeners to exhibit polite listening behavior—eyes directed toward the speaker, sitting still, and trying to understand what the reader is saying.

Go Further
Student page 26 Ask each student to list the different emotions he or she heard in the presentations.

Answers for student page 26: Students’ lists will vary, but may include emotions such as excitement, sadness, fear, etc.

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 with expression appropriate for the piece?
Week 6 • Activity 27

Materials
Student pages 26, 27

Concept
Enhance comprehension by making predictions supported by story clues and personal experience.

Get Started
Remind students that making predictions involves using their prior knowledge plus information in a passage to make logical guesses, or predictions, about what might happen in a selection. Explain that students should check their predictions as they read and verify or change them based on the new information in the selection. Write the following “equation” on the board:

\[
\text{Clues from the story} + \text{What I know} = \text{Prediction}
\]

Model the strategy of making predictions by reading aloud this passage:

Jamal took two slices of bread from the package and made a sandwich from the turkey and lettuce in the refrigerator. Into a bag went the sandwich, some chips, and a banana. He put on his jacket, put the bag in his backpack, and put the backpack on his back.

“Bye, Dad!” Jamal called as he went out the door.
“See you tonight!”

Ask students to use the equation to make a prediction about what Jamal might do next if the story continued.

<table>
<thead>
<tr>
<th>Clues from story</th>
<th>Made a lunch, packed it in his backpack, took backpack and lunch, and went out the door.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>Kids often make a lunch for school. Usually they take a backpack to school.</td>
</tr>
<tr>
<td>Prediction</td>
<td>Jamal will go to school.</td>
</tr>
</tbody>
</table>

Today’s Challenge

Student page 27 Have students use the graphic organizer to make a prediction about what they think might happen next in the story.

Answers for student page 27: Students’ predictions will vary. Be sure they base their predictions on their prior knowledge and clues from the story. Students should include logical reasons for their predictions.

Go Further

Student page 27 Have students use another piece of paper to write the ending of the story using their predictions. Encourage them to use what they wrote in their graphic organizers to help them. Ask willing students to share their endings with the group.

Assessment

Student self-assessment page 27 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 experience?
Word Games

Week 6 • Activity 28

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

Concept
Build vocabulary by using word meanings.

Get Started
Before the session, prepare two word cards (index-size or so) of the same word per every four students in your group. (Two pairs of students each get the same word card.) See student page 28 for some ideas.

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
Divide students into 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 28 Students will use at least six of the ten words to write a story. They may use other forms of the words if they wish; for example, weary, wearily, weariness, and wearisome are permissible.

Answers for student page 28: Students’ use of the words will vary, but all words should be used correctly.

Go Further
Student page 28 If time allows, select several willing students to read aloud their stories. Celebrate the unique stories suggested by the words!

Assessment
Student self-assessment page 28 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? Can they use words correctly in sentences?
Week 6 • Activity 29

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

Concept
To better understand how words work, build words from word parts—suffixes (-ed, -er, -ing), compound words.

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.

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. When students make words that involve spelling changes, they should use the ending card to cover over the final e, as in diver. 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 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: driving, driver, freeway, parked, higher, lighted, saying, sidewalk, walker, streetlight, waving.

Today’s Challenge
Student page 29 Students will fill in the rows of the chart with words that fit each category. Remind them of spelling changes necessary when adding an ending.

Answers for student page 29: Answers will vary, but all words should be real words and should be spelled correctly. A sample answer from each row follows: 1. writing 2. started 3. diner 4. untie 5. understand 6. pretest 7. bit 8. misbehave 9. wonderful 10. spacesuit

Go Further
Student page 29 Have students select three words from the chart to use in a sentence.

Answers for student page 29: Answers will vary, but the words from the chart should be used and spelled correctly.

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

Assessment tip Can students combine words and word endings to make new words?
Week 6 • Activity 30

Materials
Student page 30

Concept
Make predictions supported by story clues and personal experience on a multiple-choice test.

Get Started
Remind students that making predictions involves using their prior knowledge plus information in a passage to make logical guesses or predictions about what might happen in the material they are reading.

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.

We were finally on our way to the carnival. There would be lots of food, like popcorn, snow cones, and cotton candy. And lots of rides! My favorite is the Scrambler, while my brother’s is the Ferris wheel. My mom said, “Ramón, this year you are old enough and tall enough to go on the roller coaster.” I have been waiting years to be able to go on it! I don’t mind rides that go fast, go high, or make my stomach flip over. In fact, I love them!

How do you think Ramón will feel about the roller coaster?

A) He will be very frightened and won’t even get on the ride.
B) He will feel sick to his stomach, and they will have to stop the ride so he can get off.
C) He will love the roller coaster ride.
D) He will decide to wait until next year to try it.

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 we know that Ramón doesn’t mind rides that are fast, high, or make his stomach flip over. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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 the most logical prediction. (Ramón seems to like all kinds of rides, especially those that go fast, high, and make his stomach flip over. Roller coasters usually do all three.)

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) 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. D

Assessment
Student self-assessment page 30 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 experience?
Week 7 • Activity 31

Materials
Student page 31

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

Get Started
Read the following passage aloud in two different ways: once modeling as though you are reading silently and commenting on the passage as you read, and once as though you were presenting the passage orally as a performance. Note out loud that the words angry, snapped, and irritation help to convey the feeling of the piece and give a clue to the reader what kind of emotion to show.

"Hurry up, Dad, or I’ll be late for soccer practice!" Judd yelled angrily.

"Take it easy, son," said Dad. "We’ve got plenty of time."

"You say that every week, and every week I’m still late!" Judd snapped.

"There is no reason to speak to me in that tone of voice," Dad said with irritation.

Today’s Challenge

Student page 31 Allow time for pairs or small groups of students to present the passage for the remainder of the group. Ask listeners to pay close attention to the presenters and to think about at least one thing each group did exceptionally well in its performance.

Go Further

Student page 31 Have partners practice reading each sentence aloud. Point out that although each sentence is the same, students will need to change their tone of voice depending upon how the sentence should be read.

Answers for student page 31: Students’ voices should reflect the proper emotion for each sentence. As a challenge, have students come up with other ways in which the sentence can be read. Explain that paying attention to words that the author uses can help them better understand what they are reading.

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 with expression appropriate for the piece?
Thinking About Reading

Week 7 • Activity 32

Materials
Student pages 31, 32

Concept
Enhance comprehension by identifying the author’s purpose for writing.

Get Started
Remind students that all authors write for one or more of these reasons:

to entertain

to inform

to persuade

The genre of a piece often gives a clue about the author’s purpose. Fiction writers generally write to entertain, while nonfiction writers write mainly to inform. Opinion pieces, such as a letter to the editor of a newspaper or an editorial, try to persuade readers. Knowing the author’s purpose for writing can help you when reading. For example, if you know that the author has written an opinion piece, then you can read to get the opinion and decide whether or not you agree.

Read the following passage aloud to students. Then discuss what the author’s purpose or purposes may be.

School uniforms should be required in all of our public schools. The use of uniforms would get rid of competition among students as to who is wearing the latest fashions and who is not. It would put all students on an even playing field, if you will. Further, wearing uniforms to school would simplify back-to-school shopping and take the guesswork out of what to wear to school each day.

The author of this piece is trying to persuade, but also inform, readers. Students may find the idea of wearing school uniforms laughable, so they may feel that the piece aims to entertain, as well. Students should be able to provide support for their opinions about the author’s purpose with evidence from the text.

Today’s Challenge

Student page 32 Have students look at student page 32. They are to fill in the graphic organizer with their ideas of what the authors’ purpose was in writing the passage on student page 31. Remind them that authors’ purposes vary and that not all authors have three purposes.

Answers for student page 32: Students’ opinions will vary, but most students will answer “to entertain.” Make sure students cite evidence from the text that supports their opinions.

Go Further

Student page 32 Ask students to discuss in pairs or small groups the author’s main reason for writing.

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 an author’s purpose for writing?
### Materials
Student page 33
Paper and pencil for each student

### Concept
Identify characteristics of words—word structure, multiple-meaning words, compound words, parts of speech.

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

<table>
<thead>
<tr>
<th><strong>word parts</strong>—prefix (added to the beginning of a word, such as re-), suffix (added to the end of a word, such as -er), base word (carries the main meaning, such as familiar in unfamiliar)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>multiple-meaning word</strong>—has more than one meaning, such as snake: the noun means “a long, thin reptile”; the verb means “to move like a snake”</td>
</tr>
<tr>
<td><strong>compound word</strong>—is made of two smaller words, such as cupcake and sidewalk</td>
</tr>
<tr>
<td><strong>noun</strong>—names a person, place, or thing (cousin, school, airplane)</td>
</tr>
<tr>
<td><strong>verb</strong>—tells an action (jump, sit, think)</td>
</tr>
<tr>
<td><strong>adjective</strong>—describes a noun (intelligent, squishy, noisy)</td>
</tr>
<tr>
<td><strong>adverb</strong>—describes a verb, an adjective, or another adverb (very, early, quickly)</td>
</tr>
</tbody>
</table>

### 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 for 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 opposite. 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 and/or a verb? If yes, score 10 points.
2. Can you add a suffix to your word? If yes, score 10 points.
3. Can you add a prefix to your word? If yes, score 10 points.
4. Is your word a compound word? If yes, score 5 points.
5. Does your word have more than one meaning? If yes, score 15 points.

Have students find their total scores. (Maximum score is 60 if students use the word in a sentence.) Determine which student has the highest score. Have that student write the word on the board and explain how he or she scored the points.

### Today’s Challenge
**Student page 33** Have students write the answers to the set of questions for each word.

**Answers for student page 33:**
- a. yes  
- b. yes 
- c. no  
- d. adjective  
- 2.a. yes  
- b. simple  
- c. prefix and suffix  
- d. complicate

### Go Further
**Student page 33** Have students use the clues to think of a word that will earn the most points.

**Answers for student page 33:** Students’ words will vary, but students should be able to explain how they earned their points. An example of a word that scores 45 of the 50 points is _dial._

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

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

Week 7 • Activity 34

Materials
Student page 34
A set of Letter Cards (a, 2e, h, r, t, w) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in weather to build words that have the letter combination ear, the vowel combination ee, consonant combinations wh, th, thr, 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 e, a, and r together to make ear. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index card or on the board so students can check the spelling and you have a list of the words on display for sorting.

- Add a letter to ear to make a word that means what you do with your ears. (hear)
- Replace the h with a letter to make a word that means what you do to clothes when you put them on. (wear)
- Replace the ear in wear with three letters to make a question word. (what)
- Replace the ai in what with three letters to make a word that tells the place or position of someone or something. (where)
- Remove the w to make a word that is a response to the question, “Where are you?” (here)
- Add a consonant to the beginning of here to make a word that is homophone of their. (there)
- Rearrange the letters in there to make a word that names a number. (three)
- Remove a letter to make a word that names a big plant you would find in a forest. (tree)
- Use all the letters to make a word. Think about rain, sun, and snow. (weather)

Write the words ear and hear on the board. Point out the meaning relationship between ear and hear: the word ear in is the word hear. Then write the words here, there, and where on the board. Show students that the word here is in there and where.

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

Homophones
here/hear, wear/where

Words with the ear Pattern
ear, hear; wear (Note that wear does not rhyme with ear and hear.)

Today’s Challenge
Student page 34 Have students apply what they have learned about words to other words.

Answers for student page 34: 1. through, threw 2. gear, bear, fear, rear 3. peel, free 4. when, white 5. blue 6. two, too 7. them, that, thin 8. peace

Go Further
Student page 34 Have students think of one additional word for each of the eight clues. For clues 5, 6, and 8, have them think of other homophone pairs.

Answers for student page 34: Answers will vary.

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 phonics elements practiced in this lesson?
Rule Out 2

Week 7 • Activity 35

Materials
Student page 35

Concept
Identify an author’s purpose for writing on a multiple-choice test.

Get Started
Remind students that all authors write for one or more of these reasons: to entertain readers, to inform them, or to persuade them. Knowing an author’s purpose can help readers set their own purpose for reading and can also help a reader better understand and appreciate the text.

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.

When authors are writing to persuade, you need to read carefully to be able to distinguish fact from the author’s opinion. This can be tricky, since often the author will provide many informing facts that also happen to support his or her opinion. To further complicate things, the author may even write in a humorous way in an effort to entertain readers while getting his or her point across.

What is this author’s purpose?
A to inform readers about how tricky it can sometimes be to identify an author’s purpose
B to entertain readers about how funny writers can be
C to persuade readers not to trust writers
D to complicate the reader’s understanding of persuasive writing

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 “to complicate” is not a purpose for writing. Discuss the choice and the reasoning. Ask a second volunteer to rule out another 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 passage is primarily informing readers to take care when reading material that aims to persuade.)

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) 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.


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 an author’s purpose for writing?
Week 8 • Activity 36

Materials
Student page 36

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

Get Started
Read the following passage aloud in two different ways: read it once paying attention to the punctuation, especially the commas, and once reading straight through as though in a rush, not pausing at commas or periods. Ask students to listen for and comment on the difference.

There are so many things I have to remember to do before I go to school. First, I have to get dressed, make my bed, and eat breakfast. Then, I have to bring my breakfast dishes to the sink, brush my teeth, and fix my hair. I try to do some other things before my dad has to remind me, such as feed my fish and my gerbil, and pack my backpack. It’s hard to remember to do so many things, so early in the morning! Don’t you agree?

Explain to students that in addition to paying attention to the words, the situation, and the emotion in the text that they are going to read aloud, they also need to pay particular attention to the punctuation. 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 not understand the author’s intended meaning.

Tell students that today they are going to work in groups to read aloud a passage. Have the groups read the passage silently a few times so that they will be familiar with the situation. Then, the group members will decide who will read which sentences.

Today’s Challenge
Student page 36 Allow time for each group to present the passage for the remainder of the group. Remind them to pay attention to the punctuation so that they will be able to help the listeners better understand what the author has written. Because the passage is not written in play form, students will have to determine who will read which lines. Suggest that students underline or highlight the sentences they will read.

Go Further
Student page 36 Have students write one thing that one of the groups did exceptionally well. Then have them write one item of constructive criticism that the same group could improve upon.

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 with expression appropriate for the piece?
**Week 8 • Activity 37**

**Materials**
Student pages 36, 37

**Concept**
Enhance comprehension by determining the sequence of events.

**Get Started**
Remind students that sequence is a listing of facts, events, or directions in chronological or numerical order. Knowing when events happen is important to understanding and enjoying a story, for example. Recalling the sequence of events can be an excellent way to remember what was read.

Read the passage from Activity 36, reprinted here for your convenience.

There are so many things I have to remember to do before I go to school. First, I have to get dressed, make my bed, and eat breakfast. Then, I have to bring my breakfast dishes to the sink, brush my teeth, and fix my hair. I try to do some other things before my dad has to remind me, such as feed my fish and my gerbil, and pack my backpack. It’s hard to remember to do so many things, so early in the morning! Don’t you agree?

After reading, have students put the events of the narrator’s morning in sequence. Explain that sometimes authors use words, such as first, second, next, last, finally, then, before, after, later, during, and while to signal sequence. They may also use story clues, such as a change of time or setting. Authors may also change verb tense to signal sequence.

**Today’s Challenge**

**Student page 37** Have students use the passage on student page 36 to complete the graphic organizer by putting the events in sequential order.

**Answers for student page 37:**

1. walk in door
2. drop backpack
3. head for kitchen
4. get a snack
5. check mail
6. grab backpack
7. dash for desk
8. check assignment book
9. do assignments due tomorrow
10. look to see what is due later
11. start assignments due later
12. play basketball or ride bikes with brother

**Go Further**

**Student page 37** Have students write a sequence about how they manage their own time to get schoolwork done after school. They may wish to use a graphic organizer similar to the one on student page 37.

**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 determine the sequence of events?
Week 8 • Activity 38

Materials
Student page 38
One word card for each student plus one
Tape

Concept
Build vocabulary by using meaning and word structure.

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

Instructions for Playing What’s My Word? To demonstrate the game, keep one card for yourself. Tell students that you have a secret word and they are to ask yes-no questions in order to guess the word. If students do not narrow in on the word after a reasonable amount of time, offer a hint as to the meaning. Sample questions include the following:

• Does the word name a person, place, or thing? (Is it a noun?)
• Does it have more than 5 letters?
• Does it begin with a letter between G and P?
• Does it have any word parts, like a root or a prefix?
• Does it have more than one syllable?
• Does it have to do with weather?

Then tape a word on the back of each student. Give students an allotted amount of time to ask each other questions about their word. If after five or seven 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 can see it but the student, and ask the remaining students to offer clues.

Today’s Challenge
Student page 38 Have students work together in pairs or small groups to solve the riddles to figure out the words.

Answers for student page 38: 1. tornado (from the Spanish word tornada) 2. astronaut (from the Greek root astr, meaning “star,” and nautes, meaning “sailor”)

Go Further
Have students work in pairs. Ask each student to think of a word, then write several clues for his or her word. Have students challenge their partners to figure out the 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 Can students use meaning and structure clues to figure out a word?
Building Words

Week 8 • Activity 39

Materials
Student page 39
A set of Letter Cards (a, c, i, l, n, 2o, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in locations to build words that have the vowel combinations oi, oo (two sounds), long o (oa), the plural ending -s, and compound words.

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, o, i, and l together to make coil. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index card or on the board so students can check the spelling and you have a list of the words on display for sorting.

• Replace the e in coil with a letter to make a word that means “to work.” (toil)
• Replace the i in toil and add an s to make the word for hammer, saw, and screwdriver. (tools)
• Move the s in tools to make a word that names a special kind of chair. (stool)
• Remove the l in stool and rearrange the letters to make a word that names the black powder that is left after wood, coal, or oil is burned. (soot)
• Remove the s and one o it soot. Add two letters to make a word that names an article of clothing you wear when it is cool out. (coat)
• Remove all the letters. Select four letters to form a compound word that begins with in. (into)
• Select five letters to name the plural form of an animal you would find in Africa, the male of which has a big mane. (lions)
• Add two letters after the l in lions and remove the s to make a word that names a cream you might put on dry skin, especially your hands. (lotion)
• Begin with lotion. Add the remaining three letters to make a word that means “places or positions where someone or something is.” (locations)

Tell students that when -tion is the final syllable in a word, it is unaccented, as in lotion and locations, as well as motion, vacation, and portion.

Here are several ways to group the words.

Words with the Vowel Combination oi
coil, toil

Words with the Vowel Combination oo
tools, stool; soot (Note the two different sounds.)

Plural Words
lions, locations

Today’s Challenge
Student page 39 Have students apply what they have learned about words to other words.

Answers for student page 39: Answers will vary.

Go Further
Student page 39 Have students use their set of letter cards to try and build additional words that have the elements stated in the first column of the table.

Answers for student page 39: Answers will vary, but possibilities include soil, loot, loon, coal, and cats.

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?
Week 8 • Activity 40

Materials
Student page 40

Concept
Determine the sequence of events on a multiple-choice test.

Get Started
Remind students that sequence is the order of story events. Sequence can also be a listing of facts or directions in chronological or numerical order. Students should be on the lookout for words that signal sequence, such as first, then, finally, before, after a time, etc.

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.

LaTeisha and I went skating at the rink. Right before we went skating, we stopped at the library. I needed to get a book for my book report. It had to be nonfiction. First, I did a search on the computer under the subject “ice skating.” Then I jotted down the titles and Dewey Decimal numbers of several books that looked interesting. Then I located them all on the shelves. Finally, after scanning through the books, I selected a biography about the famous figure skater Kristi Yamaguchi.

What is the last thing that happened in this sequence?

A LaTeisha and the narrator went skating.
B The narrator selected a biography on Kristi Yamaguchi.
C LaTeisha and the narrator stopped at the library.
D The narrator scanned through the books.

Point out that the events are not listed in the order they happened. Students will have to read carefully! 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 the girls went to the library before they went to the rink. Discuss the choice and explanation. Ask a second volunteer to rule out another 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. (They went to the library before they went skating.)

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) 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.


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 determine the sequence of events?
Week 9 • Activity 41

Materials
Student page 41

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

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

"Hi, Mom! I’m home!" yelled Evan as he walked into the house.

"Hi, Evan! Do you have a lot of homework today?" replied Mom.

"Not too much. Why?" asked Evan curiously.

"You need to do your homework right away because we need to bring Nana this meal I’m making. She isn’t feeling well," Mom said.

"What’s wrong? Is she all right? Is it nothing serious, is it?" said Evan with concern.

Today’s Challenge

Student page 41  Allow time for each group to present the passage for the remainder of the students. Remind the listeners to demonstrate good listening behaviors by sitting still, directing their eyes toward the speaker, and trying to understand what the reader is saying.

Go Further

Student page 41  By emphasizing a particular word in a sentence, the reader can alter the meaning. Students are asked to read Rosa’s line, “That is so second grade” several times. Each time they read the line, they should emphasize a different word. Have students work in pairs and report their findings back to the group.

Assessment

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

Assessment tip  Do students read with expression appropriate for the piece?
Materials
Student pages 41, 42

Concept
Enhance comprehension by identifying main idea and details.

Get Started
Remind students that the main idea of a passage is what the passage is mainly about. The details in the passage should all be about, or support, the main idea. Have students look at a hand and imagine that the main idea goes in the palm. The details go on each finger. Just as the palm holds all the fingers together, the main idea serves to keep the details attached. Read the following passage. Help students identify the main idea (for the palm) and explain their answers. They should be able to note details in the passage that support the main idea (for the fingers).

Sometimes I feel that my parents are overprotective. While a lot of my friends can go to the playground or library by themselves, I can’t. My mother or father insist on going with me even though I’m almost ten. They think I don’t know how to cross the street safely, but I do. I know that my parents just want me to be safe. But sometimes it bugs me that I can’t do what my friends can.

Remind students of the hand analogy to identify the main idea and details. The main idea is that the narrator feels his parents are overprotective. Supporting details are that he can’t go to the playground or library alone, his parents insist on accompanying him, he’s almost ten, and he knows how to cross the street safely. Point out that the main idea of a passage is sometimes stated right at the beginning of a passage, but that oftentimes students will have to put together the information to get the main idea.

Today’s Challenge
Student page 42 Have students look at page 42 in the Student Book. They are to fill in the graphic organizer with their statement of the main idea of the passage found on Student Book page 41. Then they are to support their main idea statement with details from the passage.

Answers for student page 42: The main idea is that Tania feels her parents are too protective of her. The details that support the main idea are that Tania’s parents will not allow her to ride her bike to town, go to the arcade, or go to the park.

Go Further
Student page 42 Have students work with a partner to decide upon another response Tania could give to Rosa about riding bikes into town. Then ask them to perform a brief skit to share with another twosome. Students can write out their skits or ad lib them.

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 identify the main idea and details?
**Week 9 • Activity 43**

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

**Concept**
Understand how the English language works by focusing on parts of speech—adjective, noun, verb, adverb, pronoun.

**Get Started**
Review with students the meaning of these words:

- **adjective**—a word that describes a noun or pronoun  
  *(tall, pretty)*
- **noun**—a word that names a person, place, or thing  
  *(dog, Italy, sadness, Peter)*
- **verb**—a word that expresses an action  
  *(do, run, jump, be, have)*
- **adverb**—a word used to describe a verb or adjective  
  that tells how, when, where, how often, or how much  
  something happens  
  *(slowly, late, soon)*
- **pronoun**—a word that is used in place of a noun  
  *(he, she, it, I, me)*

**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 the definitions above or explaining the definition of a word. When you have finished the game, put the cards in an envelope or bag labeled “Week 9 Activity 43.”

**Instructions for Playing Word Maze**
Ask 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 183.

**Student page 43**
When the group has finished playing the game, have students fill in the chart with the requested parts of speech.

**Answers for student page 43:** Answers will vary but should correctly fit each category.

**Go Further**
**Student page 43**
Have students complete this section of the page.

**Answers for student page 43:** 11. **A** 12. **B**

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

**Assessment tip**
Can students identify parts of speech, such as adjectives, nouns, verbs, adverbs, and pronouns?
Building Words

Week 9 • Activity 44

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

Concept
Gain a better understanding of word structure by building words from word parts—plural s, verb endings (-ed, -ing, -s), base words.

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 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. When students make words that involve spelling changes, they should use the ending card to cover over the final e, as in based. 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 in 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:
balls, bases, bearing, boiling, boiled, boils, coated, coats, coating, footing, bears, bearing, baseball, football, inside, overlook, overhear, into.

Today’s Challenge
Student page 44 Students are to create as many words as they can using the words and word parts listed in the box. Remind them that spelling changes may be required, and that several compound words can be created from the words in the list.

Answers for student page 44: Answers will vary, but the words should be real. Possible answers include: bills, billing, billed, pans, collected, collecting, collects, raged, raging, rages, courted, courting, courts, cakes, liked, liking, likes, roomed, rooming, rooms, yards, bedded, bedding, beds, fielded, fielding, fields, balls, pancake, courtroom, courtyard, bedroom, ballfield.

Go Further
Student page 44 Have students use at least three of the words they put together in a single sentence.

Answers for student page 44: Students’ sentences will vary, but all words should be used correctly.

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 how to combine base words and word endings to make new words?
Week 9: Activity 45

Materials
Student page 45

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 what the passage is mainly about. The details in the passage should all be about the main idea.

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.

Did you know that there was once a man who photographed snowflakes? His name was Wilson Bentley, or Snowflake Bentley. Growing up on a farm in Vermont, Wilson was captivated by snowflakes. When he was older and acquired a microscope with a camera, his childhood fascination became his life’s work. He took photographs of snowflakes and studied their intricate, tiny crystals and mathematical structures. His photographic methods are still used in nature photography today.

What is the main idea of this passage?
A Wilson Bentley became known as Snowflake Bentley.
B Bentley’s photographic methods are still used today.
C Wilson Bentley spent his life photographing and studying snowflakes.
D Snowflakes are made of tiny crystals.

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 what snowflakes are made of is a minor detail in the passage, not a main idea. Discuss the choice and explanation. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (C). Be sure students understand why C is correct. (All the sentences have to do with Wilson Bentley and his career as a photographer of snowflakes.)

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

Answers for student page 45: 1. B 2. A

Go Further
Have students think about two details that support the main idea given.

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 the main idea of a passage?
Week 10 • Activity 46

Materials
Student page 46

Concept
Read aloud with expression and fluency to help the listener visualize the author’s ideas.

Get Started
Read the following passage aloud in two different ways: read it once very dramatically and once in more of a monotone. Ask students which version helped them to visualize the scene better.

It was a stormy night. The wind was blowing, the snow was snowing. And John was home alone. He was very frightened. The branches scraping against the shutters of the house sounded like the claws of a big animal. The wind screeching through the trees sounded like a person screaming in extreme pain. Suddenly, the lights in the house flickered once—twice—three times. And then they went out completely.

Explain to students that reading dramatically helps listeners understand what is happening in a piece of text, whether it be a play, poem, or other passage. Think about what the author is trying to tell the reader/listener and read with this in mind. Tell students that today they are going to work in groups to read aloud a play. They will read the play silently a couple of times so that they are familiar with it. Then, the group members will decide who will read which lines and what kind of expression will be used.

Today’s Challenge
Student page 46 Allow time for each group to present the play for the remainder of the students. Remind listeners to pay particular attention to the expression that is used.

Go Further
Student page 46 Have students imagine that they are in the play. Ask them to write a part for themselves, where they express their own opinions about cafeteria nachos for lunch. To get students started, have them visualize themselves at lunchtime with their classmates. Students should follow the format that each character in the play uses: first tell whether they want to have nachos for lunch and why; if they choose not to have nachos, they should tell what they would prefer. Responses should be two to four sentences long. Have pairs of students perform their parts for each other.

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 with expression appropriate for the piece?
**Week 10 • Activity 47**

**Materials**
Student pages 46, 47

**Concept**
Enhance comprehension by distinguishing between fact and opinion.

**Get Started**
Remind students that facts tell something that has happened or that can be observed; they are statements that can be proved or disproved. An opinion is something a person thinks or believes but can’t be proved. Tell students that when they read they should be on the lookout for words like *I think, I believe, always, never, probably,* and *should* because they often signal an opinion.

Knowing the difference between fact and opinion can help you to better understand if the author is providing you with information that you might want to know or if it is merely the author’s opinion. In this case, you might choose to disagree with the author for your own reasons. In other words, knowing the difference between the two can help you to read more critically.

Ask students to listen carefully for facts and opinions while you read the passage below aloud to students.

I think daffodils are the prettiest of the spring flowers. They are yellow and have a bell-shape. They are so bright and cheery that I can’t help but smile when I see them. They are tough, though, too, because they can withstand cold temperatures. One spring, after our daffodils had blossomed, we had a cold night where the temperature dipped to near freezing. The daffodils did not freeze.

Go through the passage a sentence at a time, discussing with students which statements are facts and which are opinions. Be sure students give evidence from the text to support their reasoning. (Possible answers: opinion, fact, opinion, opinion, fact, fact)

**Today’s Challenge**

**Student page 47** Have students look at student page 47. They are to fill in the graphic organizer with an opinion and a fact that each character from the play on student page 46 expresses.

**Answers for student page 47:** Answers will vary, but students should be able to justify their answers.

**Go Further**

**Student page 47** Provide students with editorials or letters to the editor from the editorial page of a newspaper. Have students work in small groups to read and discuss which statements are facts, which are opinions, and why they think so.

**Assessment**

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

**Assessment tip** Can students distinguish between fact and opinion?
Materials
Student page 48
One pair of word cards for every four students

Concept
Build vocabulary by using meaning clues to determine the meaning of a word.

Get Started
Before the session, prepare two word cards (index-size or so) of the same word for every four students in your class. (Two pairs of students each get the same word card.) See Student Book page 48 for some ideas.

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
Divide students into 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 a guess. At the end of this turn, two new teams play.

Today’s Challenge
Student page 48 Students will use at least six of the ten words to write a story. They may use other forms of the words if they wish; for example, snatch and snatched are permissible.

Answers for student page 48: Students’ use of the words will vary, but all words should be used and spelled correctly.

Go Further
Student page 48 If time allows, select several willing students to read aloud their stories. Celebrate the unique stories suggested by the words!

Assessment
Student self-assessment page 48 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 10 • Activity 49

Materials
Student page 49
A set of Letter Cards (a, d, e, h, l, p, 2s) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in splashed to build words that have the vowel combination ea, the CVCe pattern, and the -ed ending.

Get Started
Distribute a set of letter cards to each student or pair of students. Show students how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters d, e, a, and l together to make deal. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index card or on the board so students can check the spelling and you have a list of the words on display for sorting.

- Replace the d in deal with a letter to make a word that names an animal that lives in the sea. (seal)
- Replace the s in seal with a letter to make a homophone for a word that means “to remove the outer skin of a vegetable or fruit.” (peal)
- Have the p and l in peel swap places and add a letter to the end of the word to describe how a frog moves. (leaps)
- Now put the p in leaps at the beginning of the word and exchange the s for a letter to make a word that is a synonym of beg. (plead)
- Exchange the p and l in plead for two letters that together make a sound that means “be quiet.” Then remove the a. (shed)
- Put the e in shed after the d. Add a vowel to make a word that names what you could find underneath a tree on a sunny day. (shade)
- Trade the d in shade for another letter to make a word that names the category of these words: circle, square, triangle, rhombus. (shape)
- Add a letter to shape to make a past-tense form of the word. (shaped)
- Use all the letters to make a word that tells what you, as a small child, might have done in a puddle. (splashed)

Point out that some words require a spelling change (drop the final e) when the ending -ed is added, such as shapeshaped and shadeshaded.

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

Words with the Vowel Pattern ea
deal, seal, peal, leaps, plead (Note the two sounds, long e and short e.)

Words with CVCe Pattern
shade, shape

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

Answers for student page 49:
1. least
2. pleasure
3. season
4. shake
5. space
6. lead
7. peel
8. heal

Go Further
Student page 49 Have students write one sentence that uses three of the words they filled in.

Answers for student page 49: Students’ sentences will vary, but the words from the lesson should be used and spelled correctly.

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 elements practiced in this lesson to read and spell words?
Materials
Student page 50

Concept
Distinguish between fact and opinion on a multiple-choice test.

Get Started
Tell students that when they read, they will sometimes encounter facts and opinions in the same passage. Have students recall that facts tell something that has happened or that can be observed; they are statements that can be proved or disproved. An opinion is something a person thinks or believes that can't be proved. Opinions are sometimes preceded by words such as I think, I believe, always, never, probably, and should.

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.

In my family, all the kids have chores. These chores are appropriate to each of us according to our age. I think that it is unfair that I have to set and clear the table, while my little sister only has to pick up her toys. But on the other hand, if we all pitch in, the chores get done faster and my parents have more time to spend doing fun things with us. Although sometimes I don't like it, I believe all kids should participate in the household chores for the good of the whole family.

Which of the following statements is an opinion?

A. If we all pitch in, the chores get done faster.
B. In my family, all the kids have chores.
C. I have to set and clear the table.
D. I think it is unfair that I have to set and clear the table, while my little sister only has to pick up her toys.

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 the answer choice is something that can be proved. Discuss the choice and explanation. Ask a second volunteer to rule out another 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. (The words I think are used, signaling an opinion.)

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) 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. B 2. A

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

Assessment tip Can students distinguish between fact and opinion?
**Materials**
Student page 51

**Concept**
Read aloud with appropriate phrasing.

**Get Started**
Read the following passage aloud in two different ways—read it once fluently and then read it a second time in a more chopped-up manner. Ask students to listen closely to the differences.

“Oh, my gosh! It’s Tuck! I haven’t seen you since second grade! Where have you been?” asked Barry.

“Hi, Barry! I moved two towns over very suddenly. My parents decided to move, and our old house sold in one day. So I hardly had a chance to say good-bye to all my friends,” replied Tuck.

“Remember that great treehouse you had at your old house? That was awesome!” Barry remarked.

“Yeah, I miss that old treehouse. But my apartment building has a great swimming pool! You want to come over sometime for a swim?” asked Tuck.

“You bet! When?” Barry answered excitedly.

Explain to students that reading aloud fluently means reading with expression and in meaningful “chunks” appropriate for the text. If a person phrases words incorrectly, it is difficult for listeners to connect the words into meaningful ideas.

Tell students that today they are going to work in groups to read aloud a passage. They will read the passage silently a couple of times so that they are familiar with it. Then, the group members will decide who will read which lines and what kind of expression will be used. Remind them to practice reading fluently.

**Today’s Challenge**

**Student page 51** Group members should practice reading aloud for one another so that they can have some feedback before reading to the rest of the students. Remind listeners to listen for fluent, meaningful phrasing.

**Go Further**

**Student page 51** Ask each student to write one thing that one of the other groups did exceptionally well in its performance.

**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 with appropriate phrasing?
Today's Challenge

Student page 52  Have students use the graphic organizer on student page 52 to help them identify the causes and effects.

Answers for student page 52: 1. Cause: once you get the hang of it; Effect: you’re going to love it; signal word: once. 2. Cause: Josh raised his hand; Effect: to get Ms. Farley’s attention; signal word: in order to. 3. Cause: because you asked; Effect: I’ll tell you; signal word: because. 4. Cause: if you have a job when you’re a grown-up; Effect: you’ll use math; signal word: if. 5. Cause: to keep store shelves stocked; Effect: need to estimate quantities; signal word: in order to. 6. Cause: employees look at sales records to figure out how many shirts they sell on an average day; Effect: to figure out how many shirts they sell on an average day; signal word: to.

Go Further

Student page 52  Students will complete the sentence frame “If you _____, then _____.” Encourage them to look in all parts of their lives for cause and effect relationships. For example, if they forget to do their homework (cause), what happens at school (effect)?

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 understand the relationship between cause and effect?
Week 11 • Activity 53

Materials
Student page 53
Paper and pencil for each student

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

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

- **syllable**: an uninterrupted unit of speech; *cat* has one syllable, but *cattle* has two
- **noun**: names a person, place, or thing (*cousin, school, airplane*)
- **verb**: tells an action (*jump, sit, think*)
- **adjective**: describes a noun (*intelligent, squishy, noisy*)
- **adverb**: describes a verb, an adjective, or another adverb (*very, early, quickly*)
- **word parts**: prefix (added to the beginning of a word, such as *re-*), suffix (added to the end of a word, such as *-ist*), base word (carries the main meaning, such as *familiar* in *unfamiliar*)

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 word correctly in a sentence. Here are the questions to ask:

1. Is your word a noun and/or a verb? If yes, score 10 points.
2. Can you add a suffix to your word? If yes, score 10 points.
3. Can you add a prefix to your word? If yes, score 10 points.
4. Is your word a compound word? If yes, score 5 points
5. Does your word have more than one meaning? If yes, score 15 points.

Have students find their total scores. (Maximum score is 60 if they use the word in a sentence.) Determine which student has the highest score. Have that student write the word on the board and explain how he or she scored the points.

Today’s Challenge
Student page 53 Have students write the answers to the set of questions for each word.

Answers for student page 53: 1.a. yes  
   b. reptile c. yes d. adjective 2.a. yes b. simple  
   c. yes d. Possible answers include *complicate, complicated, and uncomplicate*.

Go Further
Student page 53 Have students use the clues to think of a word that will earn the most points.

Answers for student page 53: Students’ words will vary.

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

Assessment tip  Do students know parts of speech and word parts?
Building Words

Week 11 • Activity 54

Materials
Student page 54
A set of Letter Cards (a, 2c, 2e, l, p, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in spectacle to build words that have the vowel combinations ea and ee, the plural ending -s, s as /z/, c as /sl/.

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, l, e, a, and s together to make pleas. You might need to explain that the word plea means “an extremely emotional request, as in a plea for mercy.” Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

- Add an e to the end of pleas to make a word that you might use along with the words thank you. (please)
- Replace the p and l in please with a letter to make a word that means “to say unkind and hurtful things to a person.” (tease)
- Replace the s in tease with another letter that sometimes can sound like /z/. Now swap the t and e with two letters to make a word that means “a particular spot or location.” (place)
- Remove the l in place. Now move the p forward and add a letter to the front of the word to make a word that names what an astronaut travels through. (space)
- Take away the c in space. Add two letters to make a word that can complete this sentence: “Please put your papers together, not with a paper clip but with a ______.” (staple)

- Remove the l and e in staple. Then swap the a for two of the same vowel that together make long e sound. The word is an antonym of flat. (steep)
- Replace the p in steep for another letter to make a word that names a kind of metal. (steel)
- Replace the second e in steel with a vowel to make a word that is a homophone of steel. (steal)
- Rearrange the letters in steal to make a word that is an antonym of most. (least)
- Use all of the letters you have to make a long word that means “a remarkable and dramatic sight” and can complete this sentence: “If you have a tantrum in this store, you will make a ______ of yourself.” (spectacle)

Explain that the spec is a word root, a word part that carries meaning but is not a word by itself. However, it can be combined with other word parts to make words. Spec means “to see.” Talk about how it relates to the meaning of spectacles and inspect.

Today’s Challenge
Student page 54 Have students complete the activities on page 54 to apply what they have learned about words in this lesson to other words.

Answers for student page 54: Students’ words will vary, but they should be real words that match each category.

Go Further
Student page 54 Have students think of one word that fits several of the categories.

Answers for student page 54: Students’ words will vary.

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 to read and spell words?
Materials
Student page 55

Concept
Understand cause and effect on multiple-choice tests.

Get Started
Remind students that to identify cause and effect while they read, they should ask themselves about an event “Why did it happen?” (cause) and “What happened?” (effect). Prompt students to remember that cause-effect relationships are sometimes signaled by words such as because, so, since, and as a result.

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.

An unexpected wave hit the sailboat broadside, and as a result, we tipped over. It is a good thing we had our life preservers on, because the water was choppy and we would have had a hard time swimming. Because my father always taught us to stay with the boat—no matter what—help arrived in a matter of minutes. Since our experience was scary, we will pay more attention to the waves next time.

Which of the following is NOT an effect?
A The boat tipped over.
B It is a good thing we had our life preservers on.
C Help arrived in a matter of minutes.
D Our experience was scary.

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 the boat tipping over is a direct effect of the wave hitting the boat. Discuss the choice and reasoning. Ask for a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (D). Be sure students understand why D is correct. (“Our experience was scary” is the cause; the effect of the scary experience is that the sailors will be more careful next time.)

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) 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 think of floods they may have experienced or have read or heard about. Ask them to list on a sheet of paper three additional effects of floods.

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 identify cause-effect relationships in a passage?
Week 12 • Activity 56

Materials
Student page 56

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

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

"Joe, was today report card day?" asked Dad.
"Yes, Dad. My report card is somewhere in my backpack," replied Joe.
"Sounds like you are a little worried. How do you think you did?" asked Dad.
"I think I did well in science and math, but I don't think I did too well in language arts," said Joe glumly.
"Let's take a look and find out. Hey, you did great!" exclaimed Dad.

Then tell students that today they are going to work in groups to read aloud a passage. They will read the passage silently a couple of times so that they are familiar with it. Then, the group members will decide who will read which lines and what kind of expression will be used.

Today's Challenge
Student page 56 Allow time for each group to present the passage for the remainder of the students. Remind listeners to demonstrate good listening skills, such as sitting still with the body (eyes, especially) facing the speaker and keeping one's hands to oneself.

Go Further
Student page 56 Ask each student to write three sentences that tell how they feel about the beach. Then have them read their sentences aloud, with expression, to a partner.

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 expression and fluency appropriate for the piece?
**Week 12 • Activity 57**

**Materials**
Student pages 56, 57

**Concept**
Enhance comprehension by distinguishing between reality and make-believe.

**Get Started**
Remind students that sometimes they will read text that is realistic, such as nonfiction or historical fiction. Other times they will read text that is completely unrealistic, such as fantasy and make-believe. Still other times they will read text that is a combination of reality and fantasy.

Tell students that asking themselves questions can help them distinguish between reality and make-believe:

- Could this really happen? (If yes, then it is realistic; if no, then it is fantasy.)
- Why is knowing the difference between reality and fantasy important to your understanding what you read? (It helps you know what to expect when you read.)

Read the following passage aloud. Help students identify the realistic parts and the fantastic parts. If there is disagreement, encourage discussion where students justify their opinions with evidence from the text or prior or background knowledge.

My mother always complains about the amount of housework she has to do every day—without help from my father and me. She says that if only we would pick up after ourselves, the house wouldn’t look so messy. So my father got an idea. He went down to the local department store and picked up a couple of leprechauns. He explained to them that they should always do whatever my mother asked them to do. My mother was thrilled when we gave the leprechauns to her! Now the house looks much neater, she is a lot less grumpy, and the leprechauns have become like members of our family.

**Today’s Challenge**

**Student page 57** Students will use the graphic organizer on student page 57 to help them distinguish between reality and make-believe. Explain how to fill in the graphic organizer, perhaps completing one of the bubbles as a group.

**Answers for student page 57:**
- Realistic: sunset at the beach is beautiful. Why? I’ve been to the beach at sunset and know that it is beautiful: the colors of the water, the sun, the sand, etc. Realistic: children’s footprints in the sand. Why? If you’ve been to the beach after everyone else has left, you can see all sorts of footprints. It is realistic to imagine the children that had been there playing in the sand. Realistic: sandcastles. Why? I have built sandcastles on the beach myself many times. Fantasy: ballerina fish. Why? There is no such thing as ballerina fish.
- Fantasy: lights on in sandcastles. Why? sandcastles are made of sand; there is no electricity. Fantasy: music coming out of the waves. Why? Music cannot come out of waves. The waves may sound musical, but there is no true music coming out of water.

**Go Further**

**Student page 57** On a separate sheet of paper, have students draw a picture of a scene from the passage “Sunset at the Beach.” Make sure they include realistic as well as fantastic elements in their pictures.

**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 distinguish between reality and make-believe?
Materials
Student page 58
One word card for each student plus one
Tape

Concept
Build vocabulary by using meaning and word structure.

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

Instructions for Playing What's My Word?  To
demonstrate the game, keep one card for yourself.
Tell students that you have a secret word and they are
to ask yes-no questions in order to guess the word.
Sample questions include the following:
• Does the word name a person, place, or thing?
  (Is it a noun?)
• Does it have more than 5 letters?
• Does it begin with a letter between M and Z?
• Does it have any word parts?
• Does it have more than one syllable?
• Does it have to do with music?
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 an allotted amount of time to ask each other
questions about the word. If after five or seven
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 can see it but the student, and ask
the remaining students to offer clues.

Today's Challenge
*Student page 58*  Have students work together in
pairs to solve the Magic Square.

Answers for Student page 58:  A. 10  B. 7
C. 6  D. 2  E. 12  F. 9  G. 11  H. 4  I. 8

The magic number is 23.

Go Further
Ask students to work in pairs to make their own
Magic Square. Each pair should select words and
come up with definitions. The number does not
have to be 23, but the columns and rows should all
add up to the same number. Students can trade
games with another pair of students. Each pair solves
the other pair's game. Or, save the word games for
when you need something to fill some extra time.

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 use meaning and
structure clues to figure out a word?
Building Words

Week 12 • Activity 59

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

Concept
Build words that require a spelling change when adding word parts (drop e before adding -ed, -ing); plural -s.

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 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. If a spelling change is involved, make sure students hold the cards to show the correct spelling, blocking out any letters that should be dropped. For example, shape plus -ing involves dropping the final e (shaping). 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 in an envelope or bag labeled “Week 12 Activity 59.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following: cradled, cradling, leading, leads, leaping, leaps, leaped, pleased, pleasing, pleases, referees, refereeing, refereed, stapling, stapled, staples, shaded, shading, shades, shaping, shaped, shapes, sleeps, sleeping, teased, teasing, teases, weaseled, weasel.
Week 12 • Activity 60

Materials
Student page 60

Concept
Distinguish between reality and fantasy on multiple-choice tests.

Get Started
Remind students that sometimes they will read text that is realistic, fantastic, or a combination of the two. Being able to distinguish between reality and fantasy, or make-believe, is important in knowing what to expect from a text and, therefore, understand the text better.

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.

Have you ever heard of the monster Abiyoyo? My great-grandfather lived in a little village where Abiyoyo lived. He told me that Abiyoyo would terrorize the villagers by eating their cattle when he was hungry, stomp on their houses to have some fun, and generally scare them with his huge size and violent temper. But there was a man among the villagers who played the banjo. When the man played the banjo, Abiyoyo would lie down and fall asleep, allowing the man to use his magic wand to make Abiyoyo disappear.

Which of the following is probably realistic?

A. The narrator had a great-grandfather who lived in a little village.
B. Abiyoyo was a monster.
C. The man used a magic wand to make Abiyoyo disappear.
D. Abiyoyo was huge and had a terrible temper.

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 there is no such thing as monsters or a monster called Abiyoyo. Discuss the choice and reasoning. Ask for a second volunteer to rule out another 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 it is correct. (It is quite possible that the narrator of the passage had a great-grandfather who lived in a little village.)

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) 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. D 2. A

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 distinguish between reality and make-believe in a passage?
Week 13 • Activity 61

Materials
Student page 61

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

Get Started
Read Harriet's dialogue aloud in two different ways. First read it as if she was angry. Then read it again, this time as if she was worried. Ask students to listen closely and tell what they think about your different readings.

“Oh, no,” said Harriet. “I'll never get to my art class if this snow keeps up. I missed it last week when Mom's car had a flat tire. I don't want to miss it again. I really love the painting that I'm working on.”

“Don’t worry, Harriet,” said Maria in a soothing tone. “If you can’t get to your art class, you can come to my house, and we’ll go sledding and make hot chocolate. If you feel like painting, we could do that, too. My mom always lets me use her paint supplies. Since she’s an art teacher, she always has great ideas.”

Explain to students that reading aloud with expression can convey what a character is like. Ask what clues help the reader know how to read aloud. (Sometimes the reader will have had a similar experience and will know how a character might sound in that situation. Punctuation and words like soothing help, too.)

Then tell students that they are going to work in pairs to read aloud a dialogue. They will read the dialogue silently a couple of times to become familiar with it. Then each pair will decide who will read which part and what kind of expression to use to help the listeners understand what the characters are like.

Today’s Challenge

Student page 61 Students should practice reading aloud to their partner first. This allows them to receive and accommodate feedback before reading to the remainder of the students. Remind listeners to pay close attention to the expression that is used.

Go Further

Student page 61 Students are asked to write Anna’s next line. What might she say and how might she say it? Have volunteers read the line as Anna would say it.

Assessment

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

Assessment tip Do students read with expression appropriate for the piece?
Week 13 • Activity 62

Materials
Student pages 61, 62

Concept
Enhance comprehension by identifying main idea and details.

Get Started
Tell students that when they read nonfiction, it is important to distinguish the main idea from the details. Understanding the difference between the main idea and the details helps to organize the information in the reader’s mind so that it can be remembered better. The main idea tells what the paragraph is about. Sometimes the main idea can be found in the first sentence of a paragraph. Sometimes the main idea is in the concluding sentence, and sometimes it is not clearly stated. The main idea is supported by details, information that tells more about the main idea. Remind students that the main idea is like the palm of the hand that holds together the details, or the fingers.

Ask students to listen carefully for the main idea and details while you read aloud the passage below.

Dogs have long been called “man’s best friend.” That doesn’t mean that dog owners consider their dogs to be their best friend. It means that dogs are loyal companions. A dog will sit by its owner while he or she reads the newspaper. Then when the owner gets up to answer the telephone, the dog will cheerfully follow along. Dogs like to be close to their owners and will do what they can to protect them and show their affection.

Go through the passage one sentence at a time. Discuss the main idea of the paragraph (dogs are man’s best friend) and the supporting details (they are loyal companions, they sit nearby while the owners read the newspaper, they follow the owners around, they protect their owners). Check the details by asking whether they are all connected to the main idea.

Today’s Challenge
Student page 62 Have students look at student page 62. Explain how you would fill in the graphic organizer for the “man’s best friend” paragraph. Then direct students to fill in the graphic organizer with the main idea and at least two details from the dialogue on student page 61.

Answers for student page 62: Possible answers: Main idea: The Greeks made important contributions to the arts. Detail: They made beautiful sculptures of human forms. Detail: They designed three kinds of columns still in use today. Detail: They painted.

Go Further
Student page 62 Students are asked to recall something they have read or watched (television show, movie, video) and name the main idea and two supporting details. This activity will work best with nonfiction, but it could also work with fiction. For example, the main idea of “The Three Little Pigs” might be that a house of bricks is the strongest kind of house. One supporting detail would be that a house of sticks can be blown down by a wolf.

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

Assessment tip Can students identify main idea and details?
Word Games

Week 13 • Activity 63

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

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

Get Started
Review with students the meaning of these words:

**synonym**—a word that has the same or similar meaning as another word *(moist, damp)*

**antonym**—a word that has the opposite meaning as another word *(near, far)*

**homophone**—one of two or more words that are pronounced the same but have different meanings *(grate, great)*

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.


Go Further
Student page 63 Have students complete this section of the page.

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 the definitions above. When you finish the game, put the cards in an envelope or bag labeled “Week 13 Activity 63.”

Assessment

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

Assessment tip Do students understand what synonyms, antonyms, and homophones are?
Week 13 • Activity 64

Materials
Student page 64
A set of Letter Cards (a, e, d, i, l, m, s) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in mislead to build the homograph lead, the homophones lead/led, and words that have long e (ea) and long a (ai), the -ed ending, and the prefix mis-.

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 m, a, i, and l together to make mail. Then give the following clues. Keep the pace brisk. After students make a word, write the word on the board, so students can check the spelling and you have a list of the words on display for sorting.

- Replace the m in mail with a letter to make a word that tells about a way to move a boat. (sail)
- Remove the i in sail and insert an e after the s to make a word that describes a mammal that lives in water. (seal)
- Replace the s in seal with a letter to make a word that describes breakfast, lunch, or dinner. (meal)
- Replace the m in meal with a letter to make a word that means “to distribute cards.” (deal)
- Swap the d and the l in deal to make a word that can be pronounced two ways, or a homograph. (lead)
- Make a homophone for lead. (led)
- Add a prefix to led to make a word that means “took in the wrong direction.” (misled)
- Drop two letters from misled to form a word that describes equipment used to get down a snowy hill. (sled)
- Drop the d from sled and insert mi after s to make a word that tells about a facial expression. (smile)
- Use all the letters to make a word that means “to lead in the wrong direction.” (mislead)

Tell students that when they see an unfamiliar word, they should look for smaller parts of the word to figure out the meaning of the word (mis/lead). Explain that mis- is a prefix that means “wrong.” Have students look at the words on display. Ask them to tell how words could be grouped. Here are some suggestions:

Words with Long e: deal, meal, seal
Words with Long a: mail, sail
Words with -ed: led, sled, misled

Today’s Challenge
Student page 64 Have students complete the activities on page 64 to apply what they have learned about words in this lesson to other words.

Answers for student page 64: 1. hail 2. while 3. meal 4. bait 5. sailed 6. seat 7. real 8. led

Go Further
Student page 64 Have students write one sentence using three of the words they filled in.

Answers for student page 64: Student's sentences will vary, but the words should be used and 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 use the phonic and structural elements practiced in this lesson to read and spell words?
Rule Out 2

Week 13 • Activity 65

Materials
Student page 65

Concept
Identify main idea and details on multiple-choice tests.

Get Started
Tell students that when they read, they will find it helpful to identify the main idea of a paragraph and the details that support the main idea. Elicit from students that the main idea tells what the paragraph is about. Sometimes the main idea is clearly stated, and sometimes it is implied. The details explain the main idea by giving more information. Ask students why it is important to be able to find the main idea and details in a passage. (It helps you organize the information and make sense of it.)

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 to students.

In the first half of the 1800s, many people joined utopian (you TOPE ee un) communities. These were experimental groups that tried to live a perfect life. The people in the utopian groups got the idea from books. In the books, a utopia was a place where there was no greed or other bad feelings. Everyone was equal. Everyone had everything they needed for a comfortable life. Although more than 100 utopian communities sprang up in the 1800s, most died out within a few years.

Which of the following statements contains the main idea of the passage?

A) Utopian communities got the idea from books.
B) People living in a utopian community tried not to be greedy.
C) In the early 1800s, many utopian communities were formed.
D) Utopian communities were unsuccessful.

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. Discuss the choice and reasoning. Ask for a second volunteer to rule out another answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining choices. Be sure students understand why C is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right 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. A 2. A

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 distinguish the main idea from details?
Week 14 • Activity 66

Materials
Student page 66

Concept
Read aloud with meaningful phrasing.

Get Started
Read the following passage aloud in two different ways. First, read it in a monotone. Then read it with expression. Ask students to listen closely and respond to your different readings.

Clara awoke in the middle of the night. CRASH! Oh, no, she thought to herself, Dixie must have gotten into the trash again. Dixie was a new puppy, and she was always getting into trouble. Yesterday she knocked over Clara’s glass case with all of her antique dolls. Clara turned toward her clock radio and saw that it was three o’clock. I’m much too tired to get out of bed now, she thought. I’ll wait until the morning to see what happened. Just then she heard Dixie howl as if she were hurt.

Demonstrate how grouping words together in meaningful phrases helps the listener (and the reader) make sense of a passage. Explain that punctuation, such as commas, can help with meaningful phrasing. Read the two sentences below, following the suggested phrasing. Ask students which version makes sense. (the second version)

I’m much too tired to get out of bed [PAUSE] now she thought.
I’m much too tired to get out of bed now [PAUSE] she thought.

Tell students that they will work in small groups to read a passage. They will read the passage silently a couple of times to become familiar with it. Then members of the group will take turns reading it.

Today’s Challenge
Student page 66 In their groups, students should decide who will read which lines. Encourage students to underline or highlight their lines. Have students read aloud to their group members to receive and accommodate some feedback before reading aloud to the rest of the students. Remind listeners to pay close attention to the phrasing that is used.

Go Further
Student page 66 Have students write a passage about what they might do on the first day of school vacation. Tell them to use sequence words, such as before, after, while, during, and finally.

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

Assessment tip Do students read with meaningful phrasing?
Materials
Student pages 66, 67

Concept
Enhance comprehension by understanding sequence.

Get Started
Tell students that when they read, it is important to keep track of the sequence of events. Certain words, such as first, next, then, last, and finally, provide clear clues to sequence. Good readers are aware of these word clues and use them as a guide in their reading because they help us to better remember the information.

Tell students to listen carefully for the sequence words as you read aloud the passage below.

Here's my mom's no-fail, always fantastic, super-fudgy brownie recipe. First you melt a stick of butter with four squares of baking chocolate. Next you sift a cup of flour with a teaspoon of salt and two teaspoons of baking powder. In a separate bowl, mix two eggs. Then add a cup of sugar to the eggs. Next, add the melted butter and chocolate to the egg mixture. Finally, add the flour mixture to the wet mixture and blend. Last, but not least, pour the batter into a 9-inch square pan. Bake for 20-25 minutes at 350 degrees Fahrenheit.

Go through the passage one sentence at a time. Discuss the sequence words that help clarify the order of the steps involved in making the brownies.

Today's Challenge
Student page 67 Have students look at student page 67. Tell them to fill in the graphic organizer with examples of sequence words from the passage on student page 66.


Go Further
Student page 67 Have students write about a typical Wednesday at their school. Tell them to describe events in sequential order.

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

Assessment tip Can students identify sequence words and follow the order of events?
Week 14 • Activity 68

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

Concept
Build vocabulary by using meaning clues.

Get Started
Before the session, prepare two word cards (index-card size) of the same word for every four students. (Two pairs of students get the same word card.)

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, both teams give clues.

Instructions for Playing Guess the Word
Divide students into pairs by counting off in twos. Two teams of 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 first give clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his/her partner guess the word. If the student doesn’t 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 write the answers to the questions for each word.

Answers for student page 68: 1.a. three  
b. uselessly  c. adverb  d. useful  2.a. three  
b. advance  c. noun  d. improve

Go Further
Student page 68 Have students share their words with each other.

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

Assessment tip Do students use words correctly in their writing?


Materials
Student page 69
A set of Letter Cards (a, e, c, i, l, m, p, s) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in misplace to build words that have the CVCe pattern and c with /s/ sound.

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, i, l, and e together to make pile. Then give the following clues. Keep the pace brisk. After students make a word, write the word on the board, so that students can check the spelling and you have a list of the words on display.

- Replace the p in pile with a letter to make a word that describes a unit of length that is sometimes used in running races. (mile)
- Insert a letter in front of mile. You should now have a word that describes a facial expression that conveys happiness. (smile)
- Replace the m and i in smile with letters that form a word that describes ingredients, such as cinnamon and nutmeg, that flavor foods. (spice)
- Replace the i in spice with a letter to form another word for the universe. (space)
- Drop the s in space and insert a letter after the p to form a word that means “location.” (place)
- Drop the p in place to create a word that describes a kind of fabric that is filled with holes. (lace)
- Put the letters back at the top of your desk. Now spell a two-syllable word that describes a tree that produces a sweet syrup that makes waffles and pancakes taste yummy. (maple)
- Switch the m and a in maple. Then add a letter to the beginning to form a word that rhymes with example. (sample)
- Replace the a in sample with a letter to form a word that means “not complicated.” (simple)
- Use all the letters to make a word that means “to put in the wrong place.” (misplace)

Tell students that if the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable, as in maple. Test this with some other words: staple, tattle, table.

Have students look at the words on the board. Ask them to tell how words could be grouped. Here are some suggestions:

Words with the Long i Sound: pile, mile, smile

Words with the Long a Sound: lace, place, space, maple, misplace

Two-Syllable Words: maple, sample, simple, misplace

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

Answers for student page 69: Check to see that students are able to find the words in the word search.

Go Further
Student page 69 Have students list the words in the word search puzzle according to their vowel sounds. They should have four lists: words with the long i sound, long a sound, short a sound, and two-syllable words.

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 phonics and structural elements practiced in this lesson?
Week 14 • Activity 70

Materials
Student page 70

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

Get Started
Tell students that when they read, they will come across passages that require that they keep track of the sequence of events. Remind students that certain words are clues to the order of events. Words such as first, next, then, last, and finally all provide clues to sequence. Using sequence words will help the reader better remember the information in a passage.

Explain that Rule Out Two is a technique that helps 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 to students.

Making a piece of pottery is a process of many steps. You start by taking a piece of moist clay. Next you knead it. That means you squeeze, press, and stretch the clay in order to remove air bubbles and make a smooth piece of clay. After kneading the clay, you form it into a shape. You can create a piece of pottery with a slab of clay. Or you can use coils of clay that you attach with slip, a gooey substance made of clay and water. Once you finish shaping the piece, you must let it dry out completely. Then you glaze your piece by brushing on a special kind of paint. At the end of the process, you fire your pottery in the kiln, a special oven that hardens clay.

What do you do after you finish kneading the clay?
A You fire it in the kiln.
B You glaze it.
C You get the air bubbles out.
D You make it into a shape.

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 that is the final step in the process. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer, and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining choices. Be sure students understand why D is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. So, the maximum number of points for each question is 30.

Student page 70 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 70: 1. C 2. D

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 identify and follow the sequence of events?
Week 15 • Activity 71

Materials
Student page 71

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

Get Started
Read the following dialogue aloud two different ways. First read it with appropriate expression and fluency. Then read it in a monotone. Ask students to listen for and comment on the difference.

"Has anyone seen my report on Alaska?" Anya called from the kitchen. "I need it now."

"I think I saw it yesterday under the newspapers in the living room," Mom answered.

"But I already searched the living room," Anya replied in a frustrated tone. "It's not there, and I've got to find it now. I'm supposed to give my presentation in school tomorrow."

"Maybe if you kept all your work in one place," Mom said calmly, "you'd never misplace anything."

Have students practice reading in pairs. First, students should read through the text silently. Then, one person reads aloud, while the other person listens. The silent reading will familiarize them with the text. Reading aloud to a partner will provide an opportunity for listener feedback prior to reading before other students.

Today's Challenge
Student page 71 Allow time for each pair to read the passage aloud. Remind listeners to demonstrate good listening behavior, such as focusing attention on the readers.

Go Further
Student page 71 Ask each student to write one thing that they did especially well when they read aloud.

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 with expression appropriate for the passage?
Week 15 • Activity 72

Materials
Student pages 71, 72

Concept
Enhance comprehension by making predictions.

Get Started
Tell students that when they read, they will find it helpful to predict outcomes. Making predictions while you read is a way to become more involved with the literature. It’s also a way to test how well you’re getting to know the characters and comprehending the plot.

Tell students to listen carefully to the following passage. Then read the choice of predictions. Ask students to choose the prediction that makes sense. Have them explain their choice, using support from the passage and their own experiences.

Jimmy was walking to school with his little brother. It was a bright, sunny morning. Jimmy led the way down the narrow path that passed through the woods between the top of the hill and the school at the bottom. Jimmy was a responsible, thoughtful fourth grader. He always thought about other people’s feelings. As Jimmy approached the end of the path, he noticed a dark green wallet on the ground.

A) Jimmy will keep the wallet.
B) Jimmy will take the wallet to the school office.
C) Jimmy will give the wallet to his friend.
D) Jimmy will throw the wallet deeper into the woods.

Identify B as the correct prediction because the passage states that Jimmy is responsible and thoughtful. Therefore, he wouldn’t keep the wallet or give it to a friend or throw it into the woods. Those actions would not be responsible or thoughtful. The logical prediction is that Jimmy would bring the wallet to the school office.

Today’s Challenge
Student page 72 Have students look at student page 71. Tell them to write an ending for the story. If students need support to do this page, make it a group activity.

Answers for student page 72: Students’ story endings will vary, but should contain a reasonable prediction that reflects their understanding of the passage.

Go Further
Have students read their story endings aloud, using appropriate expression.

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 think of a reasonable prediction?
Week 15 • Activity 73

Materials
Student page 73
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.

- **syllable**—an uninterrupted unit of speech; *bee* has one syllable, but *become* has two
- **noun**—names a person, place, or thing (mother, forest, hat)
- **verb**—tells an action (walk, think)
- **adjective**—describes a noun (smart, silly, annoying)
- **adverb**—describes a verb, adjective, or another adverb (very, early, quickly)
- **word parts**—prefix (added to the beginning of a word, such as *pre*), suffix (added to the end of a word, such as *ment*), base word (the part of a word that carries meaning, such as *usual* in the word *unusual*)

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 questions. 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 word correctly in a sentence. Here are the questions to ask:

1. Does your word have two or more syllables? If yes, score 10 points.
2. Is your word a noun and/or verb? If yes, score 10 points.
3. Is your word an adjective or an adverb? If yes, score 10 points.
4. Does your word have a suffix or prefix? If yes, score 10 points.
5. Can you add a suffix to your word? If yes, score 10 points.

Have students find their total scores. (Maximum score is 60 if students use their word in a sentence.) Determine which student has the highest score. Have that student write his or her word on the board, and explain how he or she scored the points.

Today’s Challenge

**Student page 73** Students will fill in the chart with words that begin with the letter at the top and fall into the categories provided on the left.

**Answers for student page 73:** Answers will vary, but should begin with the correct letter and fit the category.

Go Further

**Student page 73** Students should fill in the last row with an original category and at least three words that fit the category and begin with the correct letters.

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 identify characteristics of words?
**Week 15 • Activity 74**

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

**Concept**
Build words from word parts—prefixes (*mis*), verb endings (*-ed, -ing, -s*), base words.

**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.

**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. If a spelling change is involved, make sure students hold the cards to show the correct spelling, blocking out any letters that should be dropped. For example, *behave* plus *-ing* requires dropping the final vowel (*behaving*). 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 in an envelope or bag labeled “Week 15 Activity 74.”

Word combinations will vary according to how many cards were used in the game. Possible word combinations are many but include the following: *misbehave, miscount, mislead, misplace, misspell, behaved, counted, mailed, placed, printed, sailed, sampled, smiled, spelled, behaving, counting, leading, mailing, placing, printing, sailing, sampling, smiling, spelling, behaves, counts, leads, mails, places, prints, sails, samples, smiles, and spells.*

**Today's Challenge**
Student page 74 Students will fill in the chart with words that contain the given prefix or word ending.

**Answers for student page 74:** Answers will vary, but the words should be real. Possible answers include: *misstate, mislead, misfortune, predict, precaution, preschool, preheat, skating, answered, and writes.*

**Go Further**
Student page 74 Have students write a sentence using two of the words that they included in the chart. Have them read their sentences aloud.

**Answers for student page 74:** Students’ sentences will vary but should show proper use of the words.

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

**Assessment tip** Do students understand how to combine words and word endings to make new words?
Rule Out 2

Week 15 • Activity 75

Materials
Student page 75

Concept
Identify word parts on a multiple-choice test.

Get Started
If necessary, review these terms with students.

prefix—a word part added to the beginning of a word to change the meaning of a word (re- means “to do again” as in remake, pre- means “to do before” as in preview)

suffix—a word part added to the end of a word to make the word a different part of speech (-ment turns a word into a noun as in amazement, -ful turns a word into an adjective as in beautiful)

base word—the part of a word that carries meaning and to which prefixes and suffixes can be added (make, view, amaze, beauty)

Explain that Rule Out Two is a technique that helps 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. Do the following example with students. Write the example on the board.

Look at the words. Find the word that has the prefix underlined.

A ready
B reason
C refill
D rest

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 you can’t separate re from the rest of the word. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer, and proceed in the same way. Then ask students to choose the correct answer from the remaining choices, and fill in the circle that shows the letter of the correct answer (C). Be sure students understand why C is correct. Remind students that knowing how to break a word apart into meaningful chunks, like prefixes and base words, will help them read unfamiliar words.

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 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) that was ruled out for a good reason (a maximum of 20 points per item) and 10 points for choosing the right answer. The maximum number of points for each question is 30.

Student page 75 Have students 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
Students are asked to write a test item similar to one on the page for a partner to solve.

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 word parts?
Read Out Loud

Week 16 • Activity 76

Materials
Student page 76
Drawing paper

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

Get Started
Read the following passage with appropriate expression and fluency so that students can visualize what the author is saying. Visualizing the text means to make a “movie in your mind.” Explain to students that visualizing the text can help the reader understand the author’s meaning.

The warm breeze ruffled my hair, reminding me of a perfect day last summer. I thought of that sunny Sunday when we had a picnic on Pleasant Hill, overlooking the city. My mom, dad, and grandma had packed a delicious feast. By the time we reached the top of the hill, we were starving. The cheese sandwiches, crunchy pickles, and sweet watermelon tasted wonderful. After lunch, I lay on my back on the picnic blanket. I gazed up at the sky and watched puffy white clouds slide across the bright blue sky.

Ask students to describe what they pictured in their minds while they listened. Discuss how the words of the author plus the expression and fluency of the reader affect the listener.

Challenge students to visualize the text they will prepare with their group and then read aloud to the whole group. Students should work in groups of four so that each student has a part in the skit. First, students should read through the text silently. Then, one person reads aloud, while the other students listen. The silent reading will familiarize them with the text. Reading aloud in the small group will provide an opportunity for listener feedback prior to reading to the other students.

Today’s Challenge
Student page 76 Allow time for each group to present the skit. Remind listeners to listen to each group’s interpretation and think about why interpretations might be different.

Go Further
Student page 76 Students were to have visualized the text. Have them draw a scene they pictured in their mind.

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 convey the meaning of the author with their reading expression?
**Week 16 • Activity 77**

**Materials**
Student pages 76, 77

**Concept**
Enhance comprehension by comparing and contrasting information.

**Get Started**
Tell students that sometimes they will read material that compares and contrasts information. When two things or ideas are compared, the author tells how they are alike or similar. When two things or ideas are contrasted, the author explains how they differ. Knowing how to compare and contrast ideas helps the reader understand the author's concepts more thoroughly.

Tell students to listen carefully for the similarities and differences while you read aloud the following passage.

Portland, Maine, and Portland, Oregon, are two American cities that share more than their name. Look at a map of the United States, and you’ll see that these cities are located at similar lines of latitude on opposite coasts. The annual average rainfall in Portland, Maine, is 42 inches. Similarly, the annual average rainfall in Portland, Oregon, is 38 inches. However, the snow conditions in these two cities are quite different. The average snowfall in Portland, Maine, is 74 inches, while the annual snowfall in Portland, Oregon, is just 7.5 inches. The average first freeze takes place in Portland, Maine, on September 27th, while the average first freeze in Portland, Oregon, doesn’t occur until December 1st.

Go through the passage one sentence at a time. Discuss with students the sentences that compare facts and the sentences that contrast information. Be sure students understand the difference between a comparison and a contrast.

**Today’s Challenge**

**Student page 77** Have students fill in the chart on student page 77.

**Answers for student page 77:** Chin does not believe in luck; Ramon believes in luck; Nikki does not believe in luck; T.J. believes in luck.

**Go Further**

**Student page 77** Students are asked to write about who believes in luck. They should use the chart to help them write.

**Assessment**

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

**Assessment tip** Can students analyze a passage that compares and contrasts information?
Week 16 • Activity 78

Materials
Student page 78
One word card for each student plus one
Tape

Concept
Build vocabulary by using meaning and structural clues.

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

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

• Does the word name a person, place, or thing? (Is it a noun?)
• Does the word have more than 5 letters?
• Does it begin with a letter between A and G?
• Does it have any word parts, such as a root or prefix?
• Does it have more than one syllable?
• Does it have to do with people?
If students have difficulty guessing the word, offer a hint as to the meaning.

Then tape a word on the back of each student. Give students an allotted amount of time to ask each other questions about the word. If after five or seven minutes, students haven’t guessed their words, try another approach. Tell students to sit down. Take one word card at a time, hold it over the student's head so that everyone but that student can see it. Then ask the other students to offer clues.

Today’s Challenge
Student page 78 Students will use at least six of the ten words to write an original story. Encourage them to use their imagination to write a story that they will enjoy sharing with others.

Answers for student page 78: Students’ stories will vary. Check to make sure they have used the words correctly.

Go Further
Student page 78 Have students read their stories to a partner. Remind them to use appropriate expression in order to convey the meaning.

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 structure clues to figure out a word?
Week 16 • Activity 79

Materials
Student page 79
A set of Letter Cards (a, e, c, d, l, m, n, o) for each student (9 or fewer) or pairs of students (up to 18 students)

Concept
Use the letters in lemonade to build words that have long vowels —long a (CVCe), long e (ea), long o (oa)—and two-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 m, a, d, and e together to make made. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

• Replace the d in model with another consonant, then rearrange the letters to make a word that describes a tart, yellow fruit. (lemon)
• Use all the letters to make a word to make a cool, summer drink. (lemonade)

Have students suggest ways to group words. Here are some suggestions:

Words with Long a: made, male
Words with Long e: meal, deal, mean
Words with Long o: moan, loan, load

Two-Syllable Words: model, lemon

Today's Challenge
Student page 79 Have students complete the activities on page 79 to apply what they have learned about words in this lesson to other words. Students need to know the word anagram. Explain that an anagram is a word that uses all the letters of another word, but in a different order. For example, an anagram for quiet is quite.

Answers for student page 79: 1. lame 2. name 3. groan 4. shade 5. grade 6. heal 7. waddle 8. toaster

Go Further
Student page 79 Have students write two sentences using two of the words that they filled in.

Answers for student page 79: Students’ sentences will vary. The words from the lesson should be used and spelled correctly.

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 practiced in this lesson to read and spell words?
Week 16 • Activity 80

Materials
Student page 80

Concept
Compare and contrast information on a multiple-choice test.

Get Started
Tell students that when they read, they will sometimes encounter passages that compare and contrast information. Remind students that a comparison tells how two things or ideas are similar, while contrast points out how those things are different.

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.

Pens and pencils are both useful writing tools. Although many people do most of their writing on computers, a lot of people still need pens and pencils. Grown-ups use pens and pencils for making lists, taking notes at a meeting, and writing down important telephone messages. While pens are permanent and can't be erased easily, pencil marks can be erased. Many teachers prefer that their students use pencil so they can easily correct their mistakes.

Which of the following statements is a comparison?

A. Pens leave permanent marks, while pencils can be erased.
B. Teachers prefer pencils to pens.
C. Pens and pencils are both useful writing tools.
D. Grown-ups use computers for a lot of their writing.

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 explains a difference between pens and pencils. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure that students understand why C is correct. (The statement tells how pens and pencils are alike.)

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) 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 right 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.


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 analyze a passage that compares and contrasts two things or ideas?
Materials

Student page 81

Concept

Read aloud with appropriate phrasing.

Get Started

Read the following dialogue aloud. Ask students to listen for how you phrase the words and how you divide the text into meaningful phrases.

"Dad, when are you going to take me to buy new hockey skates?" asked Andrew. "I can't wear last year's skates. My feet have grown two whole sizes since last winter."

"Hold on, Andrew," Dad said as he finished writing an e-mail to his business partner. "Let me send this e-mail and make a phone call, and then I'll take you."

Andrew sighed. "I can't decide whether I like having you work at home, Dad. Having you here makes me think you'll be able to help me whenever I need you. Most of the time, though, you're too busy working to do what I want."

Explain that in this passage, the punctuation gives the reader many clues as to how to phrase the words. The speaker tags (e.g., asked Andrew) should be phrased apart from the dialogue. Tell students to watch for punctuation in the passage they will read aloud.

Tell students that today they are going to work with a partner to read aloud a dialogue. They will read the dialogue silently to become familiar with it. Then the partners will choose roles and read the dialogue aloud.

Today's Challenge

Student page 81 Give students time to present the dialogue for the rest of the group. Tell listeners to pay close attention to the expression and phrasing that readers use.

Go Further

Student page 81 Tell students to write a short dialogue about an after-school activity that they especially enjoy. Have students choose a partner, and then read their dialogues together.

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 use punctuation to help them read with appropriate expression, fluency, and phrasing?
Week 17 • Activity 82

Materials
Student pages 81, 82

Concept
Enhance comprehension by identifying author’s purpose.

Get Started
Tell students that authors usually write for a particular reason. Sometimes they write to inform readers about a topic that they feel strongly about. Sometimes they write in order to persuade readers to do or believe something, and sometimes they write in order to entertain readers. Occasionally, an author may write with more than one purpose, such as to inform the reader in an entertaining way. It is important for the reader to understand the author’s purpose in order to interpret the meaning.

Tell students to listen closely for the author’s purpose as you read aloud the following passage.

Everyone should learn to play a musical instrument. There are many benefits to making music. People who play an instrument can provide many hours of pleasure to themselves, their families, and friends. Studies show that children who read music and play an instrument have an advantage when it comes to learning mathematical concepts. There is a connection in the brain between playing music and understanding math.

Go through the passage one sentence at a time. Discuss the author’s purpose in writing this passage. Elicit from students what the author’s purpose is (to inform) and how they figured it out.

Today’s Challenge

Student page 82 Have students look at student page 82. Tell them to write an explanation of the author’s purpose in writing the dialogue on student page 81. Help students get ready to write by giving an example from the dialogue to support a writing purpose.

Answers for student page 82: Accept answers that students can support with evidence from the passage. Some students will say that the author’s purpose was to entertain readers. Others might suggest that the author wanted to inform readers that there are different kinds of soccer coaches. Finally, some students might say that the author wanted to persuade readers that Mariah’s coach is the best kind of coach.

Go Further

Student page 82 Students are asked to think of the purpose behind a TV show. They should give two or three reasons to support their thinking. Might there be more than one purpose for a TV show?

Assessment

Student self-assessment page 82 Have students check one of three choices to describe how they feel about this activity.

Assessment tip Can students identify author’s purpose?
Word Games

Week 17 • Activity 83

Materials
Student page 83
Word Maze Cards (Week 17 Activity 83)

Concept
Build vocabulary by understanding parts of speech—adjective, noun, verb, adverb, pronoun.

Get Started
Review with students the meaning of these words.

| adjective—a word that describes a noun or pronoun (enormous) |
| noun—a word that names a person, place, or thing (house); a proper noun names a specific person, place, or thing (Eleanor Roosevelt, Canada) |
| verb—a word that expresses an action (leap, hear, have) |
| adverb—a word that describes a verb or adjective (quickly, early) |
| pronoun—a word that is used in place of a noun (I, you, be, she, we, they) |

Instructions for Playing Word Maze Ask students to look at their cards. Have one student read the question on his or her card. Then ask, “Who has the card with the answer to the question that was just read?” Ask that student to read the answer and then read the question on his or her card. Play continues until all the 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 When the group has finished playing the game, have students complete Today’s Challenge on student page 83.

Answers for student page 83: Answers will vary but should fit the categories.

Go Further
Student page 83 Tell students to circle the letter of the correct choice.


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 parts of speech, including adjectives, nouns, verbs, adverbs, and pronouns?

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. When you finish the game, put the cards in an envelope or bag labeled “Week 17 Activity 83.”
Building Words

Week 17 • Activity 84

Materials
Student page 84
A set of Letter Cards (d, e, e, g, k, l, n, o, w)

Concept
Use the letters in knowledge to build words that have
the vowel combinations ow, ew, ee, the consonant
digraph kn, and the past tense of the irregular verb
know. (knew)

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 l, o, and w together to make low.
Then give the following clues. Keep the pace brisk.
After each word is made, write it on the board so
students can check the spelling and you have a list
of the words on display.

• Put all the letters back, except for the g. Now add
three letters to make a word that describes the
blade of a cutting instrument. (edge)
• Add a letter to the beginning of edge to form a
word that describes a shelf on a cliff or rock wall.
(ledge)
• Use all the letters to make a word that describes
everything you know. (knowledge)
Have students look at the words on the board, and
suggest ways that the words could be grouped
together. Here are some ideas:

Words with ow /ou/: now, down, gown

Words with ow /oʊ/: glow, know

Words with ew: new, knew

Words with Consonant Digraph kn: knew, knee,
knowledge

Today’s Challenge
Student page 84 Have students complete the
activities on page 84 to apply what they have learned
about words in this lesson to other words.

Answers for student page 84: 1. grow 2. growl
3. stew 4. knight 5. town 6. free 7. towel 8. jewel

Go Further
Student page 84 Have students write a sentence
using three of the words that they filled in above.

Answers for student page 84: Sentences will
vary but should show that students use correct
spelling and usage.

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 use the phonic
elements practiced in this lesson to read and spell
words?
Week 17 • Activity 85

Materials
Student page 85

Concept
To identify author’s purpose on a multiple-choice test.

Get Started
Tell students that when they read, they will come across material that was written for a specific purpose. Authors may write to inform their readers about a topic that they feel strongly about. Authors may write to persuade readers to do something, or they may write in order to entertain readers. It is important to be aware of an author’s purpose in order to better understand the meaning.

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 “rule out” some of the answers. Read the following passage and question to students.

Everyone should eat plenty of fruits and vegetables every day. Even though I am not a doctor, I know that people need the vitamins from fresh fruits and vegetables. It’s not good enough to eat bread, meat, and pasta and take vitamins. Although some people say they don’t like the taste and texture of certain fruits and vegetables, they should eat at least several of each kind every day.

What is the author’s purpose in writing this passage?

A The author wants to inform readers that she is not a doctor.
B The author wants to tell readers to keep their weight down.
C The author wants to persuade readers to eat plenty of fruits and vegetables.
D The author wants to persuade readers to eat enough bread and pasta.

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 that is not the author’s main point. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure that students understand why C is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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. D 2. C

Go Further
On a separate piece of paper, have students write several sentences to inform, persuade, or entertain. Have students exchange their papers with a partner. Then tell partners to read each other’s writing and identify the author’s purpose.

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 identify author’s purpose?
Week 18 • Activity 86

Materials
Student page 86

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

Get Started
Read the following passage aloud. First read it very quickly. Then read it (or part of it) very slowly, as if you are completely bored with what you’re reading.

I am a big fan of variety. I try to vary my routine so that I never get bored. For example, I never eat the same thing for breakfast every morning. Some mornings I eat a bowl of cereal with fresh fruit, and some mornings I have toast with jam and a yogurt. Every night I read a book or magazine before I go to bed. I subscribe to three or four different magazines. By reading a variety of magazines, I feel that I am well informed and have something to say about many different topics.

Tell students that reading at the right pace, one that is comfortable for both the reader and the listener, helps the listener hear and understand the text. Reading at a reasonable pace will also help the reader speak in a way that sounds natural—with pauses for commas and periods, appropriate expression for questions marks and exclamation points, and meaningful phrasing of words.

Finally, 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. This 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 86 Tell students to write a four-line dialogue that they might have with someone when you get home from school. Then have them practice reading the lines aloud to a partner. The partner should comment on the speed of reading and whether the lines sound natural.

Assessment
Student self-assessment page 86 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read with appropriate pacing and phrasing?

Today’s Challenge
Student page 86 Tell students that they are going to read a passage with a small group. First, group members should decide how to read aloud the passage: they can read it together (choral reading) or assign specific lines to individuals. Everyone in the group will read the passage 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 adjust the speed of their reading so that they sound as if they are speaking in a natural way.

86
Materials
Student pages 86, 87

Concept
Enhance comprehension by drawing conclusions.

Get Started
Tell students that sometimes when they read, they will need to draw conclusions about the characters or the plot. The author will not always tell exactly what the characters are thinking or why something is happening. It will then be up to the reader to draw information out of the words that the author does use and put it together. Tell students that they should use story clues and their own experience to draw conclusions.

Tell students to listen closely as you read the following passage.

Marta stood outside her house, waiting for Josie to arrive with her in-line skates. Marta and Josie had talked at school yesterday. They had agreed to get together after school today to test out Marta’s new skates at the playground. Josie had said that she would meet Marta outside her house at 3 o’clock. It was 3:20, and there was no sign of Josie. Where could she be?

Go through the passage one sentence at a time. Ask students to draw a conclusion about the situation described above. Direct students to draw the conclusion that Josie either forgot about their date or got delayed.

Today’s Challenge
Student page 87  Have students look at student page 87. Tell them to combine clues from the passage on student page 86 with their own knowledge and experience to draw a conclusion about life for kids in the mid-1800s.

Answers for student page 87:  Answers will vary, but students should be able to draw the conclusion that although life was much harder for kids than it is now, kids still managed to have fun and enjoy their lives.

Go Further
Student page 87  Students will write a passage similar to the one on page 86 about life as a child now. Check to make sure that their stories include details about everyday life.

Assessment
Student self-assessment page 87  Have students check one of the three choices to describe how they feel about this activity.

Assessment tip  Can students draw reasonable conclusions about their reading?
Materials
Student page 88
One pair of word cards for every four students

Concept
Build vocabulary by using meaning clues.

Get Started
Before the session, prepare two word cards (index-card size) of the same word for every four students. (Two pairs for students get the same word card.) See Student Book page 88 for some ideas or use words that students are using in their classes.

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, both teams give clues.

Instructions for Playing Guess the Word
Divide students into pairs by counting off in twos. Two teams of 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 first give clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his/her partner guess the word. If the student doesn’t 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 before the word is revealed. At the end of this turn, two new teams play.

Today’s Challenge
Student page 88 Students will tell what each group of words has in common. Give them a hint: look at the word structures, such as syllables and word parts.

Answers for student page 88: Accept answers that students can justify. 1. Each two-syllable word has a suffix. 2. Each two-syllable word has a prefix and can be a verb. 3. The three one-syllable words rhyme. 4. Each word is a compound, has two syllables, and can be a noun. 5. Each two-syllable word has a double-consonant in the middle and a long e sound (spelled y) at the end. 6. Each three-syllable word has the stress on the first syllable, ends with the long e sound (spelled y), and can be a noun.

Go Further
Student page 88 Have students write a paragraph using one set of words. Make sure that students use correct spelling and usage.

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 use words correctly in their writing?
Building Words

Week 18 • Activity 89

Materials
Student page 89
Sum of the Parts Cards (Week 18 Activity 89)

Concept
Build words from word parts (-s, -ed, -er, -ing, re-, un-).

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.

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 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 18 Activity 89.”

Word combinations will vary depending on how many of the cards are used. Possible word combinations include the following: flowed, flower, flowing, flows, glowed, glowing, glows, kneaded, kneeling, kneels, loaded, loader, reload, unload, loads, lower, remade, means, meaning, unmade, modeled, modeling, remodel, models, newer, renew, reader, reading, reread, reads, snowed, snowing, snow.

Today’s Challenge
Student page 89 Students will create as many words as they can using the words and word parts in the box. Remind students that some words will require a spelling change before -ed, -er, or -ing is added.

Answers for student page 89: Answers may include: views, viewed, viewer, viewing, review; places, placed, placing, replace; starts, started, starter, starting, restart; settles, settled, settler, settling, resettle, unsettle; packs, packed, packer, packing, repack, unpack; writer, writing, rewrite.

Go Further
Student page 89 Students are challenged to choose three words that they wrote in the chart and add another word part.

Answers for student page 89: The words will vary, but should show that students understand how to combine word parts. Most of the words in the chart can take two word parts; for example, reviews, reviewed, reviewer, unsettled, unpacking, etc.

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 combine words and word parts to make new words?
Then ask students to choose the correct answer (B) from the remaining choices. Be sure students understand why B is correct.

**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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. So, the maximum number of points for each question is 30.

**Student page 90** 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 90:** 1. A 2. D

**Go Further** On a separate piece of paper, have students write three details about a place. Then have them exchange papers with a partner so that the partner can guess the place.

**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 draw reasonable conclusions?
Week 19 • Activity 91

Materials
Student page 91

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

Get Started
Read the following passage aloud. Explain that this passage has dialogue, which, when read aloud, should sound natural. Ask students how a reader might know how to read the dialogue. Students should suggest that the reader look for clues in the text (punctuation, words that tell how the character is feeling) and think about how a person would react in that particular situation.

“Get out of my room!” Allyson shouted at her younger brother, Adam.

“You’re the one who threw my hat in here. I’m just getting it back,” Adam answered in a loud voice.

“Well, hurry up and get your hat and then get out!”

Tell students that reading with expression is important because it can help the listeners better understand what the author has written. It can also help the reader to convey what characters are like. This helps the listener to better understand the story.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will take turns reading the parts of the narrator, Lizzie, and Tim Johnson.

Today’s Challenge
Student page 91 Divide the students into triads. Each person will take on a given role. Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script.

Go Further
Student page 91 Pairs of students are asked to read a sentence three different ways. They might emphasize different words (But, I really want to go to the mall. But, I really want to go to the mall.) Or, they might try different tones of voice, such as a pleading voice or an angry voice. Each pair should how the meaning varies, depending on how the sentence is read aloud.

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 respond to the situation and punctuation to read with appropriate expression?
**Week 19 • Activity 92**

**Materials**
Student pages 91, 92

**Concept**
Enhance comprehension by making inferences.

**Get Started**
Tell students that sometimes when they read, they will make inferences about what they are reading. They will remember an event or situation that they experienced that is similar to what they are reading about. They will use their personal experience and combine it with story clues to make inferences (i.e., educated guesses) about what they are reading. Ask students why they think making inferences is important. If no one volunteers an answer, explain that making inferences is one way to better understand a story. Inferences can also help a reader remember what has been read because the reader is making connections with what he/she has experienced with what the text says indirectly.

Tell students to listen closely as you read the following passage.

As Matthew waved good-bye from the bus window, he stared at his parents and little brother. He thought about what they would do after they got home. They would pack the bright green beach bag and head to the neighborhood pool. Keith, his little brother, would be thrilled. He loved to swim and always found at least a few friends at the pool. Matthew had thought he wanted to go to sleep-away camp.

Go through the passage one sentence at a time. Ask students to make an inference about Matthew’s situation. Have they ever gone somewhere on their own? How did they feel? If students have never gone away without their families, ask them how they would feel about an adventure on their own. What clues help them make an inference?

**Today’s Challenge**

**Student page 92** Have students look at student page 92. Tell them to write a paragraph describing what they can infer about Lizzie’s situation. Make sure that students understand that they will need to combine their own experiences with the story clues to make an inference.

**Answers for student page 92:** Answers will vary, but should show that students understand that Lizzie’s thoughts are focused on her afternoon doctor’s appointment.

**Go Further**

**Student page 92** Have small groups of students read from a chapter book. Then tell them to discuss some of the inferences they made while reading.

**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 make inferences while reading?
Week 19 • Activity 93

Materials
Student page 93
Paper and pencil for each student

Concept
Understand how words work by identifying characteristics of words—part of speech, syllables, and structure.

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

**syllable**—an uninterrupted unit of speech; *be* has one syllable, but *begin* has two

**noun**—names a person, place, or thing (*street, desert, feeling*)

**verb**—tells an action (*run, believe, trust*)

**adjective**—describes a noun (*sharp, quick, colorful*)

**adverb**—describes a verb, adjective, or another adverb (*slowly, late, very*)

**word parts**—prefix (added to the beginning of a word, such as *re*), suffix (added to the end of a word, such as *-ness*), base word (contains the main meaning, such as *hazard* in *hazardous*)

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 tell 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 questions. 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 two or more syllables? If yes, score 10 points.
2. Is your word a noun and/or verb? If yes, score 10 points.
3. Is your word an adjective or an adverb? If yes, score 10 points.
4. Does your word have a suffix or prefix? If yes, score 10 points.
5. Can you add a suffix to your word? If yes, score 10 points.

Have students find their total scores. (Maximum score is 60 if students use their word correctly in a sentence.) Determine which student has the highest score. Have that student write his or her word on the board, and tell how he or she scored the points.

Today’s Challenge
**Student page 93** Tell students to answer the questions about the given words. Then have them use each word in a sentence. Check to make sure students have used the words correctly.

**Answers for student page 93:** 1. a. yes  b. early  c. adjective  d. mature
2. a. yes  b. enemy  c. noun  d. oppose

Go Further
**Student page 93** Students will think of their own words. Check to see that students have correctly added up their points.

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 identify characteristics of words?
Week 19 • Activity 94

Materials
Student page 94
A set of Letter Cards (d, e, f, l, n, o, r, u, w)

Concept
Use the letters in wonderful to build words that have
the vowel combinations ew, ou, ow, the verb ending
-ed, the suffix -ful, and homophones foul/fowl,
own/tone.

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, l, e, and w together to make flew. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

- Replace the fl in flew with another consonant blend to form a word that is the past tense of a verb that means “to make a design on paper.” (drew)
- Replace the dr in drew with one letter to form a word that is the opposite of old. (new)
- Replace the e in new with another vowel to form a word that means “in the present.” (now)
- Replace the n in now with a consonant blend to form a word that describes the movement of water. (flow)
- Replace the fl in flow with a consonant to make a word that tells one way to move a boat. (row)
- Make the past tense of row. (rowed)
- Drop the r in rowed and insert an n after the w to form a word that tells about having had possession of something. (owned)
- Add a consonant blend to the beginning of owned to make a word that describes a facial movement that showed unhappiness. (frowned)
- Keep f, o, w. Add a letter to make a word for chicken, duck, goose, and turkey. (fowl)
- Now drop the w from foul and add a vowel to make a homophone of foul. (foul)
- Drop the f in foul, move the l to the beginning of the word, and add a d to the end to create a word that is the opposite of quiet. (loud)
- Add the -er ending to make the comparative form of loud. (louder)
- Use all the letters to make a word that is a synonym for terrific. (wonderful)

Point out the suffix -ful in wonderful, which adds the meaning “full of.” List other words that have this suffix: flavorful, careful, beautiful. Mention that one way to decode an unfamiliar word is to break it into familiar word parts. For example: wonderful. Then have students suggest ways that the words could be grouped together. Here are some ideas:

- Words with ew: drew, flew
- Words with ow /əʊ/: owned, rowed
- Words with /oul/: foul, loud, louder, frowned

Today’s Challenge
Student page 94 Have students complete the activity on page 94 to apply what they have learned.

Answers for student page 94: 1. knew
2. howl 3. ton 4. crowd 5. towed 6. brown
7. grew 8. beautiful

Go Further
Student page 94 Have students write a rhyming poem using word pairs from Today’s Challenge.

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 use the phonic and structural elements practiced in this lesson?
Materials
Student page 95

Concept
Make inferences on multiple-choice tests.

Get Started
Tell students that sometimes they will have to make inferences while reading. They will relate an experience or event in their own lives to what they are reading. By reflecting on their own experiences as well as using story clues, students will be able to make inferences about a character’s actions, thoughts, and feelings. As a result, students will better understand the story and will find reading more enjoyable.

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 “rule out” some of the answers. Read the following passage and question to students.

This birthday is really big. It seems like everyone I know is in the double digits. At last, I, too, am finished with single-digit birthdays. Now that I’m growing older, there are a lot of things that I can do. I can ride my bike to a friend’s house by myself. I can go into town with a friend, and I can stay at home alone for an hour in the afternoon.

How does the author feel about turning ten?
- **A** The author is sad about growing older.
- **B** The author wants to stay a kid forever.
- **C** The author doesn’t care about birthdays.
- **D** The author is happy because he or she will have more independence.

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 author says, “At last, I, too, am finished with single-digit birthdays.” Discuss the choice and reasoning. Ask a second volunteer to rule out another 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.

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 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) that is ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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. A

Assessment
Student self-assessment page 95 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students make inferences as they read?
Materials
Student page 96

Concept
Read aloud with appropriate expression and pacing to convey the author’s intended meaning.

Get Started
Read the following passage aloud. First read it with appropriate expression and at a reasonable pace. Then read it with little expression and much too slowly.

Harry raced down the hill to the playground. Just one more day, he thought, and then I’m done being playground guard. It wasn’t difficult being a playground guard, but it took time away from Harry’s favorite activity—playing basketball. Harry dreamed about being a professional basketball player. He had a hoop outside his house, and he practiced as often as he could. Just as he was daydreaming about becoming a star, Harry heard his friend Paul call out, “Harry, come play basketball with us before school starts.”

Tell students that reading with expression is important because it can help the listeners better understand what the author has written. Reading at an appropriate pace is important, too, because it helps the listener hear the author’s words as they were intended to sound.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will prepare to read aloud to the remaining students.

Today’s Challenge
Student page 96 Divide the students into triads. Each person will read part of the passage. Give students time to read the passage silently. Then have them decide who will read which sentences. Students should underline or highlight the sentences that they will read. Then have them read the passage aloud.

Go Further
Student page 96 Students are asked to read the first line of the passage aloud three different ways. They should experiment with word emphasis, tone, pacing, and phrasing. Ask students to share their results.

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 with appropriate expression and pacing?
Week 20 • Activity 97

Materials
Student pages 96, 97

Concept
Enhance comprehension by following a sequence of events.

Get Started
Tell students that sometimes when they read, they will have to follow a sequence of events. Tell them that certain words, such as first, next, before, during, and finally, serve as guides to sequence. When students see these words, they should pay close attention and follow the order of events. These words can be very helpful to readers as they try to recall the events in a story.

Tell students to listen carefully for the sequence of events as you read aloud the following passage.

The first time we walked past the pond, we noticed two small boys fishing for crayfish. We hiked into the woods for about half an hour. When we came out, we were at the opposite end of the pond from where we had started. This time there were four boys fishing. They were all laughing because one of them had actually caught a fish. They were staring at the fish squirming in a bucket. About half an hour later, we noticed that one of the boy’s fathers had joined them.

Review the passage with students. Ask them to restate the order of events.

Today’s Challenge
Student page 97 Have students look at student page 97. They will fill in the sequence chart with details from the passage on student page 96.

Answers for student page 97: First: do homework Next: wash up and brush teeth Then: choose clothes for next day. Then: Mom helps me out of wheelchair and into pajamas and into bed. Then: read Finally: call for Dad

Go Further
Student page 97 Have students list at least three things that have a sequence, for example, days of the week and months of the year. Some cities even have a sequence for streets—numbers or letters.

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 the correct sequence of events in their reading?
Materials
Student page 98
One word card for each student, plus one
Tape

Concept
Build vocabulary by using word meaning and
structure.

Get Started
Before the session, prepare a word card (index-card
size) for each student. Use any words that are familiar
to students. As a suggestion, use words that you have
heard in students’ conversations about school or their
after-school activities. If you are in contact with
students’ teachers, find out what they are studying
and use related vocabulary. Another approach is to
relate all the words to a theme.

Instructions for Playing What’s My Word? To
demonstrate the game, keep one card for yourself.
Tell students that you have a secret word and they
must ask you yes-no questions in order to guess the
word. Sample questions include the following:
• Does the word name a person, place, or thing?
  (Is it a noun?)
• Does it have to do with an action? (Is it a verb?)
• Does the word have more than 4 letters?
• Does it begin with a letter between A and G? H
  and L? M and R? S and Z?
• Does it have more than one syllable?
If students have difficulty guessing the word, offer a
hint as to its meaning.

Then tape a word on the back of each student. Give
students an allotted amount of time to ask each other
questions about the word. If after five or six minutes,
students have not guessed their words, try another
approach. Tell students to sit down. Take one word
card at a time, and hold it over the student’s head so
that everyone but the student can see it. Then ask the
other students to offer clues.

Today’s Challenge
Student page 98: Tell students to read the
questions carefully.


Go Further
After students write the three word pairs, check their
work to see that they understand homophones,
synonyms, and antonyms.

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
structure clues to figure out a word?
Week 20 • Activity 99

Materials

Student page 99
A set of Letter Cards (a, 3 e’s, b, c, d, l, r, t) for each student (9 or fewer) or pairs of students (up to 18 students)

Concept

Use the letters in celebrated to build words that have the vowel combinations ee and ea; homophones beet/beat, read/read, lead/lead; homographs lead and read; and words ending in -er.

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 l, e, and d together to form the word led. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

• Add a vowel to led to form a verb that means “to guide or direct.” (lead)
• Replace the l in lead with a consonant to form a word that tells what you do to understand books and magazines. (read)
• Add a consonant to the beginning of read to make a word that describes a food that you use to make toast and sandwiches. (broad)
• Remove the r in bread and replace the d with a consonant to make a word that describes a regular, rhythmical unit of time. (beat)
• Replace the a in beat with a vowel to make a word that describes a red vegetable. (beet)
• Insert a consonant after the b in beet and replace the e with a consonant to form a word that describes what happens when you cut yourself. (bleed)
• Now take away one e from bleed to form the word’s past tense. (bled)

• Take away the b from bleed. Add a vowel after the e. Add the -er ending to form a word that describes someone whom others follow. (leader)
• Use all the words to make a word that means about the same as parried. (celebrated)

Point out that when the last syllable in a word has the sound /t/, that syllable is unaccented, as in the word later and leader.

Tell students to look at the board and suggest ways that some of the words could be grouped. Below are some ideas. Note that the homographs fall into both categories. You can further divide the categories into spelling categories (ee, ea).

Words with long e: beet, bleed, beat, read, lead, leader

Words with short e: read, lead, bread, bled

Today’s Challenge

Student page 99 Have students complete the activities on page 99 to apply what they have learned in this lesson to other words.

Answers for student page 99: 1. dare 2. deer 3. team 4. rage 5. east 6. race 7. beak 8. rated

Go Further

Student page 99 Have students make up two of their own anagrams. Tell them to share them with a partner.

Assessment

Student self-assessment page 99 Have students check one of the three choices to describe how they feel about his activity.

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words?
Week 20 • Activity 100

Materials
Student page 100

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

Get Started
Tell students that when they read, they will often have to keep track of the order of events. Remind students that certain words, such as before, after, when, and last, are clues to sequence. If students are alert to these words, they will more easily follow the sequence and better remember the story.

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 “rule out” some of the answers. Read the following passage and question to students.

Before going to the beach, the first thing you must do is pack your bag with plenty of snacks, towels, and toys. A half an hour before you arrive at the beach, you should apply sunscreen. Be sure not to miss any spots. You can be sure that the sun will find them if you don’t. Then, once you get to the beach, you must find the perfect place to spread out your towel. You don’t want to be next to a blaring boom box, but you don’t want to be too far from the parking lot. Finally, you test the ocean and, if it’s warm enough, dive into the surf for some summer fun.

What should you do after you put on sunscreen?
A. Find a perfect spot on the beach to spread out your towel.
B. Head for the ocean.
C. Check to make sure you haven’t missed any spots.
D. Pack my bag.

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 that’s what you do after you get to the beach. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. The maximum number of points for each question is 30.

Student page 100 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, students should bring you their papers for scoring. Discuss errors with individuals or the group, as needed.

Answers for student page 100: 1. C 2. B

Go Further
Have students make up their own fairy tale and include several sequence words. An alternative activity is to have students write or tell about a fairy tale that they know.

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 follow the sequence of events?
Week 21 • Activity 101

Materials
Student page 101

Concept
Read aloud with appropriate expression and pacing to convey the author's intended meaning.

Get Started
Read the following passage aloud. First read it with appropriate expression and at a good pace. Then read it with no expression and much too quickly.

Listening to music can have a soothing effect on listeners. Some teachers play classical music when students are doing quiet work at their desks. The music helps students to focus on their work. Sometimes, if you're having trouble with a new concept, listening to music can calm you down. I think everyone should listen to classical music, especially when they're feeling tense and need to relax.

Explain that reading with expression and at an appropriate pace helps listeners understand the text and become engaged with it. Reading either too fast or too slow can affect how well the listener understands the author's message.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today's Challenge
Student page 101 Divide the students into triads. Each group should decide who will read which lines. Students should highlight or underline their lines. Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script.

Go Further
Student page 101 Tell students to write one thing that another group did especially well when they read aloud. Remind them to consider pacing (the speed of reading), meaningful phrasing, and expression appropriate for the piece.

Assessment
Student self-assessment page 101 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read with expression and at an appropriate pace?
**Materials**
Student pages 101, 102

**Concept**
Enhance comprehension by distinguishing fact from opinion.

**Get Started**
Tell students that it is important to be able to distinguish fact from opinion. Remind students that a fact is information that can be proven to be true. An opinion, on the other hand, is a belief that cannot be proven. Learning to distinguish between fact and opinion can help students as readers. Knowing the difference between the two will help students decide if they want to accept or reject what an author is stating. They will be able to read more critically and make their own decisions about what to think if they can tell opinion apart from fact.

Tell students to listen carefully for facts and opinions as you read aloud the following passage.

Many young Americans participate in volunteer activities. They spend time cleaning up their community, tutoring children who need help in school, and visiting the elderly in nursing homes. I think that all young people should volunteer in their community. It doesn’t take much time, and it means a lot to the people who are helped.

Review the passage one sentence at a time. Guide students as they identify the facts and the opinions. Tell students that a sentence that begins with “I believe” or “I think” is an expression of opinion.

**Today’s Challenge**
**Student page 102** Have students fill in the chart with facts and opinions based on student page 101.

**Answers for student page 102:** Facts include:
1. These days there are many kinds of restaurants.
2. Years ago there weren’t many choices. 3. Now you can eat many kinds of foods. 4. Fast-food restaurants are popular. 5. Many Americans are aware of the connection between what they eat and how they feel.

Opinions include:
1. Many Americans believe that eating light is eating right. 2. I agree with that line of thinking. 3. Everyone should get on board with healthy eating.

**Go Further**
**Student page 102** Students are asked to write a short dialogue about food. The dialogue should express at least one opinion and offer one fact. Have students work in pairs to read aloud their dialogues and identify the facts and opinions.

**Assessment**
**Student self-assessment page 102** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students distinguish facts from opinions?
**Week 21 • Activity 103**

**Materials**
Student page 103  
Word Maze Cards (Week 21 Activity 103)

**Concept**
Build vocabulary by understanding word meanings and relationships—prefixes, suffixes, and compound words.

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

- **prefix**—a word part, such as *pre-, re-, un-,* added to the beginning of a word to form a new word
- **suffix**—a word part, such as *-ment, -ness, -able,* added to the end of a word to form a new word
- **compound word**—a word made up of two independent words

**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 the Word Maze game. During the game, you may need to support or guide students by reminding them of the definitions above. When you finish 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. Have one student read the question on his or her card. Then ask, “Who has the card with the answer to the question that was just read?” Ask that student to read the answer, and then read the question on his or her card. Play continues until all the 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**
When the group has finished playing the game, have students complete Today’s Challenge on student page 103, where they will write a story using at least six of the ten words.

**Go Further**

**Student page 103**
Have students read their stories aloud to a partner. Emphasize the importance of praising each other’s work.

**Answers for student page 103**
Students’ stories will vary but should show an understanding of the words from the list.

**Assessment**

**Student self-assessment page 103**
Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip**
Can students identify compound words and words with a prefix or suffix?
Week 21 • Activity 104

Materials
Student page 104
Sum of the Parts Cards (Week 21 Activity 104)

Concept
Build words from word parts (\textit{-ed, -er, -ful, -ing, mis-}) and base words.

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.

\textbf{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 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 in an envelope or a bag labeled “Week 21 Activity 104.”

Word combinations will vary depending on how many of the cards are used. Possible word combinations include the following: feared, fearful, delighted, delightful, smoothed, smoothing, smoother, louder, frowned, frowning, owned, owner, owning, printed, printer, printing, misprint, reader, reading, misread, rowed, rower, rowing. teacher, teaching, trusted, trusting, trustful, mistrust.

Today’s Challenge
\textbf{Student page 104} Offer help to students having difficulty locating any of the words in the word search puzzle.

\textbf{Answers for student page 104:} Students will find the words in the word search puzzle.

\begin{center}
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline
\textbf{B} & \textbf{L} & 
\textbf{C} & \textbf{E} & \textbf{Z} & \textbf{T} & \textbf{S} & \textbf{Q} & \textbf{U} & \textbf{R} \\
\hline
\textbf{M} & \textbf{U} & \textbf{S} & \textbf{T} & \textbf{F} & \textbf{G} & \textbf{E} & \textbf{M} & \textbf{N} & \textbf{C} \\
\hline
\textbf{P} & \textbf{C} & \textbf{E} & \textbf{P} & \textbf{S} & \textbf{R} & \textbf{E} & \textbf{A} & \textbf{C} & \\
\hline
\textbf{T} & \textbf{K} & \textbf{E} & \textbf{A} & \textbf{R} & \textbf{M} & \textbf{T} & \textbf{A} & \textbf{R} & \textbf{O} \\
\hline
\textbf{U} & \textbf{C} & \textbf{D} & \textbf{R} & \textbf{K} & \textbf{I} & \textbf{J} & \textbf{T} & \textbf{O} & \textbf{P} \\
\hline
\textbf{E} & \textbf{L} & \textbf{M} & \textbf{R} & \textbf{O} & \textbf{A} & \textbf{N} & \textbf{S} & \textbf{O} & \textbf{D} \\
\hline
\textbf{M} & \textbf{O} & \textbf{D} & \textbf{L} & \textbf{E} & \textbf{V} & \textbf{W} & \textbf{T} & \textbf{Y} & \textbf{W} \\
\hline
\textbf{C} & \textbf{W} & \textbf{E} & \textbf{B} & \textbf{E} & \textbf{A} & \textbf{C} & \textbf{H} & \textbf{L} & \textbf{R} \\
\hline
\textbf{B} & \textbf{N} & \textbf{C} & \textbf{R} & \textbf{O} & \textbf{W} & \textbf{D} & \textbf{F} & \textbf{E} & \textbf{D} \\
\hline
\end{tabular}
\end{center}

Go Further
\textbf{Student page 104} After students finish writing their poems, encourage them to share their poems with the rest of the group. Remind students that poems do not need to contain end rhymes.

Assessment
\textbf{Student self-assessment page 104} Have students check one of the three choices to describe how they feel about this activity.

\textbf{Assessment tip} Do students understand how to combine words with word endings and prefixes to make new words?
Rule Out 2

Week 21 • Activity 105

Materials
Student page 105

Concept
Distinguish fact from opinion on multiple-choice tests.

Get Started
Tell students that when they read, they need to be able to distinguish facts from opinions. It is important for readers to know which information can be proven and which is the author’s personal belief so that they can read critically.

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

I think that summer is the best season of all. There is more sunlight during a summer day than during any other time of year. Because of the increased sunlight, fresh fruits and vegetables are abundant. People are happier, too, because they can spend more time outdoors doing recreational activities. Hiking, swimming, biking, and tennis are just some of the activities people enjoy during the summer months.

Which statement expresses an opinion?

A. I think that summer is the best season of all.
B. There is more sunlight during a summer day than during any other time of year.
C. Because of the increased sunlight, fresh fruits and vegetables are abundant.
D. Hiking, swimming, biking, and tennis are just some of the activities that people enjoy during the summer months.

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 true that there is more sunlight during the summer; it can be proved. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer (A) from the remaining two choices.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right 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 group, as needed.


Go Further
On a separate sheet of paper, have students write an opinion about TV watching. How much TV should kids watch? Are there shows they shouldn’t be allowed to watch? They should explain their opinion.

Assessment
Student self-assessment page 105 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students distinguish between fact and opinion?


Week 22 • Activity 106

Materials
Student page 106

Concept
Read aloud with appropriate emphasis to convey the author's intended meaning.

Get Started
Read the following passage aloud. Have students listen for words that you emphasize.

How often do you go to the library? It’s important to know how to use your public library. Although you can get a lot of information over the Internet, you still need library skills. You should be able to use the library computer system to locate books and magazines that contain information you need for a research project. Books are still important resources. They offer valuable information that you cannot find anywhere else. Please, learn how to use your library. You’ll be glad you did!

Remind students that placing emphasis on different words in a sentence can change the meaning slightly. Read the first sentence of the passage several different ways and discuss how the meaning is affected. For example, by emphasizing the word you, the meaning focuses on how often one person goes to the library versus how often another person goes. By emphasizing the word library, the meaning focuses on how often a person goes to the library as opposed to the store or someplace else.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge
Student page 106 Divide the students into pairs or triads. Give students time to read the passage silently and decide who will read which lines. Tell students to underline or highlight their parts. Then have them read the passage aloud for the rest of the group.

Go Further
Student page 106 Students are asked how many ways they can read the last line. They can emphasize different words or use different tones of voice. Working with a partner will benefit students in this activity. Have students share their interpretations.

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 emphasize appropriate words, according to the author’s meaning?
Week 22 • Activity 107

Materials
Student pages 106, 107

Concept
Enhance comprehension by understanding author's purpose.

Get Started
Tell students that authors have a purpose for writing. Sometimes an author writes simply to entertain his or her readers. Sometimes an author writes to persuade readers, and sometimes an author writes to inform readers of a topic about which he or she feels strongly. If students see facts in a piece of writing, most likely the author wants to inform the reader. If students see opinions in a piece of writing, most likely the author wants to persuade the reader to think or believe a certain way. Tell students to listen closely for the author's purpose as you read aloud the following passage.

Manatees are gentle, seal-shaped mammals that live in shallow, slow-moving rivers, bays, canals, and coastal areas. Over the years, manatees have been hunted for their meat, oil, and hides. Manatees in the U.S. are now protected by the Endangered Species Act. That law makes it illegal to hunt, capture, or kill any marine mammal. Although manatees can live for up to 60 years, many manatees die from collisions with boats.

Review the passage one sentence at a time. Guide students as they consider the author's purpose in writing this passage. Ask students how they figured out the author's purpose (to inform; they should notice a lot of facts).

Today's Challenge
Student page 107 Tell students to look at student page 107. Have them write a paragraph explaining the author's purpose.

Answers for student page 107: Students' explanations may vary, but they should show an understanding that the author's purpose is to persuade readers.

Go Further
Student page 107 Provide students with a selection of short magazine articles. Tell students to read an article and think about the author's purpose. Suggest that students write down the clues that led them to decide on the author's purpose. Point out that if the author offers many opinions, he or she may be trying to persuade the reader.

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 identify author's purpose?
**Word Games**

**Week 22 • Activity 108**

**Materials**
Student page 108
One pair of word cards for every four students

**Concept**
Build vocabulary by using word meaning.

**Get Started**
Before the session, prepare two word cards (index-card size) of the same word for every four students. (Two pairs of students get the same word card.) See Student Book page 108 for some ideas.

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, both teams give clues.

**Instructions for Playing Guess the Word**
Divide students into 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 first give clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his/her partner guess the word. If the student doesn't 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 108** Have students circle the letter of each correct answer to complete the exercise on homophones, synonyms, and antonyms.


**Go Further**

**Student page 108** Ask students to share some of their own questions about synonyms, antonyms, and homophones.

**Assessment**

**Student self-assessment page 108** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students understand homophones, synonyms, and antonyms?
**Week 22 • Activity 109**

**Materials**
Student page 109
A set of Letter Cards (a, d, c, e, h, n, r, t, u) for each student (9 or fewer) or pair of students (up to 18 students)

**Concept**
Use the letters in _underneath_ to build words that have the combinations _ea_ and _ear_ and the prefixes _un-_ and _under_.

**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, e, a, d_ together to form the word _read_. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

- Add a consonant to the beginning of _read_ to make a word that describes an awful feeling of fear. (dread)
- Remove the _d_ in _dread_ and replace it with another consonant to form a word that describes the part of a tire that touches the road. (tread)
- Insert a consonant between the _t_ and _r_ in _tread_ to make a word that describes a fine cord that is used to sew fabric and buttons. (thread)
- Take away the _t_ in _thread_ and move the _r_ to form the past tense of the verb _hear_. (heard)
- Remove the _h_ in _heard_, and insert an _n_ and an _e_ to form the past tense of a verb that means “to gain money for performing work.” (earned)
- Replace the _med_ in _earned_ with _th_ and then add the prefix _un_- . You should now have a word that means “to bring up out of the earth.” (uneath)
- Drop the _ear_ from _uneath_ and replace it with three letters to make a word that means “in a lower position than.” (under)
- Add two consonants to the beginning of _under_ to form a word that describes a crashing or booming sound. (thunder)
- Use all the letters to make a word that means “the opposite of _above_.” (underneath)

Point out the prefix _under-_ in _underneath_. Remind students that a prefix is a word part added to the beginning of a word to change the meaning. By adding _under-_ to a word, you add the meaning of “under.” This works with the prefix _over-_ as well. Ask students to define these words by using the prefix: _underground, underpass, overseas, underland_.

Tell students to look at the board and suggest ways to group the words. Here are some ideas:

**Words with Short _e_**
- read, dread, tread, thread

**Words with _ear_**
- heard, earned, unearth

**Multiple Syllables**
- unearth, under, thunder, underneath

**Today’s Challenge**

**Student page 109** Have students complete the activity on page 109 to apply what they have learned in this lesson to other words.

**Answers for student page 109:** 1. overpass 2. overhead 3. underline 4. overlap 5. undersea 6. overboard 7. underneath 8. underground

**Go Further** Students should use _underwater_ and _overflow_ correctly in a sentence.

**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 phonic elements practiced in this lesson?
Week 22: Activity 110

Materials
Student page 110

Concept
Identify author’s purpose on multiple-choice tests.

Get Started
Tell students that part of becoming a good reader is developing the ability to identify the author’s purpose. Once they can establish whether an author has written to inform, persuade, or entertain, readers increase their understanding of what they are reading.

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 “rule out” some of the answers. Read the following passage and question to students.

Going to a live play can cause feelings and thoughts that you never knew you had. Seeing a live production of a play or musical may make you feel happy, sad, or scared. There is something wonderful and exciting about a well-done play on the stage. You experience another world and travel to places that you never knew existed.

Why has the author written this passage?

A. The author has written this passage to entertain readers.

B. The author has written this passage to inform readers about the theater.

C. The author has written this passage to persuade readers to buy theater tickets.

D. The author has written this passage to tell readers about his or her new show.

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 author never mentions his or her new show. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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, students should bring you their papers for scoring. Discuss errors with individuals or the group, as needed.


Go Further
On a separate sheet of paper, have students to write a paragraph intended to inform, persuade, or entertain. Have them trade papers with a partner and have the partner identify the author’s purpose.

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 identify author’s purpose?
Read Out Loud

Week 23 • Activity 111

Materials
Student page 111

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 clearly and with appropriate expression. Then read it again, this time stumbling over words and lacking expression.

Jack knew that if he stayed up until midnight, he'd be exhausted in the morning. Tomorrow was a big day. Jack would be starring in the school play, The Music Man. His parents and grandmother would be coming to see him. All his friends would be there. Jack was so nervous and excited that he couldn't get into bed and fall asleep. He decided to clean up his room and listen to the radio. Maybe that would tire him out.

Tell students that reading with accuracy and expression is important. A smooth, fluent reading helps listeners to understand what they're hearing, which is why it is important to practice before reading aloud.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today's Challenge
Student page 111 Divide the students into pairs. Each person will take on a given role. Give students time to read the passage silently. Then have them read the passage aloud, saying their part as indicated on the script. If the boys prefer to read boys' parts, have them pencil in the names Nate and Charlie instead of Natasha and Charlene.

Go Further
Student page 111 Have students write their own dialogues about an important conversation with a parent or grandparent. Collect words that students use in place of said (e.g., whispered, shouted, chuckled, cried) so that students will have them to use in future writing.

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 read with accuracy, fluency, and appropriate expression?
Materials
Student pages 111, 112

Concept
Enhance comprehension by understanding cause-effect relationships.

Get Started
Tell students that sometimes readers benefit from identifying and understanding cause-effect relationships. Once they can spot these relationships, readers gain insight into characters’ motivations and actions. Readers may also understand the plot better if they understand why something happened and the result of that event.

Tell students to listen for a cause-effect relationship as you read aloud the following passage.

Marcella watched eagerly out the window as she awaited her mother’s return. She thought about the skating competition. For the past month, Marcella had practiced nearly every day. She had perfected her double jump and felt confident with her spins. She knew from experience that the more she practiced, the better her chances were of winning a trophy at the competition. Now the trick was to keep her nerves under control.

Review the passage with students. Ask them to identify the cause and the effect described in the passage. (If Marcella practices a lot, she might win a trophy.)

Today’s Challenge
Student page 112 Have students fill in the chart on student page 112 with cause-effect relationships from the passage on student page 111.


Go Further
Student page 112 Have students think of a cause-effect example from their own lives. Tell them to write about the example. Then have them read their writing to another student to see if the listener can identify the cause and the effect.

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 and understand a cause-effect relationship?
Week 23 • Activity 113

Materials
Student page 113
Paper and pencil for each student

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

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

**syllable**—an uninterrupted unit of speech; *know* has one syllable, *knowledge* has two

**noun**—names a person, place, or thing (*limousine, idea, ballpark*)

**verb**—tells an action (*smile, leap, think*)

**adjective**—describes a noun (*funky, shy, quick*)

**adverb**—describes a verb, adjective, or another adverb (*soon, happily, very*)

**word parts**—prefix (added to the beginning of a word, such as *un-,* suffix (added to the end of a word, such as *-ible*), root word (contains the main meaning, such as *danger* in *dangerous*)

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 tell 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 questions. 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 two or more syllables? If yes, score 10 points.
2. Is your word a noun and/or verb? If yes, score 10 points.
3. Is your word an adjective or an adverb? If yes, score 10 points.
4. Does your word have a suffix or prefix? If yes, score 10 points.
5. Can you add a suffix to your word? If yes, score 10 points.

Have students find their total scores. (Maximum score is 60, if students use their word correctly in a sentence.) Determine which student has the highest score. Have that student write the word on the board and tell how he or she scored the points.

Today’s Challenge

**Student page 113** Tell students to read each question carefully before writing the answers.

**Answers for student page 113:**
1.a. five  
2.a. three  
3. a. adjective  
4. *bored*  
5. *enthusiasm*

Go Further

**Student page 113** Have students think of a word that will earn them the most points.

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?
Week 23 • Activity 114

Materials
Student page 114
Letter Cards (e, g, h, i, l, o, s, t)

Concept
Use the letters in lighthouse to build words that contain the phonograms -ight and -ought.

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 s, i, g, and h together to form the word sigh. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

- Replace the s in sigh with another consonant to form a word that is an antonym of low. (high)
- Replace the first h with another consonant and add a t to the end of the word. You should now have a word that is an antonym of heavy. (light)
- Replace the l in light with another consonant to make a word that describes the ability to see. (sight)
- Now replace the s with the second h, then add a vowel to form a word that often goes together with weight. (height)
- Drop the hei from height. Add two vowels to make a synonym for should. (ought)
- Add a consonant to the beginning of ought to form the past tense of the verb “to seek.” (sought)
- Return all the letters, except for the ou vowel combination. Add two letters to make a word that describes a building where many families live. (house)
- Use all the letters to make a compound word that names something that helps ships navigate along rocky shores. (lighthouse)

Tell students that when the letter i is followed by the letters gh, the i usually stands for its long sound and gh is silent, as in light.

Have students look at the words on the board and suggest ways to organize them. Here are some ideas:

Words with Long i: sigh, high, light, sight, height

Words with the -ought Combination: ought, sought

Today’s Challenge
Student page 114 Have students read the clues carefully and write the answers.

Answers for student page 114: 1. fright 2. bought 3. mouse 4. right 5. about 6. brought 7. bright 8. flashlight

Go Further
Student page 114 Students are asked to write words that have the long i sound and sort them according to their spelling. For example, words with the ight pattern would be together as would CVCe words (hive) and words with y (sky).

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?
Rule Out 2

Week 23 • Activity 115

Materials
Student page 115

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

Get Started
Tell students that identifying cause-effect relationships will help them gain a deeper understanding of their reading. By following the effects of a character’s actions, readers comprehend the vital link between what happened and the result of the action, that is, the cause and the effect.

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 “rule out” some of the answers. Read the following passage and question to students.

If you have ever tended a garden, you know how important it is to give your plants constant care. You cannot depend on nature to provide enough water for your plants. Lack of water results in dry, withered plants. Flowers don’t grow and vegetable plants don’t produce without enough water. You also need to know where to place plants so that they get the appropriate amount of sunshine.

What is the effect of lack of water on plants?

A. Plants grow fine without water.
B. Lack of water causes plants to dry out.
C. Lack of water causes plants to grow too fast.
D. Lack of water doesn’t have any effect on plants.

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 states that lack of water makes plants withered and dry. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer, and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (B). Be sure students understand why B is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. The maximum number of points for each question is 30.

Student page 115 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 115: 1. C 2. D

Go Further
On a separate sheet of paper, have students list everyday causes and effects. For example, studying for a test results in getting a good grade. Encourage students to share items from their lists with the rest of the group.

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 and understand cause-effect relationships?
Week 24 • Activity 116

Materials
Student page 116

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 as if you’re disinterested. Then read it with great energy and expression.

Have you ever been so completely swept away by a book that you didn’t hear the telephone ring? Your mother might have called your name, but you didn’t even hear her. If you’ve ever had this experience, then you know how wonderful it feels to get lost in a great book. Sometimes when I finish reading a good book, I feel a little bit sad. For several days afterward, I think about the characters. It’s almost as if I miss having them in my life once I’m done reading the book.

Tell students that reading with energy and expression is fun for the reader as well as for listeners. But beyond being fun, it is very important because it can help the reader convey to the listener what the author is trying to say. Explain that fluent reading—reading smoothly without stumbling over words and grouping words in meaningful phrases—also helps the listener understand the author’s message.

Now tell students that they are going to read a skit together so that they can experience firsthand how reading with energy and expression can help to understand a story. Have groups of four students work together to prepare the skit.

Today’s Challenge
Student page 116 Give each group time to prepare the skit. Then have groups present it to the others, who are expected to listen without following along so that they can concentrate on the presentation of the author’s message.

Go Further
Student page 116 Have students work independently or with a partner to experiment with reading Angelo’s lines in different ways. Students should experiment with how to phrase the words, which words to emphasize (especially in the first line), and what kind of voice to use. Should they speak loudly or softly? In what kind of tone? Ask students to share their interpretations.

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 with fluency, energy, and expression?
Today's Challenge

**Student page 117**  Have students write a paragraph explaining some of the inferences they made while reading "Long Ago" on student page 116. Give students a hint for making some inferences: they should make connections between what they read and their own lives.

**Answers for student page 117:** Students’ answers may vary, but should show that they have made reasonable inferences about the four characters. Inferences might be made about what kind of students the characters are and how and why our lives have changed. Martina’s last line offers a chance for some inferences: what has stayed the same over the years? Students might suggest that the importance of family and friends has remained constant.

**Go Further**

**Student page 117**  Tell students to write about what they would do if they had no electricity for the day. Some students may infer that most of modern American society is very dependent on electricity!

**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 make inferences about their reading?

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**Week 24 • Activity 117**

**Materials**
Student pages 116, 117

**Concept**
Enhance comprehension by making inferences.

**Get Started**
Tell students that good readers make inferences as they read. They use story clues in conjunction with their own life experiences to understand something that the author does not clearly state. If a reader does not make inferences, he or she may not fully understand the author’s message. Making connections to what the reader already knows will help him or her make inferences.

Tell students to listen closely as you read aloud the following passage and relate it to their own lives or what they would do in Rosangela’s situation.

Rosangela studied hard every night. She was determined to fit in with her new friends. Even when her teacher didn’t assign extra reading, Rosangela read on her own. She knew that the best way to learn English was to read as much as she could and to study her grammar and vocabulary books. In her native country, she had always been a good student. She was confident that learning a new language wouldn’t stop her interest in learning.

Review the passage with students. Ask them to make an inference about Rosangela. Lead students to make the inference that Rosangela has recently moved to the United States from a country where English is not the main language and that she is a hard worker.
Week 24 • Activity 118

Materials
Student page 118
One word card for each student, plus one
Tape

Concept
Build vocabulary by understanding idioms.

Get Started
Before the session, prepare a word card (index-card size) for each of the ten idioms below (without the meanings) or ones of your own choosing. Ten suggestions follow, with the meaning in parentheses.

• Straight from the horse’s mouth (information received from a reliable source)
• Butterflies in your stomach (feeling nervous)
• Let the cat out of the bag (tell a secret)
• Don’t count your chickens before they hatch (don’t make plans about something that hasn’t happened yet)
• Open a can of worms (start some trouble that will be hard to stop)
• In a pickle (in trouble or a difficult situation)
• That’s a piece of cake (easy)
• That’s the way the cookie crumbles (that’s the way it is)
• They’re going bananas (they’re acting in a silly or ridiculous way)
• She’s the big cheese (she’s in charge)

Explain that an idiom is a phrase that has a meaning that is different from what the individual words mean. For example, if you tell someone to “keep your shirt on,” it means to keep calm. It doesn’t imply that the person will take off his or her shirt! If students are unfamiliar with idioms in general, or these specifically, teach the idiomatic meaning of each one.

Instructions for Playing What’s My Word?
Play “What’s My Word?” in a slightly different way from usual. Take one card at a time and hold it over a student’s head so that everyone but the student can see it. Then ask the other students to offer clues. The secret idioms today have to do with either animals or food. If students have difficulty guessing the idiom, offer a hint as to its meaning.

Today’s Challenge
Student page 118: Students will write a sentence telling what each idiom means.

Answers for student page 118: The sentences will vary, but the sentences should show that students understand the meanings of the idioms.

Go Further
Students will select one (or more) of the idioms to illustrate.

Assessment
Student self-assessment page 118 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Are students familiar with idioms?
Building Words

Week 24 • Activity 119

Materials
Student page 119
Sum of the Parts Cards (Week 24 Activity 119)

Concept
Build words from word parts—prefixes, suffixes, base words.

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. Remind students that word parts can be put together to make words, which is helpful in writing, and words can be broken apart in order to read them more easily.

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 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 in an envelope or bag labeled “Week 24 Activity 119.”

Word combinations will vary depending on how many of the cards are used. Possible word combinations include the following: covered, covering, uncover, undercover, unearth, unearthed, lighting, lighthouse, grounded, underground, housed, housing, passed, passing, overpass, underpass, priced, pricing, overprice, sighted, sighting, oversight, thundered, thundering, worked, working, overwork.

Today’s Challenge
Student page 119 Pronounce the word scrumptious for students and make sure they know what it means (absolutely delicious). Students will make words from the letters in the word scrumptious.

Answers for student page 119: Some of the words students are likely to find include: sit, pit, rot, pot, post, must, mist, put, rut, cut, stop, mop, cop, rust, crust.

Go Further
Student page 119 Students are asked to put the words they made from the letters in scrumptious together in groups of common features. Ideas for grouping the words include syllable, vowel sound, consonants (beginning, end, clusters), and rhyme.

Answers for student page 119: Students’ groupings will vary but should be accurate.

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 word parts with base words to make new words?
Week 24: Activity 120

Materials
Student page 120

Concept
Make inferences on multiple-choice tests.

Get Started
Tell students that when they read, they need to be able to make inferences. Remind them that an inference is a conclusion made by joining together story clues with personal knowledge or experience. By making inferences, readers come to understand something that is unstated, which helps them understand the author’s full message.

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

As Tyrone waited for his bus, he thought about the party he was planning for his grandmother’s birthday. After school he would buy the invitations. Tomorrow morning he would go to the party store to buy paper goods. Tyrone had made his grandmother a candy dish in his after-school ceramics class. He would wrap it in the comics section from the newspaper. When Tyrone was little, his grandmother had used the comics to teach him how to read.

What inference can you make about Tyrone?

A Tyrone doesn’t really care about his grandmother.

B Tyrone’s grandmother will be disappointed on her birthday.

C Tyrone has a special relationship with his grandmother and wants to make her happy.

D Tyrone is planning his grandmother’s birthday party because he doesn’t have friends.

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 everything in the paragraph shows how much Tyrone cares about his grandmother. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure that students understand why C is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. So, the maximum number of points for each question is 30.

Student page 120 Have students read the passage and read through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group, as needed.

Answers for student page 120: 1. D 2. A

Go Further
On a separate sheet of paper, have students write about whether they would rather explore the Arctic or Antarctica.

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 make inferences about their reading?
Tell students that they are going to read a descriptive poem with a small group. Everyone in the group will read the poem silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

**Today’s Challenge**

**Student page 121** Divide the students into triads. Each group should decide who will read which part of the poem. Will they all read it chorally? Will each person read a stanza? Will they read together and singly on alternate lines? Students should mark their parts. Give students time to read the poem silently. Then have groups take turns reading the poem aloud. As one group reads, the other groups should listen without following along so that they can focus on the presentation.

**Go Further**

Have students write two things that each group did well when they read aloud.

**Assessment**

**Student page 121** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students read with appropriate expression?
Today's Challenge

**Student page 122** Have students write about three images from “Morning to Night,” the poem on student page 121.

**Answers for student page 122:** Students’ comments will vary, but should show that they respond personally to the imagery in the poem.

**Go Further**

**Student page 122** Have students illustrate a scene from the poem.

**Assessment**

**Student self-assessment page 122** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students visualize what they are reading?

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**Materials**
Student pages 121, 122

**Concept**
Enhance comprehension by visualizing text.

**Get Started**

Explain to students that sometimes a text, especially one with rich imagery, will encourage readers to visualize what they are reading. By creating mental images, or “a movie in their minds,” readers connect with the text by transforming words and phrases into personal images that are filled with meaning. Visual images help the reader understand the author’s message and know when something doesn’t make sense.

Have students listen while you read aloud the following poem.

Brilliant blue sky painted strong and clear.
Skinny, bare trees swaying in the breeze.
Snow-covered rooftops standing strong and firm.
Winter’s tight grip turns the landscape
Silent and snug, frozen ‘til spring sets it free.

Review the passage with students. Ask them what they saw in their minds. Encourage them to discuss specific images that they saw clearly and to share what clues from the text helped them form an image.
Materials
Student page 123
Word Maze Cards (Week 25 Activity 123)

Concept
Build vocabulary by recognizing parts of speech—adjective, noun, verb, adverb, pronoun.

Get Started
Review with students the meaning of these words.

<table>
<thead>
<tr>
<th>adjective—a word that describes a noun or pronoun (fabulous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun—a word that names a person, place, or thing (window, Argentina)</td>
</tr>
<tr>
<td>verb—a word that expresses an action (ski, wander, want)</td>
</tr>
<tr>
<td>adverb—a word that describes a verb, adjective, or another adverb (slowly, late)</td>
</tr>
<tr>
<td>pronoun—a word that is used in place of a noun (I, you, he, she, it, we, they)</td>
</tr>
</tbody>
</table>

Instructions for Playing Word Maze
Ask students to look at their cards. Have one student read the question on his or her card. Then ask, “Who has the card with the answer to the question that was just read?” Ask that student to read the answer and then read the question on his or her card. Play continues until all the questions have been answered. The last answer to be read should be the answer on the first student’s card.

The correct sequence of questions and answers is shown on page 187.

Student page 123
When the group has finished playing the game, have students complete the chart on student page 123.

Answers for student page 123: Answers will vary but should show that students understand the parts of speech.

Go Further
Student page 123
Have students circle the answers to the questions.


Assessment
Student self-assessment page 123
Have students check one of the three choices to describe how they feel they did on this activity.

Assessment tip
Can students identify parts of speech, including adjectives, nouns, verbs, adverbs, and pronouns?
Week 25 • Activity 124

Materials
Student page 124
A set of Letter Cards (c, e, i, h, k, p, r, s, w)

Concept
Use the letters in shipwreck to build words that contain the ck, wr, and sh consonant combinations, the comparative suffix -er, and the prefix re-.

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 putting together the letters b, i, and p to form hip. Then give the following clues. Keep the pace brisk. After each word is formed, write it on the board so students can check the spelling and you have a list of the words on display.

- Add a consonant to the beginning of hip to form a word that describes a large boat. (ship)
- Return the i and the p and add two letters to make a word that describes something that you make before you blow out your birthday candles. (wish)
- Return the w and the s. Take the r and the e and combine them with the h and the i to form a word that means “to give someone a job.” (hire)
- Return the h and replace it with a consonant to make a word that describes a long, thin piece of metal. (wire)
- Return all the letters, except for the i. Add three consonants to make a word that means “to select.” (pick)
- Replace the p with the s to form a word that means “ill.” (sick)
- Add the suffix -er to form the comparative form of sick. (sicker)
- Return the i and the r. Add a consonant and rearrange the letters to make a word that describes a small drop of paint. (speck)
- Replace the sp in speck with two consonants. You should now have a word that tells about a ship that has sunk to the bottom of the ocean. (wreck)
- Return the w and the ck. Make a word that means “to send or ship again.” (reship)
- Use all the letters to make a word that means “the destruction of a ship.” (shipwreck)

Make sure students recognize that shipwreck is a compound word, reship has the prefix re-, and sicker contains the suffix -er. Then, have students look at the words on the board and suggest ways in which to group them. Here are some ideas:

Words with the ck Combination: pick, sick, sicker, speck, wreck

Words with the sh Combination: ship, wish, reship, shipwreck

Today’s Challenge
Student page 124 Have students complete the activity on page 124 to apply what they have learned about words in this lesson to other words.

Answers for student page 124: 1. stick 2. speck or fleck 3. tire 4. chip 5. rearrange 6. hungrier 7. reappear 8. windier

Go Further
Student page 124 Students should write whether they think paper should be recycled.

Assessment
Student self-assessment page 124 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use the phonic and structural elements practiced in this lesson to read and spell words?
Week 25 • Activity 125

Materials
Student page 125

Concept
Visualize text on a multiple-choice test.

Get Started
Remind students that they will increase their understanding of a text if they visualize what they are reading. By forming mental pictures while they read, students will have a deeper connection to 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 “rule out” some of the answers. Read the following passage and question to students.

It’s strange to wonder how people will view our world a thousand years from now. What will they think about the things that they have no use for? For example, imagine you stumble across an item that fits the following description: three wheels, one in front and two in back, a plastic triangle in the middle that is attached to a metal bar. That metal bar is attached to a curved metal bar in front. There is a small bell screwed on to the bar in the front. What is the item just described?

A) a bicycle
B) a tricycle
C) a car
D) a unicycle

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 description says there are three wheels, and a unicycle has only one wheel. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (B). Be sure that students understand why B is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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. B

Go Further
Student page 125 On a separate sheet of paper, have students write the clues in the passage that helped them figure out what Jenga discovered.

Answers for student page 125: Accept any answers that students can justify. They will probably suggest that the descriptions of the twelve buttons and the curly cord were helpful.

Assessment
Student self-assessment page 125 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students visualize what they read?
Week 26 • Activity 126

Materials
Student page 126

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

Get Started
Explain that even nonfiction can be read aloud with voice and fluency. By reading aloud fluently and accurately, the information is conveyed sensibly to the listener. Read the following passage aloud twice, once haltingly and with a few errors and once accurately and fluently.

Today’s Challenge
Student page 126 Divide the students into pairs or triads. Each person will read part of the passage or they may read chorally. Give students time to read the passage silently. Then have them decide who will read which sentences. Students should underline or highlight the sentences that they will read. Then have them read the passage aloud.

Go Further
Have students experiment with how best to read a line from the passage. They can work independently or with a partner. Encourage them to emphasize different words and use different tones of voice.

Assessment
Student page 126 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read fluently and accurately?

You probably know the Tasmanian devil from cartoons. But the real Tasmanian devils live in Australia and bear little resemblance to their cartoon counterparts. Devils, as they are sometimes called, are quite fierce. They growl and howl to defend their territory. Their appetites are huge, usually for carrion, which is the meat of dead animals. Devils have been known to eat an entire cow—meat, skin, and bones!

Tell students that reading with fluency and accuracy shows that the reader understands what he or she is reading and can help the listener understand, too. Fluent reading is at a uniform pace and reflects the reader’s ability to quickly solve any difficulties with words.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will prepare to read aloud to the remaining students.
**Materials**
Student pages 126, 127

**Concept**
Enhance comprehension by learning to summarize text.

**Get Started**
Tell students that it’s important to stop every so often to summarize what they’re reading. Summarizing helps because the reader stops reading and reflects on what has been read. The reader thinks about the main points and tries to put them in his or her own words. Doing so helps the reader better understand what was read and also helps the reader recall what was read. A summary is a retelling of the main points of a piece of writing. In order to summarize, readers must reread the passage, pull out the main points, and restate them in their own words.

Tell students to listen while you read aloud the following passage.

Abraham Lincoln grew up on the Kentucky frontier in the early 1800s. Throughout his entire childhood, Lincoln attended school for less than a year. He hiked four miles to get to school. Once there, he was interested in learning about everything. Most of all, Lincoln loved to read. By the time he was 12, he always had a book with him. By the time he was 15, he was big enough and strong enough to work on other people's farms. While he worked, he always had a book tucked in his shirt. He would read whenever he had a break.

Review the passage with students. Model how to create a summary for this passage. Talk through the process as you do it so students can see what you are thinking and doing. Explain that first, you have to think what the paragraph is mainly about; what is the main idea that the author wants the reader to know. In this case, it is that Lincoln loved to read and learn. The paragraph could be summarized in a sentence something like this: Even though Abraham Lincoln attended school for less than a year, he loved to learn and loved to read.

**Today’s Challenge**

**Student page 127** Tell students that they are going to write a summary of the passage about ballet, which is on student page 126.

**Answers for student page 127:** Students’ summaries will vary, but should contain the main idea, which is that ballet dancers work hard to make their movements look beautiful and easy.

**Go Further**

**Student page 127** Students are asked to summarize a book or movie to a partner. The summaries should not be long; they should not tell every event and detail. Students should think about the main idea that the author or movie director wants to tell the reader. For example, *Charlotte's Web* could be summarized like this: Charlotte is an amazing spider who can weave messages into her web. She does this to save her friend Wilbur the pig. Wilbur is saved, but Charlotte dies at the end of the book.

**Assessment**

**Student self-assessment page 127** Have students check one of the three choices to describe how they feel about his activity.

**Assessment tip** Can students summarize the main points of a selection?
**Week 26 • Activity 128**

**Materials**
Student page 128
One pair of word cards for every four students

**Concept**
Build vocabulary by using word meaning.

**Get Started**
Before the session, prepare two word cards (index-card size) of the same word for every four students. (Two pairs of students get the same word card.) See Student Book page 128 for some ideas.

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, both teams give clues.

**Instructions for Playing Guess the Word**
Divide students into pairs by counting off by 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 first give clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his/her partner guess the word. If the student doesn’t 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 128 Tell students to use at least eight of the words on the list to write a story.

Answers for student page 128: Students’ stories will vary but should show that they understand the meanings of the words they chose from the list.

**Go Further**
Student page 128 If time permits, have students read their stories aloud to the rest of the group.

**Assessment**
Student self-assessment page 128 Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students use words correctly in their speech and writing?
Week 26 • Activity 129

Materials
Student page 129
A set of Letter Cards (a, e, e, d, r, s, t, y, y) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in yesterday to build two-syllable words, words with the ea and ay vowel combinations, and words with an r-controlled vowel.

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 putting the letters t, r, and y together to form try. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

• Exchange the t in try for another consonant to form a word that means “not wet.” (dry)
• Return the d and take the a and the e. Make a word that describes a flat object that you use to carry food in your school cafeteria. (tray)
• Add a consonant to the beginning of tray to form a word that describes a dog or cat that has no home. (stray)
• Return the st in stray. Take the d and combine the remaining letters to make a word that describes a piece of land in front of or behind a house. (yard)
• Add the t to yard and rearrange the letters to form a word that means “late.” (tardy)
• Return the t, r, and d. Take the e and the s. Now form a word that is the opposite of difficult. (easy)
• Add the t to easy and rearrange the letters to make a word that describes the ingredient that makes bread rise. (yeast)
• Add the d to yeast and rearrange the letters to form a word that describes something that is fixed in place. (steady)
• Replace the st in steady with another consonant to make a word that describes someone who is prepared. (ready)
• Use all the letters to make a word that means “the day before this day.” (yesterday)

Mention to students that in most two-syllable words that end in a consonant followed by the letter y, the first syllable is accented and the last is unaccented, as in easy. Try this out with some other words to see if it works: party, happy, lily, putty, chewy.

Tell students to look at the board and suggest ways to group the words. Here are some ideas:

Words Ending with the Long i Sound: try, dry
Words with the r-Controlled Vowel: yard, tardy
Words with an Accented First Syllable: easy, tardy, ready, steady, yesterday

Today’s Challenge
Student page 129 Have students complete the crossword puzzle on page 129 to apply what they have learned in this lesson to other words.

Answers for student page 129: Across:
1. wheat 5. bread 8. me 9. arm 10. tart 13. dear
14. ate 15. area
Down: 2. hard 3. am 4. tears 6. cat 7. dart
11. aaa 12. tea

Go Further
Tell students to write a sentence using three of the words from the crossword puzzle.

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?
**Week 26 • Activity 130**

**Materials**
Student page 130

**Concept**
Identify the summary of a passage on multiple-choice tests.

**Get Started**
Remind students of the importance of summarizing. Review that summarizing helps because the reader stops reading and reflects on what has been read. The reader thinks about the main points and tries to put them in his or her own words. Doing so helps the reader better understand what was read and to recall what was read. In order to write a summary, readers must reread, identify, and retell the main points of what they have read. The main points make up the summary.

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 “rule out” some of the answers. Read the following passage and question to students.

A calculator is a useful tool. Many people who work in banks and other financial offices use calculators to do mathematical problems quickly and accurately. People in charge of the budgets in any kind of office use calculators in their work every day. Students use calculators to solve word problems. Some parents worry that their children won’t learn math if they use a calculator. But a person has to know some math in order to judge whether the answer they got is correct. Using a calculator allows the students to concentrate on the word problem, rather than on the arithmetic needed to solve it.

Which is the best summary of this paragraph?

**A** Everyone should own at least two calculators.

**B** Calculators should be used everywhere.

**C** Calculators are useful to many people.

**D** Students don’t need to learn math facts anymore because they can use calculators.

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 mention anything about owning two calculators. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (C). Be sure that students understand why C is correct.

**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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. The maximum number of points for each question is 30.

**Student page 130** 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, students should bring you their papers for scoring. Discuss errors with individuals or the group, as needed.

**Answers for student page 130:** 1. **C** 2. **A**

**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 summarize the main points of a passage?
Week 27 • Activity 131

Materials
Student page 131

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

Get Started
Explain that nonfiction benefits from reading aloud thoughtfully. Reading accurately and fluently will help the listener understand the information. Responding to punctuation will help the fluency. Read the following passage aloud. First read it accurately and fluently, responding to the punctuation. Then, read it haltingly, ignoring the punctuation.

Did you know that Canada is the second largest country in the world? Our neighbor to the north is large, but it is not densely populated. The population of China is 40 times greater than that of Canada! And China is a little bit smaller than Canada. Most Canadians live in cities and towns. Toronto is the largest city, followed by Montreal, and then Vancouver.

Ask students to comment on how your reading affected their understanding. Point out to students how the voice rises in a question and that they should do this when they see a question mark in their reading.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group. Remind listeners to listen without looking at the text so that they can focus on listening.

Today’s Challenge
Student page 131 Divide the students into pairs or triads. Each group should decide who will read each part—will the whole group read chorally? Will the readers take turns? Students should mark their parts. Give students time to practice the passage before reading aloud.

Go Further
Student page 131 Tell students to write three questions and three exclamations to exchange with a partner. Each partner should read the other’s sentences aloud, responding appropriately to the punctuation.

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 read with fluently and accurately?
Today's Challenge

Student page 132  Tell students to look at student page 132. Have them fill in the chart with the main idea and supporting details about the passage on Student Book page 131. Suggest that students think of the top box as the file folder label and the remaining boxes as the contents in the folder.

Answers for student page 132: Main idea: cats were important to the ancient Egyptians.
Details: cats appeared in works of art, Egyptians worshiped a goddess with a cat's head, people were punished for hurting cats, cat owners shaved their eyebrows when a cat died, cats were mummified and buried in cat cemeteries.

Go Further

Student page 132  Answers may vary, but students should have a clear main idea and at least two details about a cat.

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 identify the main idea and details of a paragraph?
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, syllables, and structure.

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

- **syllable**—an uninterrupted unit of speech; *for* has one syllable; *forget* has two
- **noun**—names a person, place, or thing (*principal*, *Rome*, *mitten*)
- **verb**—tells an action (*skip*, *believe*, *eat*)
- **adjective**—describes a noun (*polite*, *difficult*, *windy*)
- **adverb**—describes a verb, adjective, or another adverb (*slowly*, *fast*, *well*)
- **word parts**—prefix (added to the beginning of a word, such as *pre*), suffix (added to the end of a word, such as *-ment*), root word (contains the main meaning, such as *machine* in *machinery*)

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 tell 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 questions. 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 two or more syllables? If yes, score 10 points.
2. Is your word a noun and/or verb? If yes, score 10 points.
3. Is your word an adjective or adverb? If yes, score 10 points.
4. Does your word have a suffix or prefix? If yes, score 10 points.
5. Can you add a suffix to your word? If yes, score 10 points.

Have students find their total scores. (Maximum score is 60, if students use their word correctly in a sentence.) Determine which student has the highest score. Have that student write their word on the board, and tell how he or she scored the points.

Today’s Challenge
Student page 133 Provide help to students having difficulty locating the words in the word search puzzle.

Answers for student page 133:

| T R U D G E E C B O C |
| S W I E D L M O Z T M |
| D A P L M I S L E A D |
| I T C E L R F L G D C |
| R I O T E O L I D M O |
| U O H E D E L D T I U |
| C I M M E N S E N R R |
| C O R P M S W I V E L |
| T R U M I S P L A C E |
| M I S R E C O L L R X |
| C O L L T A D M I R X |

Go Further
Student page 133 Check students’ lists to make sure they include rhyming words.

Assessment
Student self-assessment page 133 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify characteristics of words?
Building Words

Week 27 • Activity 134

Materials
Student page 134
Sum of the Parts Cards (Week 27 Activity 134)

Concept
Build words from word parts—prefixes, suffixes, base words.

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 make a word by combining their cards. If a spelling change is involved, make sure students hold the cards to show the correct spelling, blocking out any letters that should be dropped. When as many words as possible have been made, have 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 in an envelope or bag labeled “Week 27 Activity 134.”

Word combinations will vary depending on how many of the cards are used. Possible word combinations include the following: angrier, angriest, dryer, driest, faster, fastest, freer, freshest, refresh, harder, hardest, easier, easiest, hungrier, hungriest, newer, newest, renew, sender, sicker, sickest, slower, slowest, steadier, steadiest, taller, tallest.

Today’s Challenge
Student page 134 Tell students to fill in the chart with words that take the suffix -er or -est and the prefix re-.

Answers for student page 134: quicker, quickest, happier, happiest, recycle, starter, restart, newer, newest, renew, maker, remake, fine, finer, littler, littlest, messier, messiest, rerout

Go Further
Student page 134 Have students add a new row (or more) of words to the chart.

Answers for student page 134: Accept any words that fit the categories.

Assessment
Student self-assessment page 134 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand how to combine words with word endings and prefixes to make new words?
Rule Out 2

Week 27 • Activity 135

Materials
Student page 135

Concept
Identify main idea and details on multiple-choice tests.

Get Started
Remind students of the importance of identifying the main idea and supporting details. Elicit from them that the main idea is the most important idea or fact. The details provide additional information that backs up the main idea.

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 “rule out” some of the answers. Read the following passage and question to students.

The martial arts have become quite popular in the United States. In every American city, and in most towns, there are several martial arts programs. The word martial comes from Mars, the Roman god of war. However, most of the martial arts are not chiefly concerned with combat. Many are forms of self-discipline that use meditation. Most martial arts emphasize a mental and physical state of total awareness.

What is the main idea of this passage?

A) Martial arts teach people about combat.
B) The word martial comes from Mars, the Roman god of war.
C) Some forms of martial arts use meditation.
D) The martial arts have become very popular in the United States.

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 that the martial arts are not chiefly concerned with combat. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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.


Go Further
Tell students to write a paragraph explaining why they should be allowed to stay up later every night. The main idea will be that they want to stay up later. The details will be the reasons to support their request.

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 identify the main idea and details of a passage?
Week 28 • Activity 136

Materials
Student page 136

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

Get Started
Remind students that a text usually contains clues as to how it should be read aloud. For example, students should look for words that tell how the character speaks a line and punctuation. The reader should also think about how he or she would react in a situation. Read the following passage aloud. Ask students to listen for clues that prompted you to know how to read aloud.

“Dad, are you ready yet? I’m going to be late for my hockey game,” called Kyle anxiously.

“I’m coming,” answered Dad, pulling on his coat. “I just have to make sure I have everything set for the whole morning. After your game, we have to meet Kara at the soccer field for her game. How can so many sports take place at the same time?”

“Don’t forget you promised Grandma that you’d pick up some groceries for her,” reminded Kyle.

“Oh, no,” moaned Dad, “I forgot all about that. OK, on the way home from soccer, we’ll have to stop at the grocery store. Then we’ll drive by Grandma’s house to drop off the groceries.”

Ask students what clues they noticed. They should suggest that words like anxiously and moaned tell how a character is feeling. Although they can’t see the text, students should realize that you responded to punctuation marks such as question marks and commas. Lastly, students should think about whether they have ever been in a situation like Kyle’s or Dad’s and how they would have sounded. Explain that reading with appropriate expression helps the reader understand the author’s message.

Tell students that they are going to work in groups of three to read aloud a passage. One student will read the part of the narrator, another will read the part of Marcia’s mother, and a third will read Marcia’s part. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group. If boys prefer to read a boy’s part, they can pencil in Mark for Marcia.

Today’s Challenge
Student page 136 Divide the students into triads. Each person will take on a given role. Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script. Remind the listeners to focus on the readers, not the text.

Go Further
Student page 136 Have students write three clues from the text that help a reader know how to read aloud.

Answers for student page 136: Answers should include any of the following: punctuation; the italicized word know; the words or phrases called out, gazed blankly, and laughed; and prior experience with a similar situation.

Assessment
Student self-assessment page 136 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read with appropriate expression and fluency?

136
Week 28 • Activity 137

Materials
Student pages 136, 137

Concept
Enhance comprehension by identifying the correct sequence of events.

Get Started
Remind students that it is important to keep track of the sequence of events as they read. Tell them that certain words, such as first, next, during, and before, offer clues to sequence. When readers take mental note of these words, they are better able to follow the sequence. Consequently, they can better follow what’s going on in the story. They can also recall the events with greater ease.

Tell students to listen for sequence words as you read aloud the following paragraph.

Mica’s skating lesson began at 4 o’clock. It was 3:55 when her dad dropped her off in front of the rink. First she ran inside the rink. Next she found an empty spot on the bench. Then she pulled off her shoes, unknotted her skates, and put her skates on. As she was tying her skates, her friend Rachel called to her from the ice. Mica waved at Rachel and then dug down into her backpack for her gloves and headband. Finally, she was on the ice, ready to go!

Review the paragraph one sentence at a time. Elicit from students which words help to make the sequence clear.

Today’s Challenge
Student page 137 Have students complete the sequence chart based on student page 136. It might be helpful for some students to underline the sequence words or number the events right on the text before they fill in the chart.

Answers for student page 137: First, Marcia had to do her math; then she had to finish her science project, then she had to practice flute; lastly, she had to read her book.

Go Further
Student page 137 Tell students to think about a particular assignment or their night’s homework and list what steps they should take to get it done.

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 identify the correct sequence of events?
**Week 28 • Activity 138**

**Materials**
Student page 138
One word card for each student, plus one
Tape

**Concept**
Build vocabulary by using meaning and structural clues.

**Get Started**
Before the session, prepare a word card (index-card size) for each student. Use any words that are familiar to students. As a suggestion, use words that you have heard in students’ conversations about school or their after-school activities. If you are in contact with students’ teachers, find out what they are studying and use related vocabulary. Another approach is to relate the words to a topic that you know students are interested in.

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

- Does the word name a person, place, or thing? (Is it a noun?)
- Does the word have to do with an action? (Is it a verb?)
- Does the word have more than 4 letters?
- Does the word begin with a letter between A and G? H and L? M and R? S and Z?
- Does the word have more than one syllable? More than two? More than three?

If students have difficulty guessing the word, offer a hint to its meaning.

Then tape a word on the back of each student. Give students an allotted amount of time to ask each other questions about the word. If after five or six minutes, students have not guessed their words, try another approach. Tell students to sit down. Take one word card at a time, and hold it over the student’s head so that everyone but the student can see it. Then ask the other students to offer clues.

**Today’s Challenge**

**Student page 138** Tell students to answer each question and then write a sentence using the word.

**Answers for student page 138:**

1.a. three
b. end  c. verb  d. termination;  2.a. four
b. humiliation  c. noun  d. embarrassing

Students’ sentences will vary but should show an understanding of the words.

**Go Further**
Tell students to think of a multi-syllabic word that will earn them the maximum number of points (45).

**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 use meaning and structure clues to figure out a word?
Materials
Student page 139
A set of Letter Cards (a, d, g, l, n, o, p, r, u, y)

Concept
Use the letters in playground to build two-syllable words, words that contain the vowel combinations ay and ou, and words with the prefix un-.

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 putting p, l, a, and y together to form the word play. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

- Return the p and the l, and replace them with another consonant blend to describe the color that results when you mix black and white. (gray)
- Replace the g with a consonant to form a word that tells what you do when you’re in a religious place, such as a church, temple, or mosque. (pray)
- Keep the p and return all the other letters. Now pick two vowels and two consonants to form a word that describes the unit of measure that Americans use to define their body weight. (pound)
- Exchange the p in pound for another consonant to make a word that tells the shape of a ball. (round)
- Add a consonant to the beginning of round to form a word that describes what you stand on when you’re outside. (ground)
- Remove the ou vowel combination and replace it with one vowel to describe something very large, like a piano. (grand)
- Keep the gr in grand and drop the and. Replace the and with ou plus one consonant to make a word that describes a bunch of people. (group)
- Put all the letters back. Begin the next word with the prefix un-. Form a word that means “to take apart.” (undo)
- Put the letters back again. Now form a 5-letter, 2-syllable word that is a synonym for mad. (angry)
- Use all the letters to form a word that means “a place with swings and slides.” (playground)

Have students look at the words on the board and suggest ways to organize them. Here are some ideas:

Words with Long a: play, gray, pray, playground
Words with /ou/: pound, round, ground, playground
Words with Two Syllables: undo, angry, playground

Today’s Challenge
Student page 139 Have students read the clues and write the words in the blanks.


Go Further
Student page 139 Tell students to write at least one word for each category.

Answers for student page 139: Answers will vary but should be correct for the category. Possible answers include the following: Compound word: driveway, sidewalk, lighthouse; Prefix un-: unrest, unhook, unhappy; Rhymes with ground: mound, pound, round; Two syllables: teacher, pencil, paper.

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?

139
Rule Out 2

Week 28 • Activity 140

Materials
Student page 140

Concept
Identify the sequence of events on multiple-choice tests.

Get Started
Tell students that good readers look for sequence words to help them follow the sequence of events. If the author doesn’t use sequence words, then readers must carefully follow the sequence so that they can remember the order of events.

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 “rule out” some of the answers. Read the following passage and question to students.

Whenever I go to the library to do research, I follow a certain procedure. First, I sit down at a computer and look up the topic. If I don’t know of any specific book titles, then I go to the subject index. Once I find a list of related book titles, then I highlight those that sound especially good. Next, I write down the titles and call letters of the books that sound helpful. Finally, I get up and go to the stacks to locate the books that I want to find.

What does the author do after highlighting the books that sound good?

A) The author goes to the subject index.
B) The author writes down the titles and call letters of those books.
C) The author goes to the stacks to find those books.
D) The author checks those books out.

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 author went to the subject index before highlighting the books that sounded good. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer, and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (B). Be sure students understand why B is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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. B 2. D

Go Further
On a separate sheet of paper, have students draw a cartoon strip showing the order in which they do their morning routine. Encourage students to include thought or dialogue balloons to tell what’s happening.

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 correctly identify the sequence of events in a written passage?
Tell students that they are going to work in groups of three to read aloud a dialogue. One student will read the part of the Brianna, another will read the part of Frank, and a third will read Chris’s part. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

**Today’s Challenge**

**Student page 141** Divide the students into triads. Each person will take on a given role. Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script. Remind the listeners to focus on the readers, not the text.

**Go Further**

**Student page 141** Remind students that you can change the meaning of a line by emphasizing a different word. Brianna says the line, “My older brother loves them.” The italics means that loves is emphasized, meaning that the brother loves the group a lot. Students should emphasize different words to get different meanings and then describe one of the meanings. For example, if you emphasize my, then you are distinguishing Brianna’s older brother from someone else’s older brother.

**Assessment**

**Student self-assessment page 141** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students read with appropriate tone of voice?
Week 29 • Activity 142

Materials
Student pages 141, 142

Concept
Enhance comprehension by distinguishing fact from opinion.

Get Started
Remind students that it is important to be able to distinguish fact from opinion. It will help them to decide if they should believe everything that is stated or if the author is offering ideas for the reader to ponder. Being able to do this makes them critical readers. Just as you can’t believe everything you hear, you can’t believe everything you read. Tell students that authors sometimes use words such as think or believe before expressing an opinion. However, sometimes authors don’t use these words, and readers have to be alert to opinions. While an opinion is a personal belief, a fact is information that can be, or has been, proven.

Tell students to listen for facts and opinions as you read aloud the following paragraph.

Everyone loves the Beatles. The Beatles are still the best rock ‘n’ roll band, even though they broke up a long time ago. The Beatles were very popular when they were together. They wrote hundreds of songs that are still played on many radio stations. They starred in several funny movies. I think that the Beatles’ music will last forever because it is so good.

Review the paragraph one sentence at a time. Guide students as they decide which sentences express opinions, and which state facts. Point out that extreme words like everyone and forever signal opinions.

Today’s Challenge
Student page 142 Have students look at page 142 in the Student Book. Tell them to list the facts and opinions in the chart.

Answers for student page 142: Facts: Brianna got a new CD. This is the group’s second CD. The Sushi Rolls won a Grammy for their first CD.
Opinions: Brianna thinks they’re the best group. She thinks their new CD is better than their first. Frank thinks the only people who listen to the group are girls. Brianna’s brother thinks the group will win another Grammy. Brianna thinks the group will win another Grammy.

Go Further
Student page 142 On a separate sheet of paper, have students write a paragraph about their favorite type of music or musical group. Have them include at least two facts and two opinions. Have students exchange papers with a partner. Then have each student identify the facts and opinions in each other’s paragraphs.

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 distinguish fact from opinion?
**Word Games**

**Week 29 • Activity 143**

**Materials**
Student page 143  
Word Maze Cards (Week 29 Activity 143)

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

**Get Started**
Review with students the meanings of these words:

- **synonym**—a word that means the same as or nearly the same as another word *(hard/difficult)*
- **antonym**—a word that means the opposite of or nearly the opposite of another word *(easy/difficult)*
- **homophone**—a word that is pronounced the same as but spelled differently than another word *(ate/eight)*

**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 the Word Maze game. During the game, you may need to support or guide students by reminding them of the definitions above. When you finish the game, put the cards in an envelope or bag labeled “Week 29 Activity 143.”

**Instructions for Playing Word Maze**
Ask students to look at their cards. Have one student read the question on his or her card. Then ask, “Who has the card with the answer to the question that was just read?” Ask that student to read the answer and then read the question on his or her card. Play continues until all the 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 complete Today’s Challenge on student page 143.

**Answers for student page 143:**

1. B  
2. C  
3. A  
4. C  
5. B  
6. C  
7. A  
8. B  
9. B  
10. C

**Go Further**
**Student page 143**
Tell students to think of a pair of synonyms, antonyms, and homophones. Provide help to students still unclear of the concepts.

**Assessment**

**Student self-assessment page 143**
Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip**
Do students understand word meanings and relationships?
Building Words

Week 29 • Activity 144

Materials
Student page 144
A set of Letter Cards (i, g, n, o, p, p, s, t)

Concept
Use the letters in stopping to build two-syllable words, words with the -ing ending, and words that double the final consonant before adding the -ing ending.

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 together the s, i, g, and n to form the word sign. Then give the following clues. Keep the pace brisk. After each word is formed, write it on the board so students can check the spelling and you can have a list of the words on display.

• Switch the g and the n in sign to form a verb that means “to utter words or sounds in musical tones.” (sing)
• Add a consonant after the s in sing to form a word that tells what some bees can do. (sting)
• Return the s and the g. Add the o and rearrange the letters to make a two-syllable word that means “to the inside of.” (into)
• Add one p to into and rearrange the letters to form a word that describes the tip of a pen or pencil. (point)
• Now form the plural of point. (points)
• Return the t. Add the second p and a g. Now rearrange the letters to make a two-syllable adjective that describes the condition of your clothes after you stand outside during a rainstorm. (sopping)
• Exchange the s for a t to form a word that describes butterscotch, fudge, or marshmallow sauce. (topping)
• Use all the letters to make a word that means “the opposite of starting.” (stopping)

Words in which a single vowel stands for the short vowel sound double their final consonant before taking on an ending that begins with e or i. The reason has to do with dividing the word into syllables. Use stopping as an example. If you divide stopping into two syllables, you divide between the double consonant: stop/ing. The first syllable is still closed (it ends with a consonant), so the vowel is short. If the consonant is not doubled, then the word would be divided after the first vowel and would create an open syllable (it ends with a vowel) and a long vowel sound. Check some other words to see if the principle still works (it does): clap, drip, jog, plan, knot.

Tell students to look at the words on the board and suggest ways in which to group them. Here are some ideas:

Words Ending in -ing: sing, sting, sopping, topping, stopping

Two-Syllable Words: sopping, topping, stopping

Today’s Challenge
Student page 144 Tell students to complete the activity on page 144 to apply what they have learned about words in this lesson to other words.

Answers for student page 144: 1. heart 2. edit 3. evil 4. tea 5. verse 6. neon 7. post 8. poles

Go Further
Student page 144 Have students create two of their own anagrams. Check to make sure that students’ anagrams are correct.

Assessment
Student self-assessment page 144 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use the phonics and structural elements practiced in this lesson to read and spell words?
Week 29 • Activity 145

Materials
Student page 145

Concept
Distinguish fact from opinion on multiple-choice tests.

Get Started
Tell students that it is important to be able to tell the difference between fact and opinion. A fact is information that can be proven to be true. An opinion is a personal belief that is not necessarily supported by factual information.

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 “rule out” some of the answers. Read the following passage and question to students.

I believe that preschool is where kids learn the most important life skills. Preschool is where kids learn to play simple games with rules. They learn how to share and how to be a good friend. In preschool, kids learn that throwing sand is not allowed and sharing crayons is a good thing to do. I think that if children learn these basic values in preschool, they will apply them for the rest of their lives. That’s why I believe that all children should go to preschool.

Which of the following statements is a fact?

A) Kids learn the most important life skills in preschool.
B) Preschool is where kids learn to play simple games with rules.
C) If children learn values in preschool, they will apply them the rest of their lives.
D) All children should go to preschool.

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 that is an opinion. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure that students understand why B is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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.

Answers for student page 145: 1. A 2. C

Go Further
On a separate sheet of paper, have students write about their favorite time of year. Have them include at least two facts and two opinions. When they finish writing, have students exchange papers and identify the facts and opinions in each other’s paragraphs.

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 distinguish fact from opinion?
Read Out Loud

Week 30 • Activity 146

Materials
Student page 146

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

Get Started
Remind students that tone of voice and expression help the reader understand the author’s message. A reader can help convey a character’s feelings by using the right tone of voice. Read the following passage aloud. First read it with appropriate expression for a begging child and a firm mother and fluency. Then read it with a very quiet, calm tone of voice and little expression.

“Mom, can I go to the movies with Josh?” Luigi called to his mother in the other room.

“No, you cannot,” replied Luigi’s mother. “You still have homework to finish, you have to practice the drums, and you promised me you’d go to bed early tonight because you have an early game.”

“Please, Mom, can’t I go? I’ll finish my homework and practice when I get home. I’ll be OK for the game tomorrow. Please?” begged Luigi

Ask students which reading made the most sense to them and why. Review that readers should look for clues in the text for how to read aloud: words such as called and begged and punctuation. Readers should also put themselves in the scene to understand how they would speak in that situation.

Tell students that they are going to work in groups of four to read aloud a dialogue between four friends. Students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge
Student page 146 Divide the students into groups of four. Each person will take on a given role. Give students time to read the passage silently so that they understand the author’s message. Then have them read the passage aloud saying their part as indicated on the script. Remind the listeners to show good listening behavior, such as concentrating on the readers and sitting quietly.

Go Further
Student page 146 Have students write a dialogue about an activity that they participate in. Encourage students to read their dialogue with a partner.

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 read with appropriate tone, expression, and fluency?
**Week 30 • Activity 147**

**Materials**
Student pages 146, 147

**Concept**
Enhance comprehension by understanding cause-effect relationships.

**Get Started**
Tell students that it is important to understand cause-effect relationships in literature. Good readers know that one character's actions have an effect on others. Knowing this helps the reader to better understand characters as they develop throughout a story or book. This makes reading more interesting and memorable. Ask students to give an example of when this might have happened to them.

Have students listen for the cause-effect relationship as you read aloud the following paragraph.

Joey couldn’t stop reading. He looked at the clock on his nightstand and saw that it was almost 10 o’clock. He had already been reading for an hour. His mom had said “good night” at 9 o’clock. That’s when he turned on his flashlight and began reading. Since it was getting late, Joey decided to read for just another ten minutes. The next morning, Joey overslept. His alarm went off at 7 o’clock. Joey turned it off and fell back asleep for half an hour, until his mom came in and woke him up. Joey was going to be late for school!

As you review the paragraph with students, ask them to identify the cause and effect relationships. Prompt students by asking questions such as “Why did Joey oversleep?” and “What happened because Joey overslept?” Note that Joey’s oversleeping is both an effect (of staying up too late) and a cause (of being late for school).

**Today’s Challenge**

**Student page 147** Have students fill in the chart with causes and effects from the dialogue on student page 146.

**Answers for student page 147:** Cause: The team has a good practice. Effect: The coach takes the team out for ice cream. Cause: The team practices too much. Effect: They don’t have enough energy to play a good game. Cause: Work together well. Effect: The team will win every game. Cause: Practice every other day. Effect: The team plays well together.

**Go Further**

**Student page 147** Suggest that students think of three examples of cause and effect from events that took place today. Tell them to write them down and share them with the rest of the group.

**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 identify a cause-effect relationship?
**Week 30 • Activity 148**

**Materials**
Student page 148
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) of the same word for every four students. (Two pairs of students get the same word card.) See Student Book page 148 for some ideas.

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, both teams give clues.

**Instructions for Playing Guess the Word**
Divide students into pairs by counting off by 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 first give clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his/her partner guess the word. If the student doesn’t 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 148** Tell students to write a story using at least eight of the twelve words provided.

**Answers for student page 148**: Students’ stories will vary but should show correct usage of the words that they chose to use.

**Go Further**

**Student page 148** Tell students to check their writing. Do they need to revise (for example, reorder information) or edit (for example, check punctuation)?

**Assessment**

**Student self-assessment page 148** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students use words correctly in their speech and writing?
Week 30 • Activity 149

Materials
Student page 149
Sum of the Parts Cards (Week 30 Activity 149)

Concept
Build words from word parts—prefixes (re-, un-), suffixes (-ed, -ing, -s), base words.

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 make a word by combining their cards. Tell students to note words, such as hop, where a final letter should be doubled before adding an ending. When as many words as possible have been made, have 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 in an envelope or bag labeled “Week 30 Activity 149.”

Word combinations will vary depending on how many of the cards are used. Possible word combinations include the following: hopped, hopping, hops, hitting, hits, pinned, pinning, pins, unpin, posted, posting, posts, signed, signing, resign, signs, trusted, trusting, trusts, twisted, twisting, twists, untwist, used, using, reuse, uses, willed, willing, wills, covering, recover, covers, uncover.

Today’s Challenge
Student page 149 Tell students that they will complete a Magic Square. To do this, they will match the words on the left with their definitions on the left. Students should write the number next to the definition in the square whose letter matches the word. They will know they have correctly completed the Magic Square when the rows and columns add up to the same number.

Answers for student page 149: The magic number is 47.

Go Further
Student page 149 Have students use any two words from the left-hand column in a single sentence. The activity can be extended by using more words in sentences.

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 combine words with word endings and prefixes to make new words?
Rule Out 2

Week 130 • Activity 150

Materials
Student page 150

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

Get Started
Remind students that every cause has an effect. That means that a character’s actions produce results. Like real people, characters do not live in isolation. They live with others, and therefore, their actions affect other characters. Understanding cause-effect relationships is key to comprehending literature. Good readers know that one character’s actions have an effect on others. Knowing this helps the reader to better understand characters as they develop throughout a story or book.

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 “rule out” some of the answers. Read the following passage and question to students.

Ling had been thinking about her mother’s birthday all day. She had made a list of the things she wanted to do to surprise her mother. She planned to sit down with her father after dinner. Her mother would be out at a school meeting, so she would have plenty of time to review the plan with her father. Ling knew that if she could pull off the surprise, her mother would be really happy.

What is the hoped-for effect in this paragraph?

A Ling’s mother will have a happy birthday.
B Ling’s will review her plan with her father.
C Ling’s mother will be out of the house.
D Ling will have a happy birthday.

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 clearly states that Ling’s mother’s birthday is coming up. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer, and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (A). Be sure students understand why A is correct.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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, 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 150: 1. B 2. A

Assessment

Student self-assessment page 150 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand cause-effect relationships?
Read Out Loud

Week 31 • Activity 151

Materials
Student page 151

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

Get Started
Read the following passage. First read it with halting phrases and a word-by-word approach. Then read it again with smooth, sensible phrasing.

Going to the movies can be a sure cure for boredom or the blues. There’s something magical that happens when the lights go down. You can temporarily forget all your problems and be carried away to a different dimension. If the movie is really good, you feel as if you never want it to end. When it ends and the lights come back on, you sit still for a few minutes, rub your eyes, and slowly return to reality.

Explain that phrasing, or grouping words together in meaningful ways, is important when reading aloud. If the phrasing is wrong, the listener can get confused. Punctuation helps the reader know when to break a phrase. As an example, read this sentence with the break as shown: When it ends and the lights come back on you (pause) sit still for a few minutes… Discuss what happens when the words are grouped in ways that don’t make sense.

Tell students that they will work in triads to read aloud some dialogue. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge
Student page 151 Divide the students into triads. Each person will take on a given role: narrator, Miguel, or Tim. Female readers can change the names to Meghan and Talia. Give students time to read the passage silently. Then have them read the passage aloud, saying their part as indicated on the script. Tell the listeners to concentrate on listening for good phrasing, rather than following along.

Go Further
Student page 151 Tell students to write one thing that a group did exceptionally well.

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 read with appropriate phrasing?
Thinking About Reading

Week 31 • Activity 152

Materials
Student pages 151, 152

Concept
Enhance comprehension by identifying the author’s purpose.

Get Started
Tell students that authors have a purpose for writing. Authors write to entertain, inform, or persuade. When readers can identify an author’s purpose, they gain a deeper understanding of what they are reading. Understanding the purpose can also help the reader determine how to read the passage: slowly if looking for specific information or faster if the reading is primarily for entertainment. Good readers know how to adjust their rate of reading to the purpose for the reading.

Have students listen for the author’s purpose as you read aloud the following paragraph.

Susan B. Anthony felt strongly that women should be allowed to vote. She devoted her life to that cause. Unfortunately, she did not live long enough to see her dream come true. Anthony died in 1906, fourteen years before the nineteenth amendment of the U. S. Constitution was passed. This is the amendment that guarantees women the right to vote.

As you review the paragraph with students, ask them to identify the author’s purpose and provide reasons for their answers. Tell students that sometimes an author has more than one purpose. (The purpose is to inform the reader about Susan B. Anthony.)

Today’s Challenge
Student page 152 Have students look at student page 152. Tell them to write a paragraph explaining the author’s purpose.

Answers for student page 152: Students’ paragraphs will vary, but should express the understanding that the author’s purpose is to entertain.

Go Further
Student page 152 Tell students to write a dialogue intended to inform, entertain, or persuade. Have students read the dialogue to a partner, and have partners identify the author’s purpose.

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 the author’s purpose?
Word Games

Week 31 • Activity 153

Materials
Student page 153
Paper and pencil for each student

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

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

- **syllable**—an uninterrupted unit of speech; *in* has one syllable; *inspect* has two
- **noun**—names a person, place, or thing (*president, supermarket, magazine*)
- **verb**—tells an action (*walk, think, wait*)
- **adjective**—describes a noun (*thoughtful, silly, shy*)
- **adverb**—describes a verb, adjective, or another adverb (*quickly, soon, never*)
- **word parts**—prefix (added to the beginning of a word, such as *re-*), suffix (added to the end of a word, such as *-ness*), base word (contains the main meaning, such as *reserve in reservation*

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 tell 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 questions. 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 two or more syllables? If yes, score 10 points.
2. Is your word a noun or verb? If yes, score 10 points.
3. Is your word an adjective or adverb? If yes, score 10 points.
4. Does your word have a suffix or prefix? If yes, score 10 points.
5. Can you add a suffix to your word? If yes, score 10 points.

Have students find their total scores. (Maximum score is 60, if students can use their word correctly in a sentence.) Determine which student has the highest score. Have that student write the word on the board, and tell how he or she scored the points.

Today’s Challenge

**Student page 153** Tell students to fill in the blanks with the appropriate part of speech.

**Answers for student page 153:** Students’ answers will vary, but they should reveal an understanding of the parts of speech.

Go Further

**Student page 153** Tell students to make up their own passage with missing words. Have them trade their passages with a partner and have the partner fill in the blanks.

Assessment

**Student self-assessment page 153** Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify characteristics of words?
Building Words

Week 31 • Activity 154

Materials
Student page 154
A set of Letter Cards (a, a, e, e, b, l, n, o, r, s)

Concept
Use the letters in reasonable to build words with the long /ə/ and long /eɪ/ vowel sounds; homophones; words with suffix -able; and words with prefix en-.

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 b, o, n, and e together to form the word bone. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

• Return the b, and take the a and the l. Now make an adjective that tells what you are when no one is with you. (alone)
• Put back the a and the n, and take the r. Form a noun that is a synonym for part, as in a play. (role)
• Now exchange the l for the b. Make a word for something that doesn’t interest you at all. (bore)
• Return the b and replace it with the s. Now make an adjective that tells how you might feel after falling off your bike. (sore)
• Exchange the e for the a, and make the homophone for sore. (soar)
• Trade the s for the b and make a word that describes a male pig. (boar)
• Return the b and the a. Take the s, n, and e. Now make a word that describes a loud sound that some people make when they sleep. (snore)
• Return the s and the o, and take the a. Form a word that is an antonym for far. (near)
• Exchange the r for the l. Make a word that describes a strip on a street or highway. (lane)
• Trade the n for the b. Form an adjective that describes someone who can do something. (able)
• Place the prefix en- in front of able to make a verb that means “to make able.” (enable)
• Use all the letters to make a word that is a synonym for sensible. (reasonable)

Explain that reasonable can be broken apart into a base word (reason) and a suffix (able). The suffix -able means “able to” or “capable of.” Other examples include breakable, washable, and erasable.

Have students look at the words on the board and suggest ways to organize them. Here are some ideas:

Words with Long o: bone, alone, role
Words with Long e: near
Homophones: sore/soar; bore/boar

Today’s Challenge
Student page 154 Tell students to fill in each sentence with a word and the word plus the suffix -able. Offer this example: I wanted to ____ the sports section, but the newspaper was not ____ after it sat out in the rain. The answers are read and readable. Students may find the activity easier if you provide the base word for each item.

Answers for student page 154: 1. wash, washable 2. erase, erasable 3. love, lovable (or like, likable) 4. notice, noticeable 5. enjoy, enjoyable

Go Further
Student page 154 Have students write a sentence for each word: horrible, possible, and flexible.

Answers for student page 154: Students’ sentences will vary, but should use the words correctly.

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?
**Week 31 • Activity 155**

**Materials**
Student page 155

**Concept**
Identify words with prefixes and suffixes on multiple-choice tests.

**Get Started**
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 “rule out” some of the answers. Read the following passage and question to students.

Pedro had waited all week for Sunday to come. He looked forward to spending the day with his cousins at their ranch. He was becoming a better rider, and he liked helping out with the horses. He was hoping his uncle would let him ride Jupiter. The first time Pedro rode Jupiter, he felt some distrust. His cousin Sandra had said that Jupiter could be unpredictable. Once Pedro started out on the trail, he felt more confident. He listened to his uncle’s advice and kept control of the horse the entire way.

Look at the words below. Find the word that contains a prefix and a suffix.

(A) waited
(B) spending
(C) distrust
(D) unpredictable

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 has a suffix, but not a prefix. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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.

**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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. The maximum number of points for each question is 30.

**Student page 155** Tell students to 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. A 2. C

**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 words containing prefixes and suffixes?
Read Out Loud

Week 32 • Activity 156

Materials
Student page 156

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

Get Started
Read the following passage aloud to students. The first time, read it without appropriate attention to the punctuation. Then read it again, this time observing all punctuation marks.

I read the most amazing article last night. It was about a special camp in the mountains of Oregon. The people who go to the camp are blind or have other physical disabilities. The person in the article is blind, but he was learning how to snowboard. Can you imagine? I couldn’t possibly snowboard without seeing where I was going! Learning how to snowboard when you can’t see requires a lot of bravery and confidence, I think.

Discuss with students how using punctuation helps the reader understand the author’s message better and, when reading aloud, allows the listener to interpret the meaning.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge
Student page 156 Divide the students into groups of four. Each person will take on a given role: narrator, Ms. Tartuffo, Yanni, and Cynthia. Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script. Remind students to observe the punctuation in their reading.

Go Further
Student page 156 Tell students to make a list of people who they consider heroes. Ask them to share their lists orally with a partner first and then with the whole group.

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 observe the punctuation when they read aloud?
**Week 32 • Activity 157**

**Materials**
Student pages 156, 157

**Concept**
Enhance comprehension by comparing and contrasting information.

**Get Started**
Tell students that some texts compare and contrast two or more topics. Explain that it’s important to read such texts carefully in order to identify similarities and differences. Doing so will help them better understand the topic because they will get much more information.

Have students listen for similarities and differences as you read aloud the following paragraph.

Although dogs and cats both make wonderful house pets, each has certain qualities that appeal to some people but not to others. Dogs must be house-trained, while cats do usually learn easily to use a litter box. Dogs need to be walked outside several times a day. Cats use a litter box inside. Although cats may be easier to care for than dogs, they are less loyal. Cats seem to love their independence. While some cats enjoy being close to people, others can be standoffish. Dogs, on the other hand, are devoted to their owners and will follow them around the house just to be close. Dogs also protect their owners by barking when they hear someone coming.

As you review the paragraph with students, ask them to cite examples of things that are alike and things that are different. Record their responses in a Venn diagram, two overlapping circles, on the board. Review with students that information that is the same goes in the overlapping center section. Information that is different goes in the outside circle parts.

![Venn Diagram]

**Today’s Challenge**
**Student page 157** Have students look at student page 157. Tell students to fill in the Venn diagram, like you just demonstrated, to compare and contrast the two heroes mentioned in the passage.

**Answers for student page 157:** Answers will vary but may include: Neil Armstrong was an astronaut; Amelia Earhart was a pilot. Armstrong is a man; Amelia Earhart was a woman. Both were brave and flew in some kind of aircraft. Armstrong was brave because he went to the moon. Earhart was brave because she flew an airplane across the Atlantic Ocean in 1928. Both were first to do something.

**Go Further**
**Student page 157** The next logical step is for students to take the Venn diagram information and use it in a paragraph to compare and contrast Armstrong and Earhart. The topic sentence should say what students will write about. The concluding sentence should wrap up the information. Reading aloud their finished paragraphs is a legitimate reason for students to read orally.

**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 similarities and differences between two topics?
Materials
Student page 158
One word card for each student, plus one
Tape

Concept
Build vocabulary by using word meaning and
structure.

Get Started
Before the session, prepare a word card (index-card
size) for each student. Use any words that are familiar
to students. As a suggestion, use words that you have
heard in students’ conversations about school or their
after-school activities. If you are in contact with
students’ teachers, find out what they are studying
and use related vocabulary. Another approach is to
relate words to a topic that you know students are
interested in.

Instructions for Playing What’s My Word? To
demonstrate the game, keep one card for yourself.
Tell students that you have a secret word and they
must ask you yes-no questions in order to guess the
word. Sample questions include the following:
• Does the word name a person, place, or thing?
  (Is it a noun?)
• Does the word have to do with an action? (Is it
  a verb?)
• Does the word have any word parts (prefix or
  suffix)?
• Does the word begin with a letter between A and
• Does the word have more than one syllable? More
  than two? More than three?

If students have difficulty guessing the word, offer a
hint to its meaning.

Then tape a word on the back of each student. Give
students an allotted amount of time to ask each other
questions about the word. If after five or six minutes,
students have not guessed their words, try another
approach. Tell students to sit down. Take one word
card at a time, and hold it over the student’s head so
that everyone but the student can see it. Then ask the
other students to offer clues.

Today’s Challenge
Student page 158 Tell students to check the letter
of the correct choice. Offer help to students who
appear to have difficulty with this activity.


Go Further
Student page 158 Have students write a question
about a part of speech. Have students exchange
papers and answer each other’s questions.

Assessment
Student self-assessment page 158 Have
students check one of the three choices to describe
how they feel about this activity.

Assessment tip Can students identify different
parts of speech?
Building Words

Week 32 Activity 159

Materials
Student page 159
A set of Letter Cards (e, i, k, n, p, r, s, t, u)

Concept
Use the letters in turnpikes to build two-syllable words, words with the e-controlled vowel, and words with the long vowel /i/.

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 t, u, r, and n together to form the word turn. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

- Now return the t, u, and r and take the i, k, and p. Add these letters to the n and form a word that describes the color that results from mixing red with white. (pink)
- Exchange the p and the n for the r and the s. Now make a word that tells about something that involves uncertain danger. (risk)
- Return the r and the s, and take the t and the e. Form a word that describes an object that you fly in the wind at the end of a long string. (kite)
- Exchange the t for the s and the p. Make a word that describes a long, sharp projection in the sole and heel of a soccer shoe. (spike)
- Trade in the s, p, and k for the u, n, and t. Now form a two-syllable word that tells what you do with your shoelaces before removing your shoes. (untie)
- Now exchange the i and the e for the r and the k. Make a word that describes the main part of a tree or the storage compartment in the rear of a car. (trunk)

- Return the k and take the i and the p. Form a two-syllable word that describes a root vegetable. (turnip)
- Exchange the t for the e and make a two-syllable word that describes a piece of fruit that’s not ready to be eaten. (unripe)
- Use all the letters to make a word that is a kind of highway. (turnpike)

Review that the prefix un- adds the meaning “not” to a word. Test this idea with these words: unbreakable, unlikely, and unbelievable. Tell students to look at the words on the board and suggest ways to organize them. Here are some ideas:

Words with Long i: kite, spike, untie, unripe, turnpike

Two-syllable Words: untie, turnip, unripe, turnpike

Today’s Challenge
Student page 159 Make sure students know what an anagram is. Use the first example as a model; show students how the letters in rate have been rearranged to make the word tear. Some students may find this activity easier to do if they work with letter cards.


Go Further
Student page 159 Have students make up two of their own anagrams. Tell them to trade papers with a partner and figure out each other’s anagrams.

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?
Rule Out 2

Week 32 • Activity 160

Materials
Student page 160

Concept
Identify comparison and contrast on multiple-choice tests.

Get Started
Tell students that sometimes a text will compare and contrast two or more things or ideas. When reading such a text, students need to create a mental strategy for keeping track of the similarities and differences.

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 “rule out” some of the answers. Read the following passage and question to students.

Pens and pencils are both great writing tools. Both are small and can easily be carried around. Pens leave permanent marks while pencils can be erased. If you’re not careful, pens can leave smudge marks. Pencil marks don’t smudge. A pencil gets shorter each time you sharpen it. Eventually, a pencil turns into a stub, and then you have to throw it out. Pens, on the other hand, don’t shrink, but they do lose ink. Some pens take a new cartridge while others have to be thrown out once the ink is used up.

Pens and pencils are alike in the following ways:

A) Both can be sharpened.
B) Both take a new cartridge.
C) Both are small, writing tools that can be carried around.
D) Both get smaller as you use them.

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 pencils don’t take a new cartridge. Discuss the choice and reasoning. Ask for a second volunteer to rule out another 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.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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.

Answers for student page 160: 1. A 2. D

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 correctly identify similarities and differences?
Materials
Student page 161

Concept
Read aloud with appropriate fluency and pacing to convey the author’s intended meaning.

Get Started
Read the following passage aloud. The first time, read it with natural-sounding fluency and pacing. The second time, read it haltingly and slowly.

Are you a risk-taker? Life offers many opportunities for adventure. What you need to realize is that with adventure comes risk. Hiking through the woods on a cold, snowy day can be a great experience.

Before you set out, though, you must check your supplies. Make sure you have water, snacks, a flashlight, a map, and a compass. Plan your route carefully and estimate how long your hike will take. Check your watch when you set out, and check the time on a regular basis.

Ask students to explain what they observed about the two ways of reading. Explain that fluency (reading smoothly with meaningful phrasing) and pacing (reading at an even pace) are important because they both affect how well the listener will understand the author’s message. If the listener has to work hard at putting words together so that they make sense, then the meaning might be lost. Emphasize that practice is important before reading aloud so that the reader will be prepared to read fluently and at a good pace.

Tell students that they are going to read a dialogue with a partner. Both students will read the passage silently so that they can get a good understanding of what the author is saying. Then each student will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge

Student page 161 Divide the students into pairs. Each person will choose a given role. (A third person could be the narrator.) Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script. Listeners should take note of the fluency and pacing.

Go Further

Student page 161 Have students write about their favorite time of year. Suggest that students tell what they do during that time of year that makes it special. Have students read aloud their descriptions to a partner or to the class.

Assessment

Student self-assessment page 161 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read with appropriate fluency and pacing?
Today's Challenge

Student page 162 On student page 162, students are asked to write the conclusions that they drew about Paolo.

Answers for student page 162: Answers will vary. Students may say that Paolo loves Brazil and misses it. They may say that Paolo appreciates the Brazilian culture, and does a good job of explaining it to others.

Go Further

Student page 162 Have students write about their favorite holiday. One idea is to write a letter explaining family celebrations and traditions. Encourage students to explain how their family celebrates this holiday and what makes it special.

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 draw reasonable conclusions?
Word Games

Week 33 • Activity 163

Materials
Student page 163
Word Maze Cards (Week 33 Activity 163)

Concept
Build vocabulary by identifying parts of speech—adjective, noun, verb, adverb, pronoun.

Get Started
Review with students the meaning of these words.

- adjective—a word that describes a noun or pronoun (enormous)
- noun—a word that names a person, place, or thing (Rome, Tania, bicycle)
- verb—a word that expresses an action (believe, jump, throw)
- adverb—a word that describes a verb, adjective, or another adverb (very, easily)
- pronoun—a word that is used in place of a noun (I, you, he, she, it, we, they)

Instructions for Playing Word Maze Ask students to look at their cards. Have one student read the question on his or her card. Then ask, “Who has the card with the answer to the question that was just read?” Ask that student to read the answer and then read the question on his or her card. Play continues until all the 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 answer the set of questions for each word.

Answers for student page 163: 1.a. four b. silly c. adjective d. ridicule 2.a. three b. environment c. noun d. surround

Go Further

Student page 163 Tell students to think of a multi-syllabic word that will earn them a lot of points.

Answers for student page 163: Have students check one of the three choices to describe how they feel about this 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 identify parts of speech, including adjectives, nouns, verbs, adverbs, and pronouns?
Building Words

Week 33•Activity 164

Materials
Student page 164
Sum of the Parts Cards (Week 33 Activity 164)

Concept
Build words from word parts—suffixes (-able, -ed) and prefixes (en-, un-).

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. When you have finished playing the game, put the cards in an envelope or bag labeled “Week 5 Activity 23.”

Instructions for Playing Sum of the Parts Ask students to look at their cards and find one or more student with whom they can make a word by combining their cards. When as many words as possible have been made, have students stand in position while you record the words on the board. If a spelling change is involved, make sure students hold the cards to show the correct spelling, blocking out any letters that should be dropped. 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 depending on how many of the cards are used. Possible word combinations include the following: circled, encircle, closed, enclose, covered, uncover, dressed, undress, enlarge, likable, liked, unlike, packed, unpack, readable, ripen, unripe, tied, untie.

Today’s Challenge
Student page 164 Students will use each word in a sentence.

Answers for student page 164: Sentences will vary, but the words should be used correctly.

Go Further
Student page 164 Have students read their sentences aloud to a partner or to the whole group.

Assessment
Student self-assessment page 164 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand how to combine words with suffixes and prefixes to make new words?
**Rule Out 2**

**Week 33 • Activity 165**

**Materials**
Student page 165

**Concept**
Draw conclusions on a multiple-choice test.

**Get Started**
Tell students that good readers combine their own knowledge and experience with story clues to draw conclusions. It is important to know how to draw conclusions, because authors don’t always state everything directly. Readers have to make connections to what they know to better understand what an author has written.

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 “rule out” some of the answers. Read the following passage and question to students.

Ginger waited eagerly by the door. She had looked forward to this chance for hours. When she heard the car door slam, she ran to the front door. She couldn’t wait to get her little paws out there in the bright sunshine. She’d been lying around the house all morning, and she looked forward to a good, long walk. When Sam walked in the front door, Ginger leapt up and licked him on the face.

What conclusion can you draw about Ginger?

A. Ginger is a little girl.
B. Ginger is a cat.
C. Ginger is a dog.
D. Ginger is a hamster.

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 a girl doesn’t have paws. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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. (Clues such as paws, looking forward to a walk, and licking Sam on the face seem to mean that Ginger is a dog.)

**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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. The maximum number of points for each question is 30.

**Student page 165** 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 165:** 1. A 2. B

**Assessment**

**Student self-assessment page 165** Have students check one of the three choices to describe how they feel about this activity

**Assessment tip** Can students draw reasonable conclusions?
Week 34 • Activity 166

Materials
Student page 166

Concept
Read aloud with appropriate expression and pacing.

Get Started
Explain to students that the pace of reading affects how well the listener will understand what is being read. Read two sentences too fast, two sentences too slow, and two sentences at a natural sounding pace. Ask students to comment on how the pace affects their understanding.

Peter’s pressed the snooze button on his alarm clock and fell back asleep. He had stayed up late the night before, finishing his Science project. He had to be at school by 7:30, and it was now 7:00. Peter always slept soundly. Sometimes his older brother listened to music late at night, but Peter slept through the commotion. At 7:15 Peter’s mom came in, “Get up, Peter. You’ve already missed the bus. You’ve got to get going.”

Use the last line, the mother’s words, to demonstrate how the reader can convey a character’s feelings through voice. Read the lines in several ways: jokingly, sadly, and sternly. Ask students which version they think is most realistic for the situation. (They will probably say that the mother would speak sternly or maybe even angrily.)

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge
Student page 166 Divide students into triads. Each group of three students should decide who will read which part: narrator, Sean, and Jonathan. If female readers prefer, they can change Sean and Jonathan into Sarah and Jillian. Suggest that students highlight or underline the lines that they will read. After practicing, each triad will read the dialogue to the rest of the group. The listeners should pay respectful attention as they listen for expressive and fluent reading.

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 read with appropriate expression and pacing?
Materials
Student pages 166, 167

Concept
Enhance comprehension by making predictions.

Get Started
Tell students that making predictions is an important reading skill, because it helps readers become more engaged by what they’re reading. When readers make predictions, it shows that they’re connected with what they’re reading.

Tell students to listen closely as you read aloud the following passage.

Sarah’s dad had said he would pick her up from her after-school program at 4:30. Sarah had to get to soccer practice by 4:45. She hated to be late for soccer practice. All of her friends were on her team, and their coach was great. The team was gearing up for a big game, and everyone was excited to practice. At 4:35 Sarah’s dad still hadn’t come. Sarah’s friend Katie played on the same team, and she was waiting for her mom to pick her up. When Katie’s mom arrived a few minutes later, she asked if Sarah wanted a ride to soccer practice. Katie’s mom handed Sarah her cell phone.

As you review the paragraph with students, ask them to make a prediction about what happens next.

Today’s Challenge
Student page 167 Have students continue the dialogue that was begun on student page 166.

Answers for student page 167 Students’ responses will vary, but should show that they understand that Sean and Jonathan have something to talk about now that they’ve figured out where they may have seen each other.

Go Further
Student page 167 For further practice in reading aloud, have students read their dialogues with a partner.

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 make predictions?
**Week 34 • Activity 168**

**Materials**  
Student page 168  
One pair of word cards for every four students

**Concept**  
Use word meanings to build vocabulary.

**Get Started**  
*Before the session*, prepare two word cards (index-card size) of the same word for every four students. (Two pairs of students get the same word card.) See student page 168 for some ideas.

Explain that students will play this game 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, both teams give clues.

**Instructions for Playing Guess the Word**  
Divide students into pairs by counting off by twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Carefully show a word to the rest of the group, and hand a word card to the person on each team who will first give clues. One team is selected to play first. Play begins with the first team member offering a one-word clue to help his/her partner guess the word. If the student doesn’t 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 two more clues before the word is revealed. At the end of this turn, two new teams play.

**Today’s Challenge**  
**Student page 168** Have students write a story using at least eight of the twelve words from the list.

**Answers for student page 168**: Students’ stories will vary but should show their understanding of the words.

**Go Further**  
**Student page 168** Tell students to write synonyms for two words on the list and antonyms for two different words. For example, a synonym for *immense* is *huge* and an antonym is *tiny*.

**Assessment**  
**Student self-assessment page 168** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students use words correctly in their speech and writing?
Week 34 • Activity 169

Materials
Student page 169
A set of Letter Cards (e, e, l, o, p, r, s, s, w)

Concept
Use the letters in powerless to build words with the vowel combinations ee and ow and words with the suffix -er.

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 together the l, e, s, and s to form the word less. Then give the following clues. Keep the pace brisk. After each word is formed, write it on the board so students can check the spelling and you have a list of the words on display.

- Return the l and take the p and the r. Now form a word that means “to bear down on.” (press)
- Put back the r and the double s and take the w and the second e. Now make a word that is a synonym for weep. (weep)
- Add the s to form a word that tells how you clean the floor with a broom. (sweep)
- Exchange the w for the l to make a word that describes what you do at night. (sleep)
- Return the s and the double e. Take the r, o, and the w. Form a word that means “to roam through quietly in search of prey.” (prowl)
- Exchange the l for the e. Now make a word that means “strength or force.” (power)
- Trade in the p for the l to make a word that means “less high.” (lower)
- Exchange the l for the r to describe someone who operates a rowboat. (rower)
- Return the r and take the s and the l. Now make a word that means “not as fast.” (slower)
- Use all the letters to make a word that means “without power.” (powerless)

Point out that the suffix -less in powerless means “without.” Have students define these words: careless, speechless, penniless. A word with -less means the opposite of the same word with -ful for example, powerful and powerless.

Have students suggest ways to organize the words on the board. Here are some ideas:

Words with Long e: weep, sleep, sweep

Words with the /ou/ Sound: prowl, power, powerless

Today’s Challenge
Student page 169 To complete the sentences, students must decide whether to add -ful or -less to the word in parentheses. Remind them that sometimes they need to change the spelling of the base word to accommodate the suffix.


Go Further
Student page 169 Students are to give an example of a thoughtful action and a thoughtless action.

Answers for student page 169: Accept reasonable answers. Examples of thoughtful actions include sending a thank-you note and opening a door for someone. Examples of thoughtless actions include closing a door in someone's face and throwing books and backpacks on the floor.

Assessment
Student self-assessment page 169 Have students check one of the three choices to describe how they felt 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 34 • Activity 170

Materials
Student page 170

Concept
Make predictions on a multiple-choice test.

Get Started
Tell students that making predictions while they read is a way to stay connected with what they're reading. By making predictions, readers look ahead and think about the actions that characters are likely to take.

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 "rule out" some of the answers. Read the following passage and question to students.

When Lucy got home from school, she dropped her backpack in the hallway and headed straight for the kitchen. "I'm starving," Lucy said to no one in particular. "Mom, are you up there?" Lucy called. As she opened the refrigerator, Lucy heard her mother talking on the phone. Lucy took out the turkey, some cheddar cheese, and the mayonnaise. She took out two slices of bread and began nibbling turkey as she made herself a sandwich. Just then her little brother walked in. "Lucy, why didn't you wait for me?" Jason asked. "I had to walk home all by myself."

What do you think Lucy would say to Jason?

A. "Oops, I forgot that I had a little brother."
B. "Sorry, I was so hungry that all I could think about was getting home to eat."
C. "Sorry, I just wanted to be alone."
D. "You could have chased me."

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's quite unlikely. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure that students understand why B is correct. (The only information the reader knows for sure is that Lucy was starving.)

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. 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 both questions, 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
On a separate sheet of paper, have students write the part of the story when Wanda arrives at the rink.

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 make reasonable predictions?
Materials
Student page 171

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

Get Started
Read the following passage aloud. First read it with expression, and then read it haltingly and with improper phrasing.

It’s fascinating to watch a baby change. So much happens in the first year of life. Certain achievements happen at about the same time. Most babies smile for their moms and dads by the time they are seven or eight weeks old. Thank goodness that they do, because the first couple of months are hard. Babies do little more than sleep, eat, and cry. That routine makes parents, especially moms, very tired. Most babies sit up by the time they’re six or seven months old. They can hold a toy and play with it for a few minutes. You might not believe it, but that’s a major accomplishment!

Ask students to comment on the two ways that you read the passage aloud. Which way was easier for them to understand? Why? Explain that reading smoothly and with meaningful phrasing helps the listener understand the author’s message. Demonstrate phrasing with this example:

Most babies smile for their moms and dads by the time they are seven (PAUSE) or eight weeks old.

Point out that with this phrasing, the listener might think that babies don’t smile until they are seven years old, which is a confusing fact. The way a person reads aloud a passage affects the way a listener understands it.

Tell students that they are going to read a passage with a small group. Everyone in the group will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge
Student page 171 Divide the students into triads. Each person will take on a given role, one of the two children or the mother. Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script. Tell listeners to notice whether the reading is smooth and phrased in a way that makes sense.

Go Further
Student page 171 Have students write one thing that their group did especially well and one thing they need to improve.

Assessment
Student self-assessment page 171 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read with appropriate pacing and phrasing?
Week 35 • Activity 172

Materials
Student pages 171, 172

Concept
Enhance comprehension by identifying and using sequence words.

Get Started
Tell students that it's important to follow the sequence of events while reading. Sometimes authors use specific words, such as first, next, then, finally, and at last, to make the sequence clear. Readers should be alert to such words so that they can keep the order of events clear in their minds. This helps with comprehension because the key words help the reader remember the specific order.

Tell students to listen for sequence words as you read aloud the following passage.

Jose picked up his backpack and saxophone case and headed out the door. First he had to stop off at Miguel's house. After that, the two boys walked to the bus stop together. Within five minutes, the bus arrived. Once they got on the bus, they reviewed their homework. When the bus finally arrived at school, the two friends walked in together and did their special handshake before heading off to their classrooms.

As you review the paragraph with students, ask them to identify the sequence words that make the order of events clear (first, after that, within, once, when, before).

Today's Challenge
Student page 172 Tell students to look at student page 172. Have them fill in the sequence chart.

Answers for student page 172: On Monday, they're going to the Science Museum; on Tuesday, Thomas and his brother are going to their grandmother's house; on Wednesday, Thomas is going to work with his dad and George is playing at his friend's house; on Thursday, both boys are going to work with their mom; on Friday, they're going to spend the day with their grandfather in the city.

Go Further
Student page 172 Have students write a schedule for an ideal vacation. If there is time, ask students to read aloud their schedules.

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 and use sequence words?
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 in today's game.

- **syllable**—an uninterrupted unit; *for* has one syllable; *fortunate* has three
- **noun**—a word that names a person, place, or thing (*doctor, Texas, laughter*)
- **verb**—tells an action (*swallow, break, believe*)
- **adjective**—describes a noun (*wise, quick, sweet*)
- **adverb**—describes a verb, adjective, or another adverb (*slowly, early, late*)
- **word parts**—prefix (added to the beginning of a word, such as *pre-*), suffix (added to the end of a word, such as *able*), base word (contains the main meaning, such as *inform in information*

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 tell students to number their papers from 1 to 5.

As you ask each of the five questions, have students look at their word and answer the questions. 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 two or more syllables?** If yes, score 10 points.
2. **Is your word a noun or verb?** If yes, score 10 points.
3. **Is your word an adjective or adverb?** If yes, score 10 points.
4. **Does your word have a prefix?** If yes, score 10 points.
5. **Can you add a suffix to your word?** If yes, score 10 points.

Have students find their total scores. (Maximum score is 60, if students can use their word correctly in a sentence.) Determine which student has the highest score. Have that student write their word on the board, and tell how he or she scored the points.

Today's Challenge
Student page 173 Tell students to answer the questions in the activity. Remind them to read carefully.


Go Further
Student page 173 Tell students to write a pair of homophones and synonyms. To further extend the activity, have students use each pair of words in a sentence.

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 identify characteristics of words?
Building Words

Week 35 • Activity 174

Materials
Student page 174
A set of Letter Cards (a, b, c, e, f, l, m, o, o, r, t)

Concept
Use the letters in comfort able to build words with the vowel combinations oo and oo, words with the -able pattern, and two-syllable words.

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 a, b, l, and e together to form the word able. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so students can check the spelling and you have a list of the words on display.

• Now take the t and make a word that describes where you sit to eat your meals. (table)
• Exchange the t for a letter to make a word that describes a make-believe story. (fable)
• Return the f and take the m and the r. Make a word that describes a smooth, hard stone sometimes used in sculpture. (marble)
• Return the a, r, and e, and take two o's. Now make a word that tells what flowers do in spring. (bloom)
• Replace the l for the r to make a word that tells what you use to sweep the floor. (broom)
• Return all the letters except for one a. Take the a, f, l, and t. Now make a word that tells what swimmers like to do in a pool or the ocean. (float)
• Return the f and the o and take the e and the r. Make a word that means the opposite of earlier. (later)
• Use all the letters to make a word that means “feeling comfort.” (comfortable)

Explain that the suffix -able means “able to” or “capable of.” Ask students to define these words, using the meaning of the suffix: breakable, readable, changeable.

Tell students to suggest ways to organize the words. Here are some ideas:

Words with the oo Vowel Combination:  bloom, broom

Words with the -able Pattern: able, table, fable, comfortable

Today’s Challenge
Student page 174 Have students write down all the words that they can think of that are contained in the word magnetism. Some students will find this activity easier to do if they use letter cards.

Answers for student page 174: Answers will vary but may include: met, get, set, sit, sat, game, mist, stem, net, mast, sag, sting, stamen, and magnet.

Go Further
Student page 174 Have students write a short poem using two of the words from their list. Encourage students to share their poems with the rest of the group.

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 phonic and structural elements practiced in this lesson to read and spell words?
Rule Out 2

Week 35 • Activity 175

Materials
Student page 175

Concept
Identify sequence on a multiple-choice test.

Get Started
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 “rule out” some of the answers. Read the following passage and question to students.

Cassie was in a hurry. It was 3 o’clock, and she had to get to dance class by 4 o’clock. First she had to finish her math homework. Then she had to read for twenty minutes. After she finished reading, then she had to write a paragraph about what she had just read. Once she was done with her homework, she had to run upstairs and get changed for dance. She had to be ready by 3:50. That’s when Sari’s mom would pick her up.

What does Cassie have to do after she reads?

A) She has to change into her dance clothes.
B) She has to do her math homework.
C) She has to write a paragraph.
D) She has to wait to get picked up.

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 Cassie has to do her math homework before she reads. Discuss the choice and reasoning. Ask a second volunteer to rule out another 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 says “after she finished reading… she had to write a paragraph”).

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. The maximum number of points for each question is 30.

Answers for student page 175: 1. A 2. D

Go Further
On a separate sheet of paper, have students write a paragraph about a step-by-step process that they do every day.

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 correctly identify a sequence of events?
Week 36 • Activity 176

Materials
Student page 176

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

Get Started
Read the following passage aloud. Ask students to listen for clues in the text that tell how to read the passage aloud.

“You were awesome out there!” exclaimed Connor as the gym class ended.

“Oh, I don’t think I was so great,” said Aidan, “but thanks anyway.”

“No, really, that last basket that you made was unbelievable. You seemed to know just when and how to shoot the ball,” Connor said admiringly.

“You really think so? It was just luck,” Aidan said modestly.

Students should note that the author includes some word clues that tell how the characters are feeling and speaking: exclaimed, admiringly, and modestly. Although students can’t see them, the punctuation marks also help the reader know what to do. The context of the situation is also a clue. Remind students to think about how they would speak if they were one of the characters. The reader can make help the listener understand the author’s meaning by conveying the nature of the situation and the character’s reactions to it.

Tell students that they are going to read a dialogue with a partner. Students will read the passage silently so that they can get a good understanding of what the author is saying. Then students will each have a turn to be listener and reader so that they can provide feedback to each other before reading in front of the whole group.

Today’s Challenge
Student page 176 Divide the students into pairs. Each person will take on a given role, either the principal or the student. Remind students to think about how a principal would sound and how a student would sound; their reading should reflect this. Give students time to read the passage silently. Then have them read the passage aloud saying their part as indicated on the script. Listeners should focus on the readers, not the text, and listen for appropriate expression.

Go Further
Student page 176 Have students write a paragraph telling how they would like to celebrate the end of the school year. If there is time, ask students to read their writing aloud.

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 read with appropriate expression and fluency?
**Materials**
Student pages 176, 177

**Concept**
Enhance comprehension by making connections.

**Get Started**
Tell students that good readers connect with what they’re reading by thinking of a similar experience that they have had. They might also make a connection to something they have read or someone they know. By making connections with literature, readers connect new information with old information.

Tell students to listen closely as you read aloud the following passage.

I can remember the first time my dad left me at a birthday party by myself. I was in kindergarten, and I knew all the kids from school. Since all the other kids were getting dropped off, I decided that I would, too. My father said that he would pick me up as soon as the party ended. At first I felt a little nervous. Once the party got rolling, I felt fine. We did so many fun things that I forgot all about my father. Before I knew it, the party was over, and Dad was there.

As you review the paragraph with students, ask them how they relate to the story being told.

**Today’s Challenge**
*Student page 177* Students will use the passage on student page 176 as the basis for making connections. Have them write about the last day of school in another grade. In preparation for writing, suggest that they make a list of feelings, activities, and people that they remember. Tell them to write a short paragraph about last day of school.

**Go Further**
*Student page 177* Tell students to check their writing. Do they need to revise (for example, add more detail) or edit (for example, check their spelling and punctuation)?

**Assessment**
*Student self-assessment page 177* Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Are students able to make connections with their reading?
Week 36 • Activity 178

Materials
Student page 178
One word card for each student, plus one

Concept
Build vocabulary by understanding idioms.

Get Started
Before the session, prepare a word card (index-card size) for each of the ten idioms below (without the meanings) or ones of your own choosing. Ten suggestions follow, with the meaning in parentheses.

I'm green with envy. (I'm jealous.)
She's feeling blue. (She's sad.)
He sees red. (He is angry.)
She's in the pink. (She's feeling healthy.)
Hold on to your hat! (Get ready for something surprising.)
Put on your thinking cap (Think carefully.)
Are you pulling my leg? (Are you fooling me?)
That tickles my funny bone. (That makes me laugh.)
Use a little elbow grease. (Work extra hard.)
I give that a thumbs up. (I approve.)

Today's Challenge
Student page 178 Explain any of the idioms with which students are unfamiliar. Tell students to write the meaning of each idiom.

Answers for student page 178: Answers will vary but should reflect the meaning of each idiom. Possible answers: 1. I got his attention. 2. My dad made an embarrassing mistake. 3. My brother is so stubborn. 4. Someone told me about the accident. 5. My dad looked terrific. 6. When my mom speaks rudely to me, I try to figure out why. 7. Grandma says that people who get going early do better than people who wait. 8. I heard it directly from the person involved.

Go Further
On a separate sheet of paper, have students illustrate one (or more) of the idioms from the activity.

Assessment
Student self-assessment page 178 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students understand idioms?

Instructions for Playing What's My Word?
Play the game in a slightly different way from usual. Take one card at a time and hold it over a student's head so that everyone but the student can see it. Then ask the other students to offer clues. The secret idioms today have to do with colors, hats, or body parts. If students have difficulty guessing the idiom, offer a hint as to its meaning.
**Week 36 • Activity 179**

**Materials**
Student page 179
Sum of the Parts Cards (Week 36 Activity 179)

**Concept**
Build words from word parts—suffixes and base words.

**Get Started**
Distribute the 18 Sum of the Word 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 student with whom they can make a word by combining their cards. When as many words as possible have been made, have students stand in position while you record the words on the board. If a spelling change is involved, make sure students hold the cards to show the correct spelling, blocking out any letters that should be dropped. 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 in an envelope or bag labeled “Week 36 Activity 179.”

Word combinations will vary depending on how many of the cards are used. Possible word combinations include the following: careful, caring, careless, comfortable, comforting, drinkable, drinker, drinking, helper, helpful, helping, helpless, lower, lowest, powerful, powerless, slower, slowest, teachable, teacher, teaching, washable, washer, washing, weaker, weakest.

**Today’s Challenge**

**Student page 179**
Have students find the words in the word search puzzle. Assist students who need help.

![Word Search Puzzle]

**Go Further**

**Student page 179**
Tell students to think of two more words with the suffix -ful or -able and use them in sentences.

**Assessment**

**Student self-assessment page 179**
Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip**
Do students understand how to combine words with word endings to make new words?
Materials
Student page 180

Concept
Identify words with suffixes and prefixes on multiple-choice tests.

Get Started
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 “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 word with the suffix.

When Walter got home, he discovered that his mother had left him a list of chores to do before she got home from work. There were so many things to do that Walter felt overwhelmed. He wasn’t sure he would be able to get everything done in two hours. However, he decided he would surprise his mother and get everything done. He even got out the breakable dishes and set the table.

Which one of the following words contains a suffix?

A) before
B) everything
C) breakable
D) table

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 before does not contain a suffix. Discuss the choice and reasoning. Ask a second volunteer to rule out another answer, and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (C). Be sure students recognize the -able ending in breakable.

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 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) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right answer. The maximum number of points for each question is 30.

Student page 180 Tell students to 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 180: 1. C 2. D

Go Further
On a separate sheet of paper, have students make up their own test question and answer choices, modeled after the ones on student page 180. They can use the passage on the page or write a new one.

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 correctly identify words with prefixes and suffixes?
**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.

| Who has a homophone for p-a-n-e? | I have p-a-t-n. |
| Who has a homophone for r-e-d? | I have r-e-a-d. |
| Who has a synonym for damp? | I have moist. |
| Who has an antonym of hairy? | I have bald. |
| Who has a homophone for w-e-a-r? | I have w-h-e-r-e. |
| Who has a synonym for walk? | I have stroll. |
| Who has a synonym for sleepy? | I have tired. |
| Who has an antonym of moist? | I have dry. |
| Who has a homophone for t-o-o? | I have t-o. |
| Who has a synonym for hairy? | I have furry. |
| Who has an antonym of yours? | I have mine. |
| Who has an antonym of huge? | I have tiny. |
| Who has a homophone for b-e-a-r? | I have b-e-r-e. |
| Who has a synonym for yelling? | I have screaming. |
| Who has an antonym of open? | I have closed. |
| Who has a homophone for t-h-e-r-e? | I have t-h-e-i-r. |
| Who has a synonym for huge? | I have gigantic. |
| Who has an antonym of yelling? | I have whispering. |
## Week 5 • Activity 23

### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a word that has a prefix and means “to look at before”?</td>
<td>I have preview.</td>
</tr>
<tr>
<td>Who has a form of the word <em>break</em> that means “can be broken”?</td>
<td>I have breakable.</td>
</tr>
<tr>
<td>Who has a form of the word <em>break</em> that means “cannot be broken”?</td>
<td>I have unbreakable.</td>
</tr>
<tr>
<td>Who has a word that means “in a fast way”?</td>
<td>I have swiftly.</td>
</tr>
<tr>
<td>Who has a word that describes how the sun shines?</td>
<td>I have brightly.</td>
</tr>
<tr>
<td>Who has a word that means the same as <em>happily</em>?</td>
<td>I have gladly.</td>
</tr>
<tr>
<td>Who has a form of the word <em>avoid</em> that means “can be avoided”?</td>
<td>I have avoidable.</td>
</tr>
<tr>
<td>Who has a form of the word <em>avoid</em> that means “cannot be avoided”?</td>
<td>I have unavoidable.</td>
</tr>
<tr>
<td>Who has a form of the word <em>avoid</em> that means “in a way that is not avoidable”?</td>
<td>I have unavoidably.</td>
</tr>
<tr>
<td>Who has a compound word made with <em>one</em> that refers to all the people?</td>
<td>I have everyone.</td>
</tr>
<tr>
<td>Who has a compound word made with <em>one</em> that refers to one person?</td>
<td>I have someone.</td>
</tr>
<tr>
<td>Who has a form of the word <em>digest</em> that means “able to be digested”?</td>
<td>I have digestible.</td>
</tr>
<tr>
<td>Who has a form of the word <em>digest</em> that means “not digested”?</td>
<td>I have undigested.</td>
</tr>
<tr>
<td>Who has a form of the word <em>read</em> that means “able to be read”?</td>
<td>I have readable.</td>
</tr>
<tr>
<td>Who has a form of the word <em>read</em> that means “cannot be read”?</td>
<td>I have unreadable.</td>
</tr>
<tr>
<td>Who has a compound word that is the name of a citrus fruit?</td>
<td>I have grapefruit.</td>
</tr>
<tr>
<td>Who has a compound word that names a sport?</td>
<td>I have baseball.</td>
</tr>
<tr>
<td>Who has a word that means “to look over again”?</td>
<td>I have review.</td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who has</strong> a word that has a prefix and means “to look at before”?</td>
<td>I have preview.</td>
</tr>
<tr>
<td><strong>Who has</strong> another form of the word <em>hazard</em>?</td>
<td>I have hazardous.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word with a suffix and means “to be done in a hurry”?</td>
<td>I have hastily.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word with a prefix and a suffix and means “not to be believed”?</td>
<td>I have incredible.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word that can make a compound word with <em>cat</em>?</td>
<td>I have nap.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word that you can add the prefix <em>mis-</em> to that would mean “to act badly”?</td>
<td>I have behave.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a prefix and means “to live in peace with another”?</td>
<td>I have coexist.</td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>monster</em>?</td>
<td>I have monstrous.</td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>number</em>?</td>
<td>I have numerous.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word that can make a compound word with <em>side</em>?</td>
<td>I have kick.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word that, with the suffix <em>-ion</em>, would mean “something that you own”?</td>
<td>I have possess.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has two suffixes and means “more than is expected”?</td>
<td>I have exceedingly.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word with a prefix and a suffix that means “made angry”?</td>
<td>I have enraged.</td>
</tr>
<tr>
<td><strong>Who has</strong> a word that comes from the name of a famous French scientist and inventor and means “the process of heating a liquid to a temperature that is high enough to kill bacteria”?</td>
<td>I have pasteurization.</td>
</tr>
<tr>
<td><strong>Who has</strong> the base word of the word <em>scarcity</em>?</td>
<td>I have scarce.</td>
</tr>
<tr>
<td><strong>Who has</strong> a compound word that describes an honest and reliable person?</td>
<td>I have trustworthy.</td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>ridicule</em>?</td>
<td>I have ridiculous.</td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>fortune</em>?</td>
<td>I have fortunate.</td>
</tr>
</tbody>
</table>

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183
### Questions and Answers for Word Maze Cards

| Who has a synonym for the word considerate? | I have courteous. |
| Who has an antonym of the word enthusiastic? | I have bored. |
| Who has a homophone for the word f-a-i-r? | I have f-a-r-e. |
| Who has a synonym for the word insignificant? | I have unimportant. |
| Who has a word that means quickly? | I have hastily. |
| Who has a word that has more than one meaning? | I have spot. |
| Who has a homophone for s-t-a-r-e? | I have s-t-a-i-r. |
| Who has an antonym of the word unlucky? | I have fortunate. |
| Who has a synonym for the word excited? | I have elated. |
| Who has a word that means a “bunch of flowers”? | I have bouquet. |
| Who has a homophone for m-a-d-e? | I have m-a-i-d. |
| Who has a synonym for sickness? | I have illness. |
| Who has an antonym of plentiful? | I have skimpy. |
| Who has a word that means “to walk slowly”? | I have stroll. |
| Who has a synonym for the word unbelievable? | I have incredible. |
| Who has a homophone for s-t-a-k-e? | I have s-t-e-a-k. |
| Who has an antonym of happily? | I have sadly. |
| Who has a word that means “unusually large”? | I have jumbo. |
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Who has</th>
<th>an adverb that tells how you do something that you really like to do?</th>
<th>I have happily.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has</td>
<td>an adjective that means “fragile”?</td>
<td>I have breakable.</td>
</tr>
<tr>
<td>Who has</td>
<td>a verb that tells what you do when you and a friend send each other letters?</td>
<td>I have correspond.</td>
</tr>
<tr>
<td>Who has</td>
<td>a proper noun that names a country that is famous for bullfights?</td>
<td>I have Spain.</td>
</tr>
<tr>
<td>Who has</td>
<td>a pronoun that names a group of people not including yourself?</td>
<td>I have they.</td>
</tr>
<tr>
<td>Who has</td>
<td>a verb that means “to act badly”?</td>
<td>I have misbehave.</td>
</tr>
<tr>
<td>Who has</td>
<td>an adjective that describes something that demands immediate action?</td>
<td>I have urgent.</td>
</tr>
<tr>
<td>Who has</td>
<td>a verb that means “to tell about ahead of time”?</td>
<td>I have predict.</td>
</tr>
<tr>
<td>Who has</td>
<td>a noun that is a synonym for <em>smell</em>?</td>
<td>I have odor.</td>
</tr>
<tr>
<td>Who has</td>
<td>an adverb that describes an action that is done over and over again?</td>
<td>I have repeatedly.</td>
</tr>
<tr>
<td>Who has</td>
<td>a pronoun that could be used to replace the name Tom?</td>
<td>I have he.</td>
</tr>
<tr>
<td>Who has</td>
<td>a verb that means “to put off until a later time”?</td>
<td>I have postpone.</td>
</tr>
<tr>
<td>Who has</td>
<td>a noun that describes a place where scientific experiments occur?</td>
<td>I have laboratory.</td>
</tr>
<tr>
<td>Who has</td>
<td>an adjective that tells about clear handwriting?</td>
<td>I have legible.</td>
</tr>
<tr>
<td>Who has</td>
<td>an adverb that means “before the expected time”?</td>
<td>I have early.</td>
</tr>
<tr>
<td>Who has</td>
<td>a verb that means “to gather”?</td>
<td>I have collect.</td>
</tr>
<tr>
<td>Who has</td>
<td>a proper noun that names a continent?</td>
<td>I have Asia.</td>
</tr>
<tr>
<td>Who has</td>
<td>a noun that describes someone who is part of a pair?</td>
<td>I have partner.</td>
</tr>
<tr>
<td>Questions and Answers for Word Maze Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a prefix and means “to put things together that don’t belong together”?</td>
<td><strong>I have</strong> mismatch.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a suffix and means “the state of being concerned with important matters”?</td>
<td><strong>I have</strong> seriousness.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>method</em>?</td>
<td><strong>I have</strong> methodical.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that can make a compound word with <em>trust</em>?</td>
<td><strong>I have</strong> worthy.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a prefix and means “early”?</td>
<td><strong>I have</strong> premature.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a suffix and means “something that is a nuisance”?</td>
<td><strong>I have</strong> annoyance.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>useful</em>?</td>
<td><strong>I have</strong> usefully.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that can make a compound word with <em>fire</em>?</td>
<td><strong>I have</strong> fighter.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a prefix and a suffix and means “something that cannot be depended on”?</td>
<td><strong>I have</strong> unreliable.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a suffix and means “the state of being arranged in a systematic way”?</td>
<td><strong>I have</strong> orderliness.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>commune</em>?</td>
<td><strong>I have</strong> communal.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that can make a compound word with <em>chalk</em>?</td>
<td><strong>I have</strong> board.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> word that has a prefix and means “lack of trust or confidence”?</td>
<td><strong>I have</strong> mistrust.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a suffix and means “abundant”?</td>
<td><strong>I have</strong> plentiful.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a form of the word <em>encourage</em>?</td>
<td><strong>I have</strong> encouraging.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a compound word that helps drivers see at night?</td>
<td><strong>I have</strong> streetlight.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a prefix and means “a child between the ages of 9 and 12”?</td>
<td><strong>I have</strong> preteen.</td>
<td></td>
</tr>
<tr>
<td><strong>Who has</strong> a word that has a suffix and means “the process of settling”?</td>
<td><strong>I have</strong> settlement.</td>
<td></td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

| Who has a pronoun that points out those people over there? | I have *them*. |
| Who has an adjective that means “boring”? | I have *monotonous*. |
| Who has a verb that means “to run at top speed for a brief period”? | I have *sprint*. |
| Who has an adverb that describes the way you do something without becoming tired? | I have *tirelessly*. |
| Who has a pronoun that you would use to replace the name Ella? | I have *she*. |
| Who has a proper noun that names a continent that includes Brazil, Chile, and Venezuela? | I have *South America*. |
| Who has a verb that means “to stoop, especially with bent knees”? | I have *crouch*. |
| Who has an adjective that describes a pet that has been trained to live indoors? | I have *domesticated*. |
| Who has a verb that means “to train an animal to live indoors”? | I have *domesticate*. |
| Who has an adverb that means “coming after the usual time”? | I have *late*. |
| Who has a verb that means “to accompany”? | I have *escort*. |
| Who has a noun that describes a wind instrument that curves at the bottom end? | I have *saxophone*. |
| Who has a pronoun that names a group of people including yourself? | I have *we*. |
| Who has an adjective describing something from an early or original stage? | I have *primitive*. |
| Who has an adverb that means “fast”? | I have *quickly*. |
| Who has an adjective that means “faster”? | I have *quicker*. |
| Who has a proper noun that names an Asian country? | I have *Japan*. |
| Who has an adjective that describes someone who is warm to others? | I have *friendly*. |
### Questions and Answers for Word Maze Cards

| Who has a synonym for **companion**? | I have **comrade**. |
| Who has an antonym of **indivisible**? | I have **divisible**. |
| Who has a homophone for **d-i-e**? | I have **d-y-e**. |
| Who has a word that means “coming before”? | I have **previous**. |
| Who has a word that is a type of vehicle and also means “to teach someone”? | I have **train**. |
| Who has a synonym for **evil**? | I have **vicious**. |
| Who has an antonym of **polite**? | I have **rude**. |
| Who has a homophone for **m-a-i-n**? | I have **m-a-n-e**. |
| Who has a word that means “widely known”? | I have **prominent**. |
| Who has a synonym for **crash**? | I have **collide**. |
| Who has an antonym of **incompetent**? | I have **competent**. |
| Who has a homophone for **g-a-t-e**? | I have **g-a-i-t**. |
| Who has a word that means “a group of people moving forward in an orderly way”? | I have **procession**. |
| Who has a synonym for **exchange**? | I have **switch**. |
| Who has an antonym of **failure**? | I have **success**. |
| Who has a homophone for **w-h-e-r-e**? | I have **w-e-a-r**. |
| Who has a word that means “to squirm”? | I have **wriggle**. |
| Who has a synonym for **often**? | I have **frequent**. |
### Questions and Answers for Word Maze Cards

| Who has a verb that means “to bring to an end or a halt”? | I have *terminate*. |
| Who has a noun that is a fancy word for *food*? | I have *cuisine*. |
| Who has a pronoun that you would use to replace the names “Harry, Josh, and I”? | I have *we*. |
| Who has an adjective that means “possible”? | I have *feasible*. |
| Who has an adverb that means “luckily”? | I have *fortunately*. |
| Who has a proper noun that names a state whose capital is Springfield? | I have *Illinois*. |
| Who has a noun that means “a negative opinion formed without knowledge of the facts”? | I have *prejudice*. |
| Who has a verb that means “to agree”? | I have *concur*. |
| Who has an adjective that describes something that is extremely unpleasant? | I have *dreadful*. |
| Who has an adverb that describes the satisfied way that you do something? | I have *contentedly*. |
| Who has a noun that describes the act of making something better? | I have *improvement*. |
| Who has an adjective that means “very excited”? | I have *enthusiastic*. |
| Who has an adverb that means “in the near future”? | I have *soon*. |
| Who has a verb that means “to play in a lively way”? | I have *romp*. |
| Who has a noun that describes a sequence of events that are accidental but seem to have been planned? | I have *coincidence*. |
| Who has an adjective that means “of large or great size”? | I have *ample*. |
| Who has a noun that means “the area or environment in which a plant or animal normally lives”? | I have *habitat*. |
| Who has a verb that means “to walk in a slow, plodding way”? | I have *trudge*. |
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 the 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%.
## Class Record Sheet for *Afterschool Achievers: Reading Club*

**Instructor** ___________________________  **Grade** ___________

### Pretest  □  Posttest □

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Section I: Fluency</th>
<th>Section II: Comprehension</th>
<th>Section III: Word Study</th>
<th>Total/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</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.

All of a sudden, the vase hit the floor and shattered into a million pieces. Angela couldn’t believe it. All she had done was pick up the vase to look at it more carefully.

“Oh, no! What’s Aunt Tilly going to say? Maybe I could glue it back together,” Angela thought.

Angela heard Aunt Tilly’s footsteps. Just then Aunt Tilly’s cat, Gus, jumped onto the table where the vase had been.

“Gus!” cried Aunt Tilly, looking at the cat and the shattered vase. “What a naughty cat!”

Angela stared at Aunt Tilly, the broken vase, and Gus. It would be easy to blame Gus, but she couldn’t.

“Aunt Tilly,” Angela sobbed. “I broke the vase. I just wanted to look at it.”

Aunt Tilly knew that Angela didn’t mean to break it. “Come here, Angela,” she said, opening her arms to hug her niece.
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.

Tracy Jenkins was the fastest runner at the 7th Street School. Rosario Castro was the fastest runner at Fulton Elementary. Each had heard a lot about how fast the other was, and finally, they agreed to race against each other.

On Saturday afternoons, Pulaski Park was usually full of parents pushing strollers and old men playing chess. This Saturday was different. Dozens of kids showed up, wearing their school colors and carrying signs for their favored runner. Rosario thought all the fuss was silly. Tracy smiled and waved like a star. She was confident that she would win.

The race was close. Tracy led most of the way, but Rosario pushed ahead in the final few seconds.

To hide her embarrassment afterwards, Tracy bent down and pretended to tighten her shoelaces. Someone approached her. Looking up, Tracy saw Rosario.

They shook hands.

“Good race,” said Rosario. “What should our next contest be? Swimming? High jump?”

Tracy thought for a minute. “How about in-line skating?”

“You’re on,” grinned Rosario. “Same place, same time, next week?”

“Okay,” said Tracy. “Would you like to come to my apartment for lunch?”

“I have to meet my mother at the high school track,” said Rosario. “But we could go for a run together tomorrow.”
1. What kind of person is Rosario?
   A) friendly
   B) shy
   C) proud
   D) silly

2. Where does the story take place?
   A) 7th Street School
   B) Pulaski Park
   C) Fulton Elementary
   D) The YWCA track

3. What happened before Tracy and Rosario agreed to race each other?
   A) Each heard about how fast the other was.
   B) Rosario and Tracy were good friends.
   C) Tracy was embarrassed.
   D) Tracy smiled and waved like a star.

4. What caused Tracy to feel embarrassed?
   A) Dozens of kids were hollering her name.
   B) Rosario spoke to her.
   C) She lost the race.
   D) She couldn’t think of another race to have with Rosario.

5. What is the best summary of the main point of this passage?
   A) It’s okay to lose a race.
   B) Racing another person is a waste of time.
   C) You can’t be friends with someone who defeats you in a race.
   D) You should only go to someone’s home if you know him or her well.
6. What do Tracy and Rosario have in common?
   A) Both girls are in fourth grade.
   B) Both girls thought there should be more of a fuss made over the race.
   C) Both girls like to compete in sports.
   D) Both girls attended Fulton Elementary School.

7. What could NOT happen when Tracy and Rosario race next week?
   A) Tracy will beat Rosario this time.
   B) Rosario will beat Tracy this time.
   C) Rosario will use her arms to fly over to Tracy’s apartment.
   D) Rosario and Tracy will finish the race at the same time.

8. What was the author’s purpose in writing this passage?
   A) to entertain readers with a story of friendship
   B) to inform readers about the benefits of exercise
   C) to persuade readers to run more races
   D) to entertain readers with a funny story about a race

9. Which is a statement of opinion?
   A) Tracy attended the 7th Street School.
   B) Tracy lives in an apartment.
   C) Dozens of kids wore their school colors and carried banners
   D) Tracy should have won the race.

10. What is a reasonable connection to make to this passage?
    A) It’s a good idea to stretch before running.
    B) I know what it’s like to meet a new friend.
    C) I live in an apartment.
    D) My school colors are blue and white.
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.

When cartoonist Charles Schulz first drew “Peanuts” in 1950, he never imagined that his comic strip would become such a success. No one could have predicted that Charlie Brown, Snoopy, and Lucy would become a part of American culture. More than fifty years after their creation, the “Peanuts” gang appears on backpacks, T-shirts, and coffee mugs. That fact is a sure sign that Schulz created something that goes way beyond just entertainment.

Charles Schulz, known as “Sparky” to his friends and family, grew up in St. Paul, Minnesota. He did so well in school that he skipped ahead twice. By the time he was in junior high, Schulz was the youngest and smallest boy in his class. He felt lost. He remembered those feelings when he wrote “Peanuts.” Charlie Brown expresses some of the emotions that Schulz experienced as a child.

The “Peanuts” characters are thoughtful. They seem to understand that friendship and fairness are important. Charlie Brown is a caring person who longs to be accepted. Snoopy the dog expresses carefree happiness. Lucy is the bossy child with all the answers. Linus, always clutching his security blanket, questions the meaning of life. Finally, Schroeder is a talented piano player.

For fifty years, Schulz drew the “Peanuts” comic strip. In January 2000, he announced that he would stop drawing the strip. On February 12, 2000, Schulz died, just hours before the final new comic strip appeared in Sunday newspapers around the country.
11. What is a logical connection to make when reading this passage?
   A) I always read the sports section of the newspaper.
   B) I have a “Peanuts” comic book at home.
   C) I love peanuts and peanut butter.
   D) My dog is named Sparky.

12. Where do you picture Schroeder?
   A) on a football field
   B) in Minnesota
   C) at a piano
   D) in junior high school

13. Which statement is an opinion?
   A) Charles Schultz did well in school.
   B) Charles Schultz began drawing “Peanuts” in 1950.
   C) Charles Schultz is a cartoonist.
   D) Charles Schultz is the best cartoonist ever.

14. Charles Schulz was _________ by the success of “Peanuts.”
    A) disappointed
    B) surprised
    C) worried
    D) saddened

15. When did the final new comic strip appear in newspapers?
    A) hours after Schultz died
    B) hours before Schultz died
    C) at the moment Schultz died
    D) a month after Schultz died
16. Why did the author write this passage?
   A to inform readers about comic strips
   B to persuade readers to read comic strips
   C to inform readers about the comic strip “Peanuts”
   D to entertain readers with a story about Charlie Brown

17. “Peanuts” has been so successful because _________.
   A the drawings are simple
   B the characters look good on backpacks and other things
   C the cartoon is full of adventure
   D the characters are so much like real people

18. What could NOT happen?
   A A dog could be named Snoopy.
   B A picture of Snoopy could be on a backpack.
   C Snoopy and the other “Peanuts” characters could come to your house.
   D Snoopy and the other “Peanuts” characters could be in a cartoon.

19. The character most like Charles Schulz is _________.
   A Charlie Brown
   B Lucy
   C Shroeder
   D Linus

20. How would you compare the “Peanuts” characters with other comic strip characters?
   A They were just like other comic strip characters.
   B They were more like real people than other comic strip characters.
   C They were full of adventure, while other comic strip characters were full of drama.
   D They were serious characters, while other comic strip characters were just silly.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word *eat* is a/an _________.
   - A noun
   - B adjective
   - C verb
   - D adverb

2. Which word has two syllables?
   - A store
   - B storing
   - C stored
   - D stores

3. The plural of *child* is _________.
   - A childlike
   - B child's
   - C children
   - D students

4. _________ is a word that has four syllables.
   - A Presentation
   - B Presenting
   - C Present
   - D Presented

5. _________ is a word that has a prefix.
   - A Unify
   - B Under
   - C Unite
   - D Untie

6. Our team had a big _________ when we learned that our game was canceled.
   - A bonanza
   - B disappointment
   - C settlement
   - D experiment

7. A word that sounds the same as *fair* is _________.
   - A fire
   - B fairy
   - C fare
   - D flair

8. _________ is a word that has a suffix.
   - A Rainbow
   - B Favorable
   - C Mistrust
   - D Review

9. A word that means the same as *polite* is _________.
   - A courteous
   - B bright
   - C police
   - D impolite

10. _________ is a word that means the opposite of *filthy*.
    - A Soiled
    - B Clean
    - C Dirty
    - D Dishonest
11. Replace the 'l' in light with a letter that forms a word that describes one of your senses.
   A) might        B) sight        C) fight        D) right

12. Choose a word that rhymes with night.
   A) weight       B) knit         C) height       D) list

13. Add the suffix -able to a word to make it mean "not in any pain."
   A) work         B) comfort      C) rest         D) bend

14. Choose the word that names something that helps ships find their way around rocky shores.
   A) boathouse    B) sailboat     C) lighthouse   D) seashore

15. Add t to the beginning of a word to make a new word that describes the part of a tire that touches the road.
   A) read         B) race         C) ripe         D) rack

16. Add the prefix pre- to a word to make it mean "relating to the period before recorded history."
   A) view         B) release      C) caution      D) historic

17. Add th to the beginning of a word to make a new word that is the opposite of catch.
   A) row          B) read         C) ought        D) rust

18. Which word does NOT have the same vowel sound as the other words?
   A) strand       B) straight     C) stray        D) state

19. Add n to the end of a word to make a new word that is a place where people live.
   A) draw         B) law          C) tow          D) grow

20. Which word fits this sentence: I will _________ my name.
   A) written      B) writing      C) write        D) wrote
1. What kind of person is Rosario?
   - friendly
   - shy
   - proud
   - silly

2. Where does the story take place?
   - A. 7th Street School
   - B. Pulaski Park
   - C. Fulton Elementary
   - D. The YWCA track

3. What happened before Tracy and Rosario agreed to race each other?
   - A. Each heard about how fast the other was.
   - B. Rosario and Tracy were good friends.
   - C. Tracy was embarrassed.
   - D. Tracy smiled and waved like a star.

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   - A. Dozens of kids were bolting her name.
   - B. Rosario spoke to her.
   - C. She lost the race.
   - D. She couldn’t think of another race to have with Rosario.

5. What is the best summary of the main point of this passage?
   - A. It’s okay to lose a race.
   - B. Racing another person is a waste of time.
   - C. You can’t be friends with someone who defeats you in a race.
   - D. You should only go to someone’s home if you know him or her well.

6. What do Tracy and Rosario have in common?
   - A. Both girls are in fourth grade.
   - B. Both girls thought there should be more of a fuss made over the race.
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    - C. I live in an apartment.
    - D. My school colors are blue and white.
11. What is a logical connection to make when reading this passage?
   
   A. I always read the sports section of the newspaper.
   B. I have a "Peanuts" comic book at home.
   C. I love peanuts and peanut butter.
   D. My dog is named Spunky.

12. Where do you picture Schroeder?
   
   A. on a football field
   B. in Minnesota
   C. at a piano
   D. in junior high school

13. Which statement is an opinion?
   
   A. Charles Schulz did well in school.
   B. Charles Schulz began drawing "Peanuts" in 1950.
   C. Charles Schulz is a cartoonist.
   D. Charles Schulz is the best cartoonist ever.

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   C. worried
   D. saddened

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   D. Snoopy and the other "Peanuts" characters could be in a cartoon.

19. The character most like Charles Schulz is
   
   A. Charlie Brown
   B. Lucy
   C. Schroeder
   D. Linus

20. How would you compare the "Peanuts" characters with other comic strip characters?
   
   A. They were just like other comic strip characters.
   B. They were more like real people than other comic strip characters.
   C. They were full of adventure, while other comic strip characters were full of drama.
   D. They were serious characters, while other comic strip characters were just silly.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word eat is a(n)
   A noun  B adjective  
   C verb  D adverb

2. Which word has two syllables?
   A more  B storing  C stored  D stores

3. The plural of child is
   A childlike  B child's  C children  D students

4. is a word that has four syllables.
   A Presentation  B Presenting  C Present  D Presented

5. is a word that has a prefix.
   A Unify  B Under  C Unite  D Unite

6. Our team had a big when we learned that
   A bonanza  B disappointment  C settlement  D experiment

7. A word that sounds the same as fair is
   A fire  B fairy  C fate  D flair

8. is a word that has a suffix.
   A Rainbow  B Favorable  C Mistrust  D Review

9. A word that means the same as polite is
   A courteous  B bright  C police  D impolite

10. is a word that means the opposite of fitly.
    A Soiled  B Clean  C Dirty  D Dishonest

11. Replace the /i/ in light with a letter that forms a word that describes one of your senses.
    A might  B sight  C light  D right

12. Choose a word that rhymes with night.
    A weight  B knit  C bright  D list

13. Add the suffix -able to a word to make it mean "not in pain.'
    A work  B comfort  C rest  D bend

14. Choose the word that names something that helps ships
    find their way around rocky shores.
    A boshouse  B sailboat  C lighthouse  D seashore

15. Add z to the beginning of a word to make a new word that
    describes the part of a tire that touches the road.
    A read  B race  C pipe  D rack

16. Add the prefix pre- to a word to make it mean "relating to the
    period before recorded history."
    A view  B release  C caution  D historic

17. Add sh to the beginning of a word to make a new word
    that is the opposite of catch.
    A row  B read  C ought  D rust

18. Which word does NOT have the same vowel sound as the other words?
    A stand  B straight  C stray  D state

19. Add a to the end of a word to make a new word that is a
    place where people live.
    A draw  B law  C row  D grow

20. Which word fits this sentence: I will my name.
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### Activity Correlation—Comprehension

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Section I: Fluency

Directions: Read the following passage silently at least one time. Then read it aloud when your teacher is ready to listen to you.

Adam arrived at school full of smiles. Today his class was going to start basketball in gym, and Adam loved basketball. Then, after school, he would get to play basketball again. This was going to be a great day!

Or so Adam thought, until he remembered that his report was due today. His report was home on his desk. Now what was he supposed to do? Both of his parents were at work already, so they couldn’t bring the report to him. School was about to begin, and he couldn’t leave the building. Think, think, Adam willed himself.

Maybe he could call a neighbor. But how would the neighbor get into Adam’s house? What about his aunt? Was she home? No, Adam remembered that she was away on business. Adam was just going to have to tell his teacher that he forgot his report.
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.

You’ve seen castles in movies and read about them in fairy tales. These solid-looking buildings, sitting high atop a hill, surrounded by a moat, seem unreal. What you may not realize is that hundreds of castles were built in Europe, from the eleventh through the thirteenth centuries. Because they were so well made, many castles still exist today.

Early castles were made of earth and wood. Because the wood rotted and was easy for an enemy to burn, castle builders turned to stone. Stone castles were strong and could stand up to attack. However, it could take ten or more years to complete a stone castle.

Castle walls made of stone ranged from eight to twenty feet thick. The thick walls kept enemies from breaking down the castle. Wood was used for floors, ceilings, and scaffolding. However, it took time and money to get enough wood for a large castle. Lead, iron, and tin were used, too. These materials also cost a lot of money.

Building a castle was expensive. In addition to buying materials, castle owners had to pay the workers. Sometimes as many as 2,000 workers were hired to build one castle. Skilled laborers, including woodcutters, miners, carpenters, and masons, were needed. When you consider the challenges—limited money, a long building time, and the huge size of the projects—it is a miracle that so many castles were built.
1. Castle walls were thick to prevent attack. What does this tell you about the times?
   - A) All people lived in peace.
   - B) Money was in short supply.
   - C) Enemies tended to attack one another.
   - D) There was plenty of stone available to build thick walls.

2. What picture do you see in your mind when you read this passage?
   - A) I see that the wood needs painting, but otherwise the castles look good.
   - B) I see a square brick building, almost like an apartment building.
   - C) I see a large, stone castle in the middle of town, surrounded by stores.
   - D) I see a large, stone castle on a hilltop, surrounded by a moat.

3. What were the problems with castles before stone was used?
   - A) They didn’t stay warm enough in the winter.
   - B) They couldn’t be built on hills.
   - C) They rotted and burned easily.
   - D) They were terribly expensive to build.

4. By building thick walls, castle builders created structures
   - A) that enemies could not break down
   - B) that took too long to complete
   - C) that looked ugly
   - D) that no one liked

5. Although it took many years to build a castle,
   - A) it wasn’t worth the time and effort, because people can’t live there anymore.
   - B) it wasn’t worth the time and effort, because it cost too much money.
   - C) it was worth the time and effort, because rich people liked to live in castles.
   - D) it was worth the time and effort because many still exist.

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6. Why did castle builders replace wood with stone?
   A. They thought stone looked better than wood.
   B. They couldn't find enough wood.
   C. They believed that stone was stronger and would resist attack.
   D. They thought stone was easier to work with.

7. Which statement is true of castles?
   A. They protected the people who lived in the castle.
   B. They were very cheap to build.
   C. Thousands of small gnomes worked to build castles.
   D. Every castle ever built still exists today.

8. What was the author's purpose in writing this passage?
   A. to entertain readers with a story about castles
   B. to inform readers about castles
   C. to persuade readers to live in a castle
   D. to inform readers about the benefits of stone walls

9. The author believes that ________.
   A. castles only exist in movies and fairy tales
   B. castles are amazing
   C. castles are boring
   D. castles were a waste of time and money

10. What is a reasonable connection to make to this passage?
    A. It's a good idea to pay builders a lot of money.
    B. I know someone who lives in Europe.
    C. I read a book about collecting stones and rocks.
    D. I read a book about some knights who protected a castle.
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.

As Sam sat down to write his science paper, a fly landed on his math book. The fly was a nuisance, so Sam decided to get rid of it. Sam lifted his hand slowly, then stopped. Why bother, when the fly could move faster than he could? Sam stood up and reached for his open notebook. It was too big to hit such a small fly.

Then Sam had an idea. He opened his bedroom window and waved the fly out. The insect got caught in the spider’s web at the corner of the window. Sam leaned forward, resting his elbows on the windowsill. He noticed that other flies had gotten caught in the spider’s web.

Sam sighed and returned to his desk. His science paper was due tomorrow, and he still hadn’t decided on a topic. He could write about dogs, but Tony and Mark were probably already doing that. He thought about calling his friend Tamara for ideas, but Sam wanted to come up with his own topic.

Sam stared at the blank paper. He walked over to the window again and saw the spider on its web. The spider was even uglier than the fly. But since this spider had caught the fly, he decided to leave it alone.

Sam watched the spider closely as it busily wove a larger web. “This is kind of cool,” he thought. Sam stood up and smiled in relief. He had finally decided on a topic for his science paper.
11. What will Sam do next?
   A write a paper about dogs
   B do his math homework
   C call his friend Tamara for ideas
   D write a paper about spiders

12. This story takes place in ____________.
   A Sam’s bedroom
   B a barn
   C Sam’s school
   D a library

13. Which statement is an opinion?
   A Sam sighed and returned to his desk.
   B The spider was even uglier than the fly.
   C Other flies had been caught in the spider’s web.
   D Sam rested his elbows on the windowsill.

14. How did Sam choose a topic for his science paper?
   A He got the idea from a book.
   B He selected dogs as his topic.
   C He called his friend Tamara for ideas.
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15. What happened right before the fly got caught in the web?
   A Sam sat down to write his science paper.
   B Sam opened his window and waved the fly out.
   C Sam watched the spider weave a larger web.
   D Sam stared at the blank paper.
16. Why did the author write this story?
   A) to inform readers about spiders and their webs
   B) to persuade readers to study insects
   C) to entertain readers with a story about a boy
   D) to inform readers about the benefits of insects

17. Why did Sam smile in relief?
   A) He enjoyed watching spiders.
   B) It was a beautiful day out.
   C) He was glad to be rid of the fly.
   D) He had decided what to write about.

18. What could NOT happen?
   A) Sam will write his science paper.
   B) The spider will thank Sam for the fly.
   C) The spider will eat the fly.
   D) Sam will spend some more time watching the fly.

19. How have Sam’s feelings changed by the end of the passage?
   A) He feels relieved because he has a topic.
   B) He is worried because he doesn’t have a topic.
   C) He feels annoyed by the fly.
   D) He feels sad that the fly got caught in the web.

20. Which is the best summary of the main point of the story?
   A) Sam should ask his parents for screens to keep out the flies.
   B) Sam is a good student because he spends a lot of time on his homework.
   C) Spiders are very interesting creatures.
   D) You never know where you’ll find a good idea to write about.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word *grateful* is a/an __________.
   A) noun  B) adjective  C) verb  D) adverb

2. Which word has two syllables?
   A) snowy  B) snows  C) snowed  D) snow

3. The plural of *speech* is __________.
   A) speeches  B) speeches  C) speech  D) speak

4. Which word has four syllables?
   A) recover  B) recovered  C) covered  D) recovering

5. __________ is a word that has a prefix.
   A) Mister  B) Missing  C) Mislead  D) Missile

6. After the earthquake, an __________ hole opened in the ground.
   A) unreal  B) immense  C) enthusiastic  D) expensive

7. A homophone for *blew* is __________.
   A) windy  B) calm  C) color  D) blue

8. __________ is a word that has a suffix.
   A) Miserable  B) Table  C) Preview  D) Dictionary

9. A synonym for *fragile* is __________.
   A) expensive  B) fragment  C) delicate  D) strong

10. An antonym of *humorous* is __________.
    A) joke  B) serious  C) funny  D) humor
11. Add a consonant to rain to form a word that means “to gradually remove the liquid.”
   A train  B grain  C drain  D strain

12. Choose a word that rhymes with throw.
   A plow  B town  C vow  D owe

13. Add the suffix -ment to make a word that describes what you might feel if your expectations were not met.
   A embarrass  B disappoint  C improve  D settle

14. Choose the word that names a lonely feeling you might have when you’re away.
   A goodwill  B shortsighted  C breathtaking  D homesick

15. Replace the m in mend with a consonant blend to form a word that means “a current style.”
   A blend  B wend  C friend  D trend

16. Add the prefix mis- to a word to make it mean “to send in the wrong direction.”
   A trust  B fire  C place  D lead

17. Add sh to the beginning of a word to make a word that means “the outer outline of an object.”
   A allow  B ape  C all  D out

18. Which word does NOT have the same vowel sound as the other words?
   A weight  B height  C sign  D sight

19. Which word has the long e vowel sound?
   A plead  B thread  C flew  D shred

20. Which word fits this sentence: Wash those __________ pots in hot, soapy water.
   A greasing  B grease  C greasy  D greasiest

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1. Castle walls were thick to prevent attack. What does this tell you about the times?
   A. All people lived in peace.
   B. Money was in short supply.
   C. Enemies tended to attack one another.
   D. There was plenty of stone available to build thick walls.

2. What picture do you see in your mind when you read this passage?
   A. I see that the wood needs painting, but otherwise the castle looks good.
   B. I see a square brick building, almost like an apartment building.
   C. I see a large, stone castle in the middle of town, surrounded by stores.
   D. I see a large, stone castle on a hilltop, surrounded by a moat.

3. What were the problems with castles before stone was used?
   A. They didn't stay warm enough in the winter.
   B. They couldn't be built on hills.
   C. They rotted and burned easily.
   D. They were terribly expensive to build.

4. Why did castle builders replace wood with stone?
   A. They thought stone looked better than wood.
   B. They couldn't find enough wood.
   C. They believed that stone was stronger and would resist attack.
   D. They thought stone was easier to work with.

5. Although it took many years to build a castle,
   A. It wasn't worth the time and effort, because people can't live there anymore.
   B. It wasn't worth the time and effort, because it cost too much money.
   C. It was worth the time and effort, because rich people liked to live in castles.
   D. It was worth the time and effort because many still exist.

6. Which statement is true of castles?
   A. They protected the people who lived in the castle.
   B. They were very cheap to build.
   C. Thousands of small goomes worked to build castles.
   D. Every castle ever built still exists today.

7. What was the author's purpose in writing this passage?
   A. To entertain readers with a story about castles.
   B. To inform readers about castles.
   C. To persuade readers to live in a castle.
   D. To inform readers about the benefits of stone walls.

8. The author believes that
   A. Castles only exist in movies and fairy tales.
   B. Castles are amazing.
   C. Castles are boring.
   D. Castles were a waste of time and money.

9. What is a reasonable connection to make to this passage?
   A. It's a good idea to pay builders a lot of money.
   B. I know someone who lives in Europe.
   C. I read a book about collecting stones and rocks.
   D. I read a book about some knights who protected a castle.
11. What will Sam do next?
   A. write a paper about dogs
   B. do his math homework
   C. call his friend Tamara for ideas
   D. write a paper about spiders

12. This story takes place in
   A. Sam's bedroom
   B. a barn
   C. Sam's school
   D. a library

13. Which statement is an opinion?
   A. Sam sighed and returned to his desk.
   B. The spider was even uglier than the fly.
   C. Other flies had been caught in the spider's web.
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