**Week 1 • Activity 1**

**Materials**
Student page 1

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

**Get Started**
Read the following part of a play aloud in two different ways: once in a monotone and once with appropriate expression. Ask students to listen carefully as you read.

*Kate:* Wake up, Alison. What’s that noise?
*Go back to sleep.*
*Kate:* Something’s making rustling noises!
*Alison:* You watch too much TV. Oh! I hear it!
*Who’s there?*

Ask:
- What was different about the two ways that I read the text?
- Which way was easier for you to understand? Why?
- What kinds of punctuation do you think the author used to convey the characters’ feelings?

Explain to students that reading aloud with expression helps the listener get involved in what is going on in a play. Help students understand that when they read silently to themselves, they can use punctuation marks to give expression to what they are reading. Explain that readers can “listen” in their minds as they read. This can help them to better understand what they are reading and, when they read to others, to convey this understanding.

**Today’s Challenge**
Tell students that today they are going to work with a partner to read Scene 1 of a play aloud. Have students count off in twos. Then have them read silently to understand what the play is about.

**Student page 1** Explain that Scene 1 of the play is about two friends who are having a sleepover. One friend hears a noise and wakes up the other. The rest of the scene is about how the two friends react to this scary situation. Read the scene through once with groups who need extra support. If boys prefer boys’ parts, they can pencil in the names Kevin and Adam.

**Go Further**

**Student page 1** Have students read Alison’s line “Well, what’s your bright idea?” two different ways. The first time, they might read with sarcasm; the second time, they should read in a straightforward manner. Have students discuss how changing the way words are expressed changes their meaning.

**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 convey the characters’ feelings when they read aloud from a play?
Week 1 • Activity 2

Materials
Student pages 1, 2

Concept
Enhance comprehension by predicting what will happen next.

Get Started
Remind students that making predictions, and checking them as they read, can help them keep track of the events in a story so they can understand it better. Tell students that as they read, they should look for clues that give hints about what might happen next. Explain that sometimes what they predict might not happen. Be sure students understand that this does not mean their prediction was wrong. It just means that the author sometimes likes to surprise us rather than meet our expectations. It also means that sometimes we use our own experiences to make predictions and those experiences might be different from the author’s.

Read the following passage. Ask students to predict what might happen next. They should be able to identify clues that help them make their predictions.

The next day in school, Kate told Tim and Jody about her sleepover at Alison’s house. “When I first heard the noise, I woke up Alison,” Kate said. “She told me to go back to sleep.”

“You mean Alison wasn’t scared?” Tim asked.

“Here she comes,” Kate said with a grin. “Ask her yourself.”

When Alison joined the group, Tim asked her if she was scared, too. Alison’s face turned a bright red.

“You don’t have to answer,” Jody said. “Let me guess how you felt!”

Ask students what Jody’s guess might be. Ask them to support their prediction with clues from the text and their own experiences.

Students should predict that Jody will say that Alison was scared, too. They should identify the clues that Kate grinned when she told Tim to ask Alison if she was scared and that Alison’s face turned red.

Today’s Challenge
Student page 2 Have students look at student page 2. They are to read the statements that Kate or Alison make in Scene 1 of the play. Then students should write how they initially thought the other character would react and what clues led them to their predictions. Finally, students should write what actually happened.

Answers for student page 2: Responses will vary, but students should cite specific clues that provide a reasonable basis for their predictions.

Go Further
Student page 2 Have students predict what they think is making the noise that scares Alison so much that she hides under the bed. Encourage students to give reasons for their prediction.

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

Assessment tip Do students give reasonable clues to support their predictions?
Word Games

Week 1 • Activity 3

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

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

Get Started
Review with students the meaning of the following words:

- **homophone**—a word that is pronounced the same as but spelled differently from another word (*their/*there, *bail/*bale*)
- **synonym**—a word that means the same as or nearly the same as another word (*happy/*glad, *angry/*mad*)
- **antonym**—a word that means the opposite or nearly the opposite of another word (*up/*down, *right/*wrong*)

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

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

**Student page 3** When the group has finished playing the game, have them answer the questions on student page 3.


**Go Further**
**Student page 3** Have students write a pair of synonyms and a pair of antonyms. Answers will vary but should correctly fit each category.

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

**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 word relationships, such as homophones, synonyms, and antonyms?
Week 1 • Activity 4

Materials
Student page 4
A set of Letter Cards (a, b, d, 2c, h, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in breathed to build words that have long e (ea, ee), short e (ea), r-controlled combinations (ear, are), the suffix -er, and homophones.

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

- Add an e to bar and rearrange the letters to make a word that names a large animal with fur. (bear)
- Change the order of the letters in bear to make a homophone for the word that tells what dogs do when they show their teeth. (bare)
- Add an ending to bare to make a word that fits in this sentence: “Amanda ____ her secret feelings yesterday.” (bared)

Point out that when -ed is added to a word that ends in e, the final e is dropped before -ed is added.

- Drop the b in bared and rearrange the letters to make a word that tells what you do when you look at words. (read)
- Change the a in read to make a homophone that means “a blade of tall grass.” (reed)
- Add a b to reed to make a word that means “to keep animals to produce more of them.” (breed)
- Add an ending to breed to make a word that names a person who breeds animals. (breeder)

Point out that when the suffix -er is added to a word, it changes the meaning of the word to “one who…” Discuss how adding -er to breed changes the meaning to “one who breeds.”

- Use the first letter and the -er ending to make the word that means “a machine that stirs up things for cooking.” (beater)
- Replace the b in beater to make the word for the machine you turn on when you are cold. (heater)
- Replace one e with d and rearrange the letters to make a word that is a thing that you use with a needle. (thread)
- Replace the d with a b and rearrange the letters to make a word for the air that you take into your lungs. (breath)
- Add an ending to breathed to make a word that completes this sentence: I _____ a sigh of relief! (breathed)

Today’s Challenge
Student page 4 Read the words at the top of each column. Have students complete the activity to apply what they have learned in this lesson.

Answers for student page 4: Possible answers include the following: thread—head, health; read, reed—beat, speak, feel, week; bear, bare—pear, swear, care, square.

Go Further
Student page 4 Check to be sure that students use homophones, such as be/be, beat/beet, weak/week, or pear/pair, correctly in sentences.

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

Assessment tip Can students use the phonic and structural elements in this lesson to read and spell words correctly?
Week 1 • Activity 5

Materials
Student page 5

Concept
Use clues to predict on a multiple-choice test.

Get Started
Remind students that to predict what might happen next in a story, they need to think about story clues that they can use.

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

Bess, Joan, and Mike took a multiple-choice test. Bess didn’t read the passage. She read only the answer choices. Joan closed her eyes and picked one choice. Mike read the passage, and then ruled out two choices that he thought were wrong.

What clue helps you predict which student has the best chance of making the correct choice?

A. Students took a written-response test.
B. Bess only read the answer choices.
C. The students who took the test were named Bess, Joan, and Mike.
D. Mike ruled out two choices.

Ask a volunteer to choose an answer that she or he thinks is wrong and tell why the answer is wrong. For example, a student might say that answer A is wrong because the passage says that the students took a multiple-choice test. Discuss the choice and the reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (Mike’s use of sensible strategy helps you predict that he has the best chance to make a correct choice.)

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

Student page 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.


Go Further
Have students write on a separate sheet of paper three sentences that tell three actions in sequence. Then ask students to trade papers with a partner, showing only the first two sentences. Partners write their prediction of each other’s third action.

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

Assessment tip Can students predict what will happen next?
Read Out Loud

Week 2 • Activity 6

Materials
Student page 6

Concept
Read aloud with expression to demonstrate an understanding of the author’s meaning.

Get Started
Read the following paragraph aloud to the group. Use a monotone voice on the first reading. On the second reading, convey a sense of excitement and wonder about a five-year-old girl who could accomplish so much.

The lights flashed. And there in the spotlight stood a tiny young girl. The audience gasped as she climbed swiftly to the top of the high-wire platform. Before they could catch their breath, the youngster dashed across the high wire without a moment’s hesitation. She went forward. She went backward. She twirled in circles. The fearless child even did somersaults on the wire! Hundreds of adults had tried out for this circus act. But none accomplished what Bethany could do. And she was only five years old!

Ask:
• How were the two readings different?
• Which way helped you to want to hear more of the story, the first way or the second way? Why?

Today’s Challenge
Tell students that they are going to work in groups to read a story aloud. 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. Read the story through once with groups who need extra support.

Student page 6 Explain that the story is about a real person who works very hard to make a dream come true. Suggest that students think of something that they very much want to accomplish. Have them listen to the story to discover if there is anything that they can learn from it about accomplishing their own personal goals.

Go Further
Student page 6 Have students read the sentence “A year later, she was dashing across a roller hockey rink playing with the boys!” as if it didn’t have an exclamation point. Have students discuss the difference in tone with and without the exclamation point. Then have them write an answer to the question.

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 convey the author’s meaning through their expression?
Week 2 • Activity 7

Materials
Student pages 6, 7

Concept
Enhance comprehension by making personal connections to the text.

Get Started
Tell students that making connections to what they read means relating the text to their own personal knowledge, experience, and responses. Explain that connecting what they read to themselves helps them focus on and 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 “A Girl with a Dream” 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 dream they have for their future. Responses will vary.

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 personal connections to the text?
Word Games

Week 2 • Activity 8

Materials
Student page 8
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 or so) of the same word for every four students in your group.

Explain to students that they will be playing a game called Guess the Word. Two teams of two students will compete to guess the same word. One partner on each team will give clues and the other partner will try to guess the word.

Instructions for Playing Guess the Word
Count off by twos to create pairs of students. Have two teams of two students come forward and sit with partners facing each other. Hand a word card to the partner on each team who will be providing the clues. Select one team to go first. Play begins with a member of the first team offering a one-word clue to help his or her partner guess the word. If the word is not guessed, play continues in the same manner with the other team. Clues are given in turn until a player guesses the word or until each team has had three guesses. If at the end of this period, the word is not guessed, other students in the group may offer guesses. At the end of this turn, two new teams play.

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, instead of dance, the words dances, danced, and dancing are permissible.

Answers for student page 8: Students' use of the words will vary but should reflect the correct meaning and part of speech.

Go Further
Student page 8 If time permits, choose volunteers to read their stories aloud. Praise students for the inventiveness that they have used to construct their stories.

Assessment
Student Book 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 identify a word? Can they use words correctly in sentences?
Week 12 • Activity 9

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

Concept
Use the letters in stapler to build words that have long e (ea), long a (CVCe), the plural ending -s, and the verb ending -s.

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 a, p, and e together to make ape. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized piece of paper and on the board so students can check the spelling and you have a list of the words on display.

• Add an ending to staple to make a word for something you use to staple things together. (stapler)

Point out that when the suffix -er is added to a word, it changes the meaning of the word to “one who...” or “something that...” Discuss how adding -er to staple changes the meaning to “something that staples.” Also note the spelling change: the e is dropped before adding the ending.

Have students look at the words on the board, and list the words that have homophones, words that sound the same but are spelled differently. Then have students write the words and their homophones.

Homophones
pale/pail
steal/steel

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


Go Further
Student page 9 Have students use a pair of homophones from the activity in a sentence of their own construction. Check to be sure that the words are used and spelled correctly.

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

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

Materials
Student page 10

Concept
Use experience to make connections to the text on a multiple-choice test.

Get Started
Remind students that making connections between themselves and the text they read involves relating the text to their personal knowledge, experience, and responses.

Recall that Rule Out Two is a skill that will help students when they take multiple-choice tests. Point out that because multiple-choice questions have several answers to choose from, it helps to be able to “rule out” some of the answers. Read the following passage and question to students.

Wow! My brother doesn’t know his geography at all. I asked him where Budapest was. (It’s in Hungary, in case you forgot.) He said that Budapest was in Turkey! I suppose if you leave the a out of Hungary, he could have said “I’m hungry for turkey, so don’t be a pest about Budapest.”

Which of the following choices is NOT a personal connection that a reader might make to the passage?
A) Census figures show that many people have brothers.
B) I’m not that good at geography either.
C) My parents were born in Budapest.
D) Changing words around makes me laugh.

Ask a volunteer to choose an answer that he or she knows is wrong. Have the volunteer tell why the answer is wrong. For example, a student might say that B is wrong because the answer might express a reader’s sympathy with the brother. Then ask students to choose the correct answer (A) from the remaining two choices. Be sure that students understand why A is correct (The fact that census figures show that many people have brothers is not a personal connection that a reader might make to the passage.)

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

Student page 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

Go Further
Ask students to write a few sentences about a personal connection they made to the passage.

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 a personal connection to the text of a multiple-choice test?
Week 3 • Activity 11

Materials
Student page 11

Concept
Use context to read aloud with expression and fluency and to show an understanding of the author’s meaning.

Get Started
Read the following passage in two different ways: once dryly and once with verve. Ask students to listen for and comment on the difference.

Rick couldn’t take his eyes off the TV. He was totally absorbed in the movie. Mom slowly entered the room and stood behind Rick.

“There’s a twister approaching the house!” Mom said excitedly. “If we don’t get to the basement right away, we’re going to be swept into the sky.” Silence. Mom just shook her head in wonder and went back to preparing dinner.

Explain to students that sometimes it is necessary to look for “context words” that tell you what tone of voice to use. Write on the board: “There’s a twister approaching the house!” Mom said excitedly. Ask students to identify the context word (excitedly) that conveys what tone to use. Students should also use their prior knowledge of a situation. How would they sound if they were announcing an approaching twister?

Extend students’ understanding of using context to enhance expression by asking students for other descriptive words that the author could have used (for example, hysterically, casually). Have students read the sentence using their descriptive word. Discuss how the meaning changes with different expression. Conclude by noting that reading with the wrong expression can mislead the listener.

Today’s Challenge
Student page 11 Allow time for pairs or small groups of students to present the dialogue to the remaining students. Remind listeners to exhibit polite listening behavior—keeping eyes directed toward the speaker, sitting still, and trying to understand what the reader is saying.

Go Further
Student page 11 Have students continue the dialogue between Rick and his dad. To provide more practice in reading aloud, have students read their new dialogue with a partner. Dialogues will vary but should be a plausible continuation of the characters’ conversations.

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

Assessment tip Can students use context to read with expression to convey an understanding of the author’s meaning?
Week 3 • Activity 12

Materials
Student pages 11, 12

Concept
Enhance comprehension by using context to determine word meaning.

Get Started
Ask students what they do when they encounter unfamiliar words as they are reading. Do they stop and run for a dictionary to look up the word, or do they keep reading and try to figure out the word as they go along? Point out that when students keep reading to pick up clues, they are “using context.” Talk about why using context is helpful to readers. They don’t have to stop and disrupt the flow of the text and they learn to skip over words that aren’t important to understanding the text.

Remind students that readers often use context clues to figure out a word. Read the passage on instructor page 11. Ask: What is a twister? (tornado) What if you didn’t know the meaning of twister? What other words could help you figure it out? (“we’re going to be swept into the sky”)

Today’s Challenge
Student page 12 Remind students to carefully read the whole sentence (and any nearby sentences) before they choose the word that best completes the sentence.


Go Further
Student page 12 Have students circle the context clues that helped them find the answer.

Answers for student page 12: 1. folded the letter, mailed it 2. climbed the ladder, rescued the girl from the fire 3. on her toes, Nobody hears her 4. You can learn, you can do it 5. in his hand, didn’t want to lose it 6. Mom, find out if I had a fever 7. rode, top floor of the skyscraper 8. always thinks of others

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 context clues to understand words?
Week 3 • Activity 13

Materials
Student page 13
Paper and pencil for each student

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

Get Started
Review the following terms in today’s game.

- **syllable**—an uninterrupted unit of speech. (*Out* has one syllable; *careless* has two.)
- **noun**—names a person, place, or thing (*teacher*, *ballpark*, *shoe*)
- **verb**—tells an action (*hop*, *punch*, *jump*)
- **compound word**—two words, such as *car* and *pool*, that can stand alone or be put together to make another word (*carpool*). Some compound words, such as *afternoon*, join the meaning of each word without altering either meaning. Others, such as *brains* (*storm*), change the meaning of the “stand-alone” words.

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

As you ask each of five questions, have students look at their words and answer the question. They should write their answer next to the number of that question. Award 10 points for each answer. At the end of the game, give students an extra 10 points for using their word correctly in a sentence.

1. Does your word have two or more syllables? If yes, score 10 points.
2. Is your word a noun? If yes, score 10 points.
3. Is your word a verb? If yes, score 10 points.
4. Is your word a compound word made of “stand-alone” words that have the same meaning when they are joined together? If yes, score 10 points.
5. Is your word a compound word in which the “stand-alone” words no longer have the same meaning? 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 or students have the highest score. Invite that student(s) to write the word on the board and tell how he or she scored the points.

Today’s Challenge
Student page 13 Students are asked to locate compound words in a word search puzzle. Provide help to students having difficulty locating the words.

Answers for student page 13:

- UCOMITUSWFCCE
- PONOTIPTOEUY
- TWHOLESALETE
- IBNOUTFITOOOB
- GOWEEKENDUA
- HYAIRPORTTLTL
- TZGLOWWORMCL
- LRYKNOCKOUTD
- GCOMMONPLACE

Go Further
Student page 13 Students should use at least three of the circled words in a story. They can use a sheet of paper if they need more writing space, and they can use more of the word-search words, if they like.

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

Assessment tip Can students identify characteristics of words?
Week 3 • Activity 14

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

Concept
Build words from word parts—endings (-ed, -ed, -er, -er, -ing, -ing, -s, -es) and base words (fast, mean, preach, print, short, skate, staple, teach, warm, write).

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

Instructions for Playing Sum of the Parts Ask students to look at their cards and find one or more students with whom they can combine cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. When students make words that involve spelling changes, they should use the ending card to cover over the final e, as in stapler. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. When you have finished the game, put the cards into an envelope or bag labeled “Week 3 Activity 14.”

Word combinations will vary according to how many of the cards were used in the game. Possible word combinations are many but include the following: faster, fastest, fasts, fasting, meaner, meaning, means, preaches, preacher, preachers, preaching, skated, skating, skated, skater. As students create their words, point out the different parts of speech that are created in some words by the addition of a word part. For example, skater is a noun while skated is a verb.

Today’s Challenge
Student page 14 Students will use words and endings to create new words.

Answers for student page 14: Answers will vary, but all words should be spelled correctly. Possible words include the following: paints, painting, wider, serves, reaches, resisted, slower, helps, colder, liked, liking, states.

Go Further
Student page 14 Have students make their lists of six words. Then take one student’s list and demonstrate on grid paper how to construct a word-search puzzle. Show students how to take one word and write it horizontally in the center of the grid. From that word, students can build a word going down and diagonally.

```
B
ER
S T A T E
T K
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Assessment
Student self-assessment page 14 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?
Rule Out 2

Week 3 • Activity 15

Materials
Student page 15

Concept
Use context clues to determine word meaning on a multiple-choice test.

Get Started
Remind students that context words can provide clues to the meaning of a difficult word. As they read, they will come across unfamiliar words. Explain that they can sometimes find the meaning of such words by carefully reading other nearby words.

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 direction, sentence, and question to students.

Listen to the sentence. Find the meaning of the word hasten.

Peter hastens as fast as he can to get to his appointment.

What does hastens mean?
A) hopes
B) hurries
C) desires
D) asks

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 people don’t hope “as fast as they can.” Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong 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 the most logical answer. (Somebody would hurry “as fast as he or she can” to make an appointment on time.)

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

Student page 15 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
Student page 15 Have students write a definition of watch as it was used in each sentence.

Answers for student page 15: 7. a timepiece small enough to be worn on the wrist or in a pocket 8. to guard or keep in one’s care

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 context clues to determine word meaning?
Week 4 • Activity 16

Materials
Student page 16

Concept
Read aloud with expression and fluency to best convey the author's intended meaning.

Get Started
Read aloud the following passage in two different ways: once with appropriate expression in both voice and manner, once without. Ask students to watch and listen and to comment on the difference.

There are two kinds of people: males and females. But there are three kinds of ants! The queen. The worker. The male. The queens live the longest—from 10 to 20 years. But they have so much to do! They have to lay lots of eggs. Thousands, in fact. The workers live from about one to five years. But they are busy, busy, busy. The males live only a few weeks. Maybe a few months. I think they have it the best.

Today's Challenge
Have students practice reading in pairs or small groups. 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 or group will provide an opportunity for listener feedback prior to reading in front of other students.

Student page 16 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—keeping eyes directed toward the speaker, sitting still, and trying to understand what the reader is saying.

Go Further
Student page 16 Ask each student to describe the type of tone this presentation calls for, and remind them to give reasons to support their response. Students’ descriptions will vary but should point to humor and wonderment as appropriate tones for this presentation.

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 facial and bodily expression in their oral presentations?
Week 4 • Activity 17

Materials
Student pages 16, 17

Concept
Enhance comprehension by determining the cause and the effect of events in a passage.

Get Started
Remind students that a cause is something that makes another thing happen. What happens is an effect. Explain that understanding what caused something to happen can help a reader keep track of story events. That’s because identifying cause and effect helps the reader see the relationship between events. Ask students for examples of cause-and-effect events in their lives.

Point out that sometimes clue words such as because and as a result can alert a reader to a cause-and-effect relationship. Read the following example:

“Ants can hang upside down without falling because the sharp claws at the end of each of their six little legs help them to hang on.”

Explain that this sentence illustrates how the clue word because lets the reader know that the effect—hanging upside down without falling—happens due to a cause—the ant’s sharp claws. Other times, the reader has to figure out what happened and what caused it to happen without clue words.

Model the skill of recognizing cause and effect by working with students through the first example in the chart on student page 17. Ask students to look back at the passage and think about why the ant rushes back to the anthill for help. Then help students complete the corresponding Cause part of the chart.

Today’s Challenge
Student page 17 Have students read the passage on page 16 and complete the cause-effect chart. Remind students of the difference between a cause and an effect.

Answers for student page 17:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>[The ant finds food that’s too heavy to carry by itself.]</td>
<td>The ant rushes back to the anthill for help.</td>
</tr>
<tr>
<td>The ant leaves a trail of smells.</td>
<td>[The ant can lead the other ants back to the food.]</td>
</tr>
<tr>
<td>[You wrapped your cookie up.]</td>
<td>The ant isn’t able to get to your cookie.</td>
</tr>
</tbody>
</table>

Go Further
Student page 17 Have students use the allotted space to make their own cause-effect chart. To get students started, you might want to offer the following example: “Billy was late to school. That’s the effect. What caused him to be late? He forgot to set his alarm clock. That’s the cause.”

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 use both implicit and explicit clues to determine a cause and effect relationship?
Week 4 • Activity 18

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

Concept
Use word meaning and structure to build vocabulary.

Get Started
Before the lesson, prepare a word card (index-card size
or so) for each student plus an extra one. Use any
words that are familiar to students. You might
want to use words that you have heard in students’
conversations about their studies or their after-school
activities. You could also ask them what they’re
studying in their classes and use related vocabulary.
Another approach is to relate all the words to a
theme (for example, animals, plants, transportation).

Instructions for Playing What’s My Word?
To demonstrate the game, keep the extra card for
yourself. Tell students that you have a secret word
and they must ask you yes-no questions in order to
guess the word. If students have difficulty guessing
the word, offer a hint to its meaning.

Sample questions include the following:
• Is it a word made up of other words? (Is it a
  compound word?)
• Does it begin with a letter between A and G?
• Does the word sound like another word with a
different spelling? (Is it a homophone?)
• Does it have to do with animals?
• Does it have the same or almost the same meaning
  as another word? (Is it a synonym?)
• Does it have any word parts?
• Does it mean the opposite of another word? (Is it an
  antonym?)

Then tape a word on the back of each student. Give
each student an allotted amount of time, such as
three minutes, to ask other students questions about
his or her word. The other students answers yes or
no. If the student has not guessed his or her word in
the allotted time, try another approach. Have the
student sit down. Take the word and hold it over the
student’s head so that everyone but that student can
see it. Then ask the group to offer clues.

Today’s Challenge
Student page 18 Remind students to read the
questions and the answer choices carefully.


Go Further
Student page 18 Teach students how to create
hink-pinks. Explain that a hink-pink is pair of
rhyming words that, together, create a silly image,
such as a “bare chair.” To create a hink-pink, students
must make up a definition for the rhyming words,
such as “What do you call an uncovered seat?” Have
students pick words from page 18, pair them with
rhyming words, and write definitions for the pairs.
Students can then exchange papers and try to guess
each other’s hink-pinks. Students’ hink-pinks and
definitions will vary, but they should be logical, no
matter how outlandish they are.

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 to figure out a word?
Building Words

Week 4 • Activity 19

Materials
Student page 19
A set of Letter Cards (e, g, h, i, n, o, r, s, w) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in showering to build words that have the vowel-consonant combination ow (as in how and show); the CVCe pattern; the consonant digraphs sh, wr, and ng; and the verb ending -ing, in addition to the irregular verbs shone/shine.

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 h, o, and w together to make how. Then give the clues to make the following words. 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 s to how to make show.
• Add -er to show to make a word that can name a short rainfall. (shower)
• Replace the -er with -ing to make showing.
• Replace the sh in showing with an r to make rowing.
• Now drop the -ing to make row. But keep -ing together for the next word.
• Take away the ow from row, and put back that -ing to make something you can wear on your finger. (ring)
• Add a w to make a word that means “to squeeze out.” (wring)

• Take away the r and you’ve got what it takes to fly! (wing)
• Take away w and g. Add s, h, and e and make a word that means “to glitter.” (shine)
• Now, take away the i and add an o to make the past tense of shine. And that’s what you all did with your work today! (shone)
• Use all the letters to make a word for when it’s briefly raining. (showering)

Today’s Challenge
Student page 19 Students will rearrange the letters in anagrams to make new words, using word clues to identify words that share sounds and structures with those they have just formed from their letter cards. Explain that an anagram is a word with letters that can be rearranged to make a new word or words. For example, from the word meals, you can form the word males.


Go Further
Student page 19 Have students make up two “scramblers” (anagrams) and ask a partner to unscramble them. Guide students to provide useful word clues.

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 from this lesson to read and spell words?
Rule Out 2

Week 4 • Activity 20

Materials
Student page 20

Concept
Determine cause and effect on a multiple-choice test.

Get Started
Remind students that what happens is the effect and why it happens is the cause. Sometimes clue words, such as because and therefore, can alert the reader to a cause-and-effect relationship. Other times the reader has to figure out what happened and what caused it to happen without clue words. Remind students that understanding what caused something to happen can help a reader keep track of story events. That’s because identifying cause and effect helps the reader see the relationship between events.

Remind students that Rule Out Two is a strategy that will help them when they take multiple-choice tests. When a question has several answer choices, it helps to be able to “rule out” some of the answers. Read the following passage and question to students.

Do you sometimes think that you’re in a place that’s just too crowded? Well, pity the poor formica ant. It lives in a nest with over 10,000 other ants! Thank goodness the nest has many chambers for the ants to live in. The chambers give them a place to stay out of each other’s way.

What cause allows nested formica ants to stay out of each other’s way?
A. The formica ants fight with each other.
B. The nest has many chambers.
C. We should have pity on the formica ants.
D. The nest is overcrowded.

Ask a volunteer to choose an answer that she or he knows is wrong and tell why the answer is wrong. For example, a student might say that A is wrong because there’s nothing in the passage about ants fighting. Ask a second volunteer to rule out another wrong answer and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is the most logical answer. (The chambers keep the ants separate from other ants.)

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

Student page 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. D 2. C

Go Further
Student page 20 Have students work with a partner to write two events related to the weather. Students’ examples will vary. Possible response: One day I got soaked from a sudden storm.

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 recognize cause-and-effect relationships?
Week 5 • Activity 21

Materials
Student page 21

Concept
Read aloud with expression to convey character.

Get Started
Read the following passage aloud in two different ways. The first time, read it with appropriate expression and fluency. The second time, read it without modulating your voice. Ask students to listen for and to comment on the difference.

"For as long as I can remember, I liked to cook," said Marta proudly. "The first recipe I remember making by myself was banana pudding." Marta's mom arched her eyebrows.

"Well, it was Mom who actually cooked the pudding in the pot. But I helped stir it!" Marta said beaming. "Right, Mom?" Her mother nodded.

"I was the one who put the vanilla wafers in the bottom of the bowl," said Marta, "and I put the bananas on them. I even helped pour the pudding into the dish."

"And don't forget," said Marta's mom, smiling, "it was you who licked the spoon clean."

Ask students: What is Marta's mom like? How does she respond to Marta's boasting? How does understanding her character influence the way the story is read? (Marta's mom seems kind. She doesn't let her daughter stray too far from the truth, and she gently kids Marta at the end. Understanding her guiding yet playful relationship to Marta helps the reader know that the story should be read in a light manner.) Ask: Which words helped you understand what Marta's mom is like? ("Marta's mom arched her eyebrows" and "said Marta's mom, smiling.") Explain to students that in order to read with expression, they must have a sense of the characters and their relationship.

Today's Challenge
Tell students that today they are going to work in groups to read aloud a story. First, they will read the story silently so that they are familiar with it. Then group members will decide who will read which lines.

Student page 21 Allow time for each group to present the story for the remainder of the students. When students are listening, they are to look at the reader rather than at their text because the reader is trying to communicate information to the listener. 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 21 Have students write their thoughts on what kind of children belong to the Gross Gourmet Ghouls. Ask them to explain their thinking about these story characters, supporting their responses with details from the story.

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 an understanding of the characters?
Week 5 • Activity 22

Materials
Student pages 21, 22

Concept
Enhance comprehension by using word clues to trace the sequence of events in a text.

Get Started
Remind students that sequence is the order in which events happen. Use the analogy of a menu that tells the order in which food will be served. Sometimes clue words such as first, next, then, finally, and last show the order of events. Sometimes the clues are phrases of information, such as in 1996 or when I was a boy. Good readers use these word clues to help them organize the information contained in a text. This tracing of the sequence of events leads to a better understanding of the text. Preview the chart on student page 22. Then read the following passage about the naming of the Gross Gourmet Ghouls club.

It took a while for the members of the club to come up with their new name. First Ahmad suggested “Gooey Ghouls.” Then Li said that they needed to have a name that showed that they cooked food. So she suggested “Gourmet Ghouls.” Marta said that “Gross Ghouls” was better. “I like the way it sounds,” she said. “But what about the food?” Li asked. “I’ve got it,” said Reg. “Gross Gourmet Ghouls.” Finally everybody agreed.

Make a sequence-clues chart on the board. Have students complete the chart by arranging the events in the proper order and identifying any clue words (first, then, and finally). Remind students that clue words are not always present.

Today’s Challenge
Student page 22 Have students look at student page 22. They are to trace a sequence of events described in the story on student page 21. (They can trace the sequence of events in the club, which would include its history, or in the preparation of the menu.) Then they are to list the clues in the story that helped them.

Answers for student page 22: Possible answers are shown in the chart.

<table>
<thead>
<tr>
<th>Events in Sequence</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Li suggested starting the menu with Bloodshot Eyeballs.</td>
<td>start, first</td>
</tr>
<tr>
<td>Ahmad suggested Horror Hands.</td>
<td>next</td>
</tr>
<tr>
<td>Marta suggested Green Slime.</td>
<td>then</td>
</tr>
<tr>
<td>The members agreed on a menu.</td>
<td>finally</td>
</tr>
</tbody>
</table>

Go Further
Student page 22 Have students list the steps that they take to make their favorite sandwich. Make sure that the steps are in the proper order. Encourage students to use sequence words when appropriate.

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 the sequence of events in a text?
Week 5 • Activity 23

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

Concept
Improve language skills by focusing on parts of speech—adjectives, nouns, verbs, adverbs.

Get Started
Review with students the meaning of these words.

| noun—a word or words that name a person, place, or thing (farmer, city, fire engine) |
| proper noun—a word or words that name a specific person, place, or thing (Rosa, Ohio, Statue of Liberty) |
| verb—a word or words that describe what a person, place, or thing does or is like (shout, fly, seems) |
| adjective—a word or words that describe a noun or pronoun (shy, loud, round) |
| adverb—a word or words that describe a verb or adjective (slowly, repeatedly, hugely) |

Explain that knowing the parts of speech helps a reader understand how words function in a sentence. Each part of speech has its own job. Identifying a word’s job helps the reader understand the meaning of the sentence.

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 terms and definitions above or explaining the definition of a word. When you have finished the game, put the cards into an envelope or bag labeled “Week 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 write three words for each part of speech/category given in the chart.

Answers for student page 23: Answers will vary but should be correct examples of the part of speech/category. Possible answers: 1. big, red, haunted 2. run, walk, crawl 3. gracefully, lightly, nimbly 4. Rex, Spot, Wriggly 5. basketball, soccer, field hockey 6. quickly, forcefully, smoothly 7. train, airplane, bicycle 8. brave, heroic, helpful 9. baking, mixing, grilling 10. pizza, salad, chicken

Go Further
Student page 23
Have students answer the questions about parts of speech. If necessary, remind them of the terms and definitions in the left column.


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

Assessment tip Can students identify parts of speech?
Week 5 • Activity 24

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

Concept
Use the letters in repeats to build words that have the r-controlled vowel sound, the long e vowel sound (ee, ea, o), and prefixes (pre-, 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 put together the letters s, t, e, and p to make step. Then give the following clues. Keep the pace brisk. After each word is made, write it on an index-card-sized piece of paper and on the board so students can check the spelling and you have a list of the words on display.

- Add an e to step to make a word that is an antonym of flat. (steep)
- Replace the p in steep with an r to make a verb that describes the action of driving a car. (steer)
- Rearrange the letters in steer and add a p to make a word that means “to set ahead of time.” (preset)
- Remove the p in preset to make a word that means “to set again.” (reset)
- Add an a to reset to make a word that means “to seat again.” (reseat)

Point out that if re- is the first syllable in a word, it is usually unaccented. An example is the word reply. (Other examples include: recover, recruit, and regain.)

Now start all over again. Put together the letters a, r, and t to make the word art.

- Add a p to the beginning of art to make a noun that stands for a role in a play. (part)
- Replace the p with an s, and rearrange the letters to make a noun that twinkles. (star)
- Add an e to the end of star to make a word that means “to look at intently.” (stare)
- Replace the t in stare with a p to make a word that means “extra.” (spare)
- Put back that t, add an e, and rearrange the letters to make a word that means “he or she does it again.” (repeats)

Today’s Challenge
Student page 24 Have students read the word clues and then write the words in the blanks.


Go Further
Student page 24 Have students write a sentence using three of the words that they guessed in the activity. Check that the words are used and spelled correctly.

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 in this lesson to read and spell words?
Week 5 • Activity 25

Materials
Student page 25

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

Get Started
Remind students that sequence is the order of events that happen in a story.

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 story and question to students.

The members of Gross Gourmet Ghouls set to work making one of their most famous dishes—Green Slime. First, Reg mixed the sour cream, garlic, salt, and pepper into the spinach. Then Li put the mixture into the refrigerator to let it cool. After they waited two hours, Marta took it out. They let it sit for 20 minutes. “At last,” said Ahmad, “the Green Slime is good and gross and ready to eat!”

What event in the sequence happened before the Green Slime sat for 20 minutes and after Li put the mixture in the refrigerator?

A. Reg mixed the sour cream, garlic, salt, and pepper into the spinach.
B. They set to work.
C. They waited for two hours.
D. They ate the Green Slime.

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 children didn’t eat the Green Slime in the story. Discuss the choice and reasoning. Ask a second volunteer to rule out another wrong answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The wait for the Green Slime to cool for two hours happens between the other two events.)

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

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

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

Answers for student page 25: 1. D 2. B

Go Further
Have students write the steps of a simple process or task. Then have them mix up the steps and see if their partners can put them in order. Remind students that in some processes, the order of certain steps is not rigid.

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 the sequence of events in a story?
Week 6 • Activity 26

Materials
Student page 26

Concept
Read a poem aloud, using its phrasing to increase fluency.

Get Started
Read aloud the following poem. The first time, read it in a flat, choppy manner, with halting phrasing. The second time, read the poem in a spirited manner, emphasizing the phrasing. Ask students to watch and listen as you read. Then have them comment on the difference between the two interpretations. Before you begin reading, provide definitions for words that may be unfamiliar to students. (A swallow is a small, swift-flying bird; the withers are the highest part of the back of a horse, located between the shoulder blades.)

Swift Things Are Beautiful
by Elizabeth Coatsworth
Swift things are beautiful:
Swallows and deer,
And lightning that falls
Bright-veined and clear,
Rivers and meteors,
Wind in the wheat,
The strong-withered horse,
The runner’s sure feet.

Explain that reading some poetry is like singing a song. In a song, however, there is music to help the reader know the “beat” — or rhythm — in which to sing the words. When reading poetry, the reader should consider the poem’s rhythm. Some ways to do this are to note the rhyming words and line breaks. The reader also needs to note phrasing. Explain that sometimes two or more words convey a single thought or image, such as “Wind in the wheat.” So these words should be read together.

Explain further that the accents in words with more than one syllable can provide clues to the poem’s rhythm. Ask students to find the stressed syllable in the words beautiful, swallow, and lightning. Students should see that these and all other multisyllabic words in this poem are accented on the first syllable. Explain that this stress is a beat. Then explain that this poem’s rhythm, for the most part, is formed with a stressed syllable followed by two unstressed syllables. (SWIFT things are BEAU-tiful/SWAL-lows and DEER, and so on.)

Today’s Challenge
Tell students that they are going to read a stanza, or part of a poem, with a partner. Have partners read the stanza silently so they can get a good understanding of what the poet is saying. Help students with any unfamiliar words, such as galleon (an old-fashioned ship somewhat like the Mayflower), moor (an open, rolling area of land that is often covered in heather, a plant with a purple flower), and highwayman (a person who robs travelers).

Student page 26 Have students decide who reads which lines and practice reading aloud to their partner. Encourage partners to exchange feedback and adjust their presentations before reading to the remainder of the students. Suggest that listeners pay close attention to the way the “beat” of the poem makes them feel. Remind them to read in phrases.

Go Further
Student page 26 Have partners read a published poem to each other. First have them practice reading, paying attention to the poem’s phrasing and rhythm.

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 a sense of meaningful phrasing and rhythm?
Week 6 • Activity 27

Materials
Student pages 26, 27

Concept
Enhance comprehension by visualizing text.

Get Started
Remind students that poets often use vivid language to help their readers “see,” or visualize, a picture of what they are writing about. Visualizing helps the reader by promoting understanding, recall, and appreciation of the text.

Model the way the language in the following lines from the classic poem “The Highwayman” is designed to help the reader visualize what is going on in the poem.

Down the ribbon of moonlight, over the brow of the hill,
The highwayman came riding—
Riding—riding!

Discuss with students what a ribbon is (a long, thin band of material). Ask what a “ribbon of moonlight” would look like (a long, thin, band of light in the darkness).

Have students look at each other’s brows. Have them note how the brow—or forehead—is the uppermost part of their face. Then discuss what the “brow of the hill” is (the top of the hill).

Now, reread these lines from “The Highwayman.” Tell students that as you read, they should try to visualize the scene.

Today’s Challenge

Student page 27 Have students read the poem on student page 26 and complete the chart. Help students with unfamiliar words.

Answers for student page 27: wind—a torrent of darkness; trees—gusty; moon—ghostly galloon; road—a ribbon of moonlight

Go Further

Student page 27 Have students make a drawing based on imagery in the stanza.

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 visualize imagery in a poem?
Materials
Student page 28
One pair of word cards per every four students

Concept
Use meaning clues to build vocabulary.

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

Tell students that they will be playing Guess the Word. Remind them that two teams of two students will compete to guess the same word. One partner on each team will give clues, and the other partner will try to guess the word.

Instructions for Playing Guess the Word
Count off by twos to organize students in pairs. Have two teams of students come forward and sit with partners facing each other. Hand a word card to the partner on each team who will be providing the clues. Select one team to go first. Play begins with the first team member offering a one-word clue to help his or her partner guess the word. If the word is not guessed, play continues in the same manner with the other team. Clues are given in turn until a player guesses the word or until each team has had three clues. If at the end of this period, the word is not guessed, other students in the group may offer guesses. At the end of this turn, two new teams play.

Point out that sometimes players will come across a word that has more than one meaning, such as bear. In these cases, players should not limit themselves to only one meaning; they can give clues for both meanings, if necessary.

Today’s Challenge
Student page 28 Students will use words and their definitions to make a Magic Square with a sum of 24 across and down.

Answers for student page 28:

<p>| | | |</p>
<table>
<thead>
<tr>
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<tr>
<td>A</td>
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<td>D</td>
<td>2</td>
<td>E</td>
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<tr>
<td>G</td>
<td>12</td>
<td>H</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Student page 28 Time permitting, select several volunteers to read their stories aloud. 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?
Building Words

Week 6 • Activity 29

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

Concept
Build words from word parts—prefixes (re-, re-, pre-), endings (-ed, -er, -en, -ing, -ing, -s), and base words (heat, paint, seat, set, show, start, think, view, live, dive, write).

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 writing.

Note: You may encounter instances of words that have irregular endings. For example, students may add -ed to think to make thinked. In such a case, explain that this verb has an irregular past-tense: thought. List such verbs on the board. Once these irregular verbs have been pointed out, students should use them.

Possible word combinations are many but include the following: heater, reheat, preheat, heating, painter, painted, painting, paints. dined, diner, dining, writing, writer, writes, rewrite.

Today's Challenge
Student page 29 Students will add prefixes and endings to words to create new words.

Answers for student page 29: Answers will vary, but all words should be real and spelled correctly. Possible answers: 1. repaint, reheat, repeat 2. heater, grower, player 3. charged, charging, charges 4. dining, painting, hoping 5. helped, helping, helps 6. pencils, balls, days 7. preheat, preset, preview 8. observed, observing, observes 9. counted, counting, counts.

Go Further
Student page 29 Have students use their three words with the prefix re- to write sentences. Encourage students to write all three words in the same sentence.

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 add prefixes and endings to base words to make new words?
Week 6 • Activity 30

Materials
Student page 30

Concept
Use visualization to better comprehend a poem on a multiple-choice test.

Get Started
Remind students that when they read poetry, they should use the poet’s words to make a picture in their mind of the setting, action, or character that the poet is writing about. Visualizing a poem helps the reader understand the ideas that the poet is trying to convey.

Remind students that Rule Out Two is a strategy that will help them when they take multiple-choice tests. When a question has several answer choices, it helps to be able to “rule out” some of the answers. Before you read the following poem, ask students to visualize the events they will hear in the words. Then read the poem and the question.

Tumbling
anonymous
In jumping and tumbling
We spend the whole day,
Till night by arriving has finished our play.

What then? One and all,
There’s no more to be said,
As we tumbled all day,
So we tumble to bed.

Which sentence best summarizes the poem?
A. Children don’t know how to sit still.
B. During the day, the children worked as gymnasts in a circus.
C. The children played hard all day and jumped into bed.
D. The children spent the day tripping over things.

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 children are at play, and the poem does not mention a circus. Ask another volunteer to rule out another wrong 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 answer. (The poem tells about the children tumbling all day in play and going to bed at night.)

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

Student page 30 Explain that a blacksmith works with iron, usually making and fitting horseshoes. Then have students read the poem and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 30: 1. C 2. C.

Go Further
Have students illustrate the poem. As a more extensive activity, have students work with a partner to write a poem about somebody seated at a computer. Encourage students to use words that help readers visualize.

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 visualize images in a poem?
Week 7 • Activity 31

Materials
Student page 31

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

Get Started
Read aloud the following nonfiction passage in two different ways. The first time, read it quickly, running together words and sentences. The second time, convey a sense of Hatshepsut’s accomplishment by pausing at key points so students can absorb significant and interesting facts. Discuss with students which reading they understood better.

Many of us think that the pharaohs who ruled ancient Egypt were all men. However, there were also female pharaohs. One was named Hatshepsut. She ruled Egypt for twenty-one years from 1479 to 1458 B.C.

Note that it is important for the reader to modulate his or her voice and pace the words so that all of the information does not blend into one “jumble” of facts. Using punctuation as a pacing cue—that is, pausing at commas and stopping at periods—helps to make spoken text comprehensible. An appropriate reading pace allows the listener to absorb the facts and understand the author’s message.

Today’s Challenge
Tell students that they are going to work with partners to read a nonfiction article. Students will read the article silently, and then discuss with their partner what facts they should emphasize.

Student page 31 Allow time for partners to practice reading aloud to each other. Encourage partners to give and respond to feedback before reading to the other students. Remind listeners to pay close attention to the pace of the reading.

One reason for having students read silently and then with partners is to give them practice with difficult names. Doing so allows them to read aloud with confidence and focus on the meaning they are trying to help convey. Help students with the pronunciation and meaning of unfamiliar words. (Hatshepsut: hat SHEP sōt; Thutmose: thōt MOH suh) Reassure students that most people have trouble pronouncing ancient Egyptian names.

Go Further
Student page 31 Have students comment on what they and their partner did well. Ask what can be improved.

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 pace their reading appropriately?
Week 7 • Activity 32

Materials
Student pages 31, 32

Concept
Identify main idea and details.

Get Started
Tell students that distinguishing between the main idea and details in nonfiction helps the reader to organize the information.

Remind students that the main idea is the most important idea. The main idea is supported by details—information that tells about the main idea. Sometimes the main idea is stated in a sentence. Other times, the reader must determine the main idea and state it in his or her own words. Explain that the main idea is like the label on a folder: it tells about everything in the folder. The details are what go in the folder.

Sometimes the supporting details are introduced by a question. Use the following passage to model how the answers to a question provide details that support a main idea.

Hatshepsut is regarded by historians as one of the greatest female rulers of ancient times. What did Hatshepsut do to deserve such a reputation? Unlike the male Pharaohs who came before her, Hatshepsut did not enter into wars. Rather than trying to conquer Egypt’s neighbors, Hatshepsut elected to trade goods with them. Through trade and a spirit of cooperation with other nations of the ancient world, Hatshepsut brought peace and prosperity to her people during her twenty-one-year rule.

Ask students to identify the main idea in the first paragraph. (Hatshepsut is regarded as one of the greatest female rulers of ancient times.) Discuss how the question leads to the details that support the main idea. (The question asks: What details are there to support this statement?) Then reread the second paragraph. Have students identify the details that answer the question.
(Hatshepsut concentrated on good relations with her neighbors rather than trying to conquer them. She developed trade. She gave her people twenty-one years of peace and prosperity.)

Today’s Challenge
Student page 32 Have students read the article on student page 31. Then have them complete the graphic organizer by writing the main idea and four supporting details. Point out that the top box is like the label on a folder and the next four boxes are like files in the folder.

Answers for student page 32: Answers will vary. The following are possible answers. Main Idea—Hatshepsut took over as Pharaoh and kept a role that had always been held by a man. Detail 1—Hatshepsut took advantage of her husband’s illness to take power. Detail 2—She prevented the nephew from becoming Pharaoh. Detail 3—She presented herself as a male. Detail 4—She wore the Pharaoh’s robes and a beard.

Go Further
Student page 32 As students write details to support one of the main ideas concerning their desire to be president, encourage them to think in terms of the advantages of the presidency.

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 distinguish between main idea and details?
Week 7 • Activity 33

Materials
Student page 33
Paper and pencil for each student

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

Get Started
As needed, review the following terms.

- **syllable**—an uninterrupted unit of speech; *up* has one syllable; *upset* has two.
- **noun**—names a person, place, or thing (*senator*, *drugstore*, *textbook*)
- **verb**—tells an action (*sing*, *watch*, *hope*)
- **adjective**—describes a noun (*graceful*, *tall*, *smooth*)
- **adverb**—describes a verb, adjective, or another adverb (*clearly*, *yesterday*, *most*)
- **word parts**—prefix (word part, such as *pre-,* added to the beginning of a word), suffix (word part, such as *-less,* added to the end of a word)

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 question. They should write the answer next to the number that corresponds to the question. The points to award for certain answers are shown below. At the end of the exercise, give students an extra 10 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have two or more syllables? If yes, score 10 points.
2. Can your word be used as a noun or verb? If yes, score 10 points.
3. Can your word be used as 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 their word on the board and tell how he or she scored the points.

Today’s Challenge
Student page 33 Guide students to complete the story by filling in the blanks with words that reflect the labeled parts of speech.

Answers for student page 33: Students’ answers will vary, but they should reveal an understanding of the parts of speech.

Go Further
Student page 33 Have partners make up their own passage with missing words. Have them trade passages. After partners have filled in the blanks, they should read the passages to each other.

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 and distinguish among characteristics of words?
Week 7 • Activity 34

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

Concept
Use the letters in detours to build words that have the vowel combination ou, the long u vowel (CVCe) the verb ending -ed, the plural noun ending -s, and the superlative ending -est.

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 o, u, and r together to make our. Then give the following clues to make words. Keep the pace brisk. After students make a word, write the word on an index-card-sized piece of paper and on the board so students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add an s to our to make an adjective that describes the taste of a pickle. (sour)
- Add an -ed to sour to make the past action of a verb that means “to turn sour.” (soured)
- Replace the s in soured with a letter to make a past-tense verb that tells what someone who traveled around did. (toured)
- Rearrange the letters in toured to make a word that means “sent in a direction.” (routed)
- Replace the d in routed with an s to make a noun that names different ways to get someplace. (routes)
- Replace the u in routes with a d and rearrange the letters to make a past-tense verb that means “put away.” (stored)
- Remove the o, e, and d from stored and add a u to make a noun that names a reddish-brown coating on iron or steel. (rust)
- Add two letters to make the past tense of rust. (rusted)
- Drop the s and t from rusted and rearrange the letters to describe a person with bad manners. (rude)
- Add an ending to rude to make an adjective that describes a person with the very worst manners. (rudest)
- Imagine you’re on a bus tour. Add an o to rudest, and rearrange the letters to make a noun that names the roads that you take when the main routes are blocked. (detours)

Ask students to suggest ways that some of the words on display could be grouped. Here are some suggestions:

Words that have the -ed ending: toured, routed, rusted, soured, stored

Words that have the ou vowel combination: sour, tour, routes, toured, soured, routed

Today’s Challenge
Student page 34 Have students answer the riddles on page 64 to apply what they have learned about words in this lesson to other words.


Go Further
Student page 34 Have students write a riddle for a partner. Students’ riddles will vary, but the words should be used and spelled correctly.

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

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words?
Week 7 • Activity 35

Materials
Student page 35

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

Get Started
Remind students that when they read, they should look for the main idea of the passage that they are reading and find the details that tell more about the main idea. Be sure that students understand that the main idea is the most important point of the passage. They should see that the details support the idea in the same way that bricks support a wall.

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

Architecture thrived under the reign of Hatshepsut, Egypt’s first female ruler: she built more pyramids and temples than any other Pharaoh before her. One of Hatshepsut’s more unique projects was building pink granite sphinxes. They were huge, lion-like structures with faces modeled after Hatshepsut’s face.

Which of the following statements contains the main idea of the passage?
A Building pink granite sphinxes was one of Hatshepsut’s unique projects.
B Architecture thrived under the rule of Hatshepsut.
C Sphinxes look like lions.
D Hatshepsut built more pyramids and temples than any other Pharaoh.

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

For example, a student might say that C is wrong because it is a detail, not the main idea. Discuss the choice and reasoning. Ask for a second volunteer to rule out another wrong answer, and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining choices. Be sure students understand why B is correct. (Other sentences in the passage add more information about this statement.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right 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 as needed.

Answers for student page 35: 1. D 2. B

Go Further
Student page 35 Have students write about a person that they would honor with a monument. Students should offer their reasons for choosing a particular person. Remind them that the reasons are the supporting details.

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 distinguish the main idea from details?
Week 8 • Activity 36

Materials
Student page 36

Concept
Read aloud using phrasing to help convey the author’s meaning in a tall tale.

Get Started
Read the following passage with smooth phrasing, grouping words that go together (phrases and clauses). Then read the passage again, clustering the text into two- and three-word phrases and speaking in a monotone.

A Blue Ox in the Kitchen
Paul Bunyan had a pet ox called Babe. Babe was big, and Babe was blue. Sometimes the front of ole Babe didn’t know what the back of her was doin’. And that caused some mighty big problems.

Now one time, we had a big bag of dried peas on the kitchen counter. Well, there were some flies botherin’ Babe, so she swished her tail at them and in so doing sent those peas flyin’ right out of the kitchen window so fast that they chopped off some tree tops. Finally, they landed in a swimmin’ hole with water warmed from a hot spring. Truth to tell, all those peas landin’ in that water wasn’t such a bad thing. Sure, the local boys lost their nice, warm swimmin’ hole, but we loggers could chow down on some delicious, hot pea soup for the rest of the month!

Ask: Which version made more sense? Why? Point out that listeners lose track of the meaning of a passage if they have to work to make sense of a reading that has abrupt starts and stops. Readers can use punctuation and the meaning of the words to help them read in meaningful phrases.

Tell students that this story is a tall tale. Ask students: Do events like those in the story happen in real life? How do they differ from real life? Elicit from students that a tall tale uses exaggeration to create humor. Ordinary events are blown way out of proportion. Tell students that a good reader lets the listener in on the author’s “put-on.”

Note that the dialect (for example, g’s dropped at the ends of words) and idiomatic expressions (for example, chow down) add to the tall tale’s flavor.

Today’s Challenge
Student page 36 Before students present to the whole group, they should practice reading aloud to their partner. This allows them to give and receive feedback before reading to the other students.
Remind listeners to pay close attention to phrasing that makes sense.

Go Further
Student page 36 Encourage students to brainstorm with a partner or group before they write their individual “supersized” descriptions of an ordinary breakfast.

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 in meaningful phrases?
Week 8 • Activity 37

Materials
Student pages 36, 37

Concept
Enhance comprehension by identifying story elements (plot, setting, character, and theme).

Get Started
Remind students that plot is all the events of the story. A plot generally has a beginning, a middle, and an end. Setting is where and when the story takes place. Characters are the people or animals in the story. Theme is the meaning of the story. Explain to students that knowing the story elements helps the reader to better understand and appreciate the story.

Write a story-elements chart on the board. (See student page 37.) Read aloud the tall tale on instructor page 36. Then ask students to identify where the story takes place (in the kitchen and forest) and who the characters are (Babe, the boys, and the loggers). Also ask what the plot is. (Babe swishes her tail and sends the peas flying out of the window; they land in the swimming hole; while the boys lose their swimming hole, the loggers gain pea soup.) Finally, ask students to identify the theme. (Everything works out for the best.) Record the information in the chart.

Today's Challenge
Student page 37 Have students look at student page 37. Then direct students to complete the chart, supplying the story elements of the tall tale on student page 36.

Answers for student page 37:
Title: Paul Bunyan's Stove
Setting: Place—along the Little Gimlet River in Oregon—Time: winter
Characters: Paul Bunyan, boys on snowshoes, Cookie the Chef, and Cookie's seven helpers
Plot: Paul Bunyan sets up a giant stove; to cook flapjacks, boys grease the griddle by skating across it; Cookie the Chef and his helpers cook the flapjacks; Paul Bunyan eats lots of them.
Theme: Possible answer—Where there's a will there's a way.

Go Further
Student page 37 Have partners discuss a character and a setting for a tall tale. Have them write at least three details about the character and three about setting.

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

Assessment tip Can students identify story elements?
Week 8 • Activity 38

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

Concept
Build vocabulary by using word meaning and structure.

Get Started
Before the session, prepare a word card (index-card size or so) for each student. Use any words that are familiar to students. You might want to use words that you have heard in students’ conversations about school or during their after-school activities. You might also ask them what they’re studying in classes and use content area words. Yet another approach is to relate all the words to a theme (for example, animals, plants, or outer space).

Instructions for Playing What’s My Word? To demonstrate the question-and-answer aspect of the game, keep the extra 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 it have to do with a specific category? For example, is it a word like numerator? (Is it, say, a mathematics word?)
• Is it a word with the same spelling that can have more than one meaning? For example, b-a-r-k can mean “the sound a dog makes” or “a tree covering.” (Is it a multiple-meaning word?)
• Does it have the same or almost the same meaning as another word? (Is it a synonym?)
• Is it made up of two other words to form a new word? For example, dragon and fly make the word dragonfly, which is an insect not a flying dragon. (Is it a compound word?)

Tell students that today’s game will feature some cards that have more than one word. For these cards, here’s another sample question: Are the words an expression whose meaning can’t be understood from the ordinary meanings of the words in it? For example, the expression it’s raining cats and dogs means “It’s raining heavily.” (Is it an idiom?) Generate a few more examples of idioms, such as, dirt cheap, you drive me crazy, and you’re pulling my leg.

If students have difficulty guessing the word or expression, offer a hint.

Then tape a word on the back of each student. Give students an allotted amount of time to ask one another questions about the word. If after two to three 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 38 Tell students to read the questions and the answer choices carefully.


Go Further
Student page 38 Give students the option of either talking together about the word choices and their meanings or of checking a dictionary for definitions. Encourage students to share and compare their sentences using clip or fair.

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?
Week 8 • Activity 39

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

Concept
Use the letters in estimate to build words that have the long a vowel sound (CVGe); the long e vowel sound (ea, ee); and the superlative ending -est.

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 s, e, and a together to make tea. Then give the following clues to make the words. Keep the pace brisk. After students make a word, write it on an index-card-sized piece of paper and on the board so students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add an m to tea to make a noun that names one of the sides in a game or match. (team)
- Rearrange the letters in team to make a word that is a synonym for partner. (mate)
- Rearrange the letters in mate to make a word that is an antonym of wild. (tame)
- Rearrange the letters in tame to make a word that names what kind of food a steak is. (meat)
- Add a y to meat to make the descriptive form of the word. (meaty)
- Change the y in meet to i and add an ending to make an adjective that means “the most meaty.” (meatiest)
- Drop the i in meatiest and rearrange the rest of the letters to make a word that means “the most tame.” (tamest)
- Drop a t from tamest and rearrange the letters to make a word that describes a kind of cloud that is formed when water is boiled. (steam)
- Drop the s and a from steam. Then add another e. Rearrange the letters to make a word that can mean “come together.” (meet)

Now, have students put all of the letters together to make the word estimate. Have students explain what estimate means. (to make a rough guess)

Ask students to tell how the words on display could be grouped. Here are some suggestions:

Words with long e sound: meet, meat, ease, tease, team, steam, meatiest
Words with long a sound: mate, tame, state, tamest
Words that end in -est: tamest, meatiest

Note the -est in meatiest and tamest. Explain that this ending signals that more than two things are being compared. Explain that a spelling change is sometimes needed when -est is added to a word.

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

Answers for student page 39: 1. latest, wettest, easiest, sweetest, fastest 2. tasteless, latest, faze, phrase, phase, laser 3. beet, agree, creature, feast, easiest, sweetest, beat, uneasy

Go Further
Student page 39 Have students look at the list of words and choose a homophone pair (faze, phase; beet, beat). Have them write each word in the pair in a sentence. Students’ sentences will vary, but the words should be used and spelled correctly.

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 to read and spell new words?
Rule Out 2

Week 8 • Activity 40

Materials
Student page 40

Concept
Identify story elements on multiple-choice tests.

Get Started
Recall with students that the plot is all of the events of a story. Explain that many plots have a problem and solution. The setting is where and when the story takes place. The characters are the people or animals in the story. The theme is the meaning of 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 be able to “rule out” some of the answers. Read the following passage and question to students.

As the sun was rising one cold, early winter morning in Tennessee, it got caught between two ice blocks and froze solid. Instead of sending out warm rays of sunlight, the rays from the sun were shiny, yellow icicles. They couldn’t warm Earth, so Earth iced up and couldn’t turn. It was curtains for the old Earth unless something could be done—and quick!

Which of the following is an example of setting?
A) iced-up Earth that couldn’t turn
B) shiny, yellow icicles
C) one cold, early winter morning in Tennessee
D) curtains for the old Earth

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 in this story Earth is one of the characters.

Discuss the choice and reasoning. Ask for a second volunteer to rule out another wrong 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. (It tells exactly where the story is taking place.)

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

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

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

Go Further
Have students retell the story in their own words.

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

Assessment tip Can students identify story elements in a passage?
**Week 9 • Activity 41**

**Materials**
Student page 41

**Concept**
Identify and read emotionally charged words to show an understanding of the author’s intended meaning.

**Get Started**
Read the following passage aloud. It is a strong personal opinion. First, read it in a monotone, giving equal emphasis to each word. Then reread the passage, emphasizing the emotionally charged words, such as *zap your brain cells, take a bite out of life*, and *half-baked couch potato*.

Watching television can be interesting, fun, and informative, but it can also zap your brain cells. There may be other ways to spend your time. You can read, talk to friends, play sports, listen to music, or write poems. Take a bite out of life! Don’t let television turn you into a half-baked couch potato!

Ask students to identify words and phrases that express the author’s strong personal opinion. List them as they are identified. Ask volunteers to read them first blandly and then with strong feeling. Offer other opportunities, as well. Have students read, for example, “I think baseball is a stupid game” blandly and expressively. Help them notice which word(s) they emphasize and how their voices, facial expressions, and gestures change. Remind students that when they understand the author’s message, they can use their voice to help listeners understand.

**Today’s Challenge**
Tell students that they are going to work in groups to read aloud a passage that expresses a strong personal opinion. 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 words and phrases to emphasize. As students prepare, coach them to notice the use of personal pronouns (*I, me*). Suggest that they “punch up” these words as part of their reading.

**Student page 41** Have students read aloud with an emphasis on strong language that conveys personal opinion.

**Go Further**

**Student page 41** Have students rewrite the last sentence of the passage in two ways. First, they should add and/or replace words to make the sentence more opinionated. (If it’s not in a book, then it’s worthless.) Then they should add and/or replace words to make the sentence less opinionated. (If it’s in a book, then it’s probably true.) Have students read their new sentences to a partner. Have the partner identify how the sentence changed in wording and tone.

**Assessment**

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

**Assessment tip** Can students read with appropriate expression to convey the author’s message?
Week 9 • Activity 42

Materials
Student pages 41, 42

Concept
Distinguish fact from opinion.

Get Started
Explain to students that a fact is information that can be proven to be true. An opinion is a belief that cannot be proven. Distinguishing between fact and opinion helps a reader to decide whether or not to accept what an author is stating.

Tell students to listen carefully for facts and opinions as you read aloud the following passage.

Mickey Mouse is probably the favorite cartoon character of all time. He has been around since 1928 when he was introduced in a seven-minute cartoon titled Steamboat Willie. Since then, Mickey has appeared in countless other cartoons. In 1940, Mickey appeared in Fantasia, the finest cartoon art ever made. His segment, titled The Sorcerer’s Apprentice, was the perfect blend of cartoon magic and classical music.

Review the passage, one sentence at a time. As you read each sentence, ask students “Can this statement be proven? Where might you find the proof?” Point out that this kind of questioning is one way to help distinguish between fact and opinion.

Today’s Challenge
Student page 42 Have students look at student page 42. Tell them to fill in the chart with facts and opinions from the passage on student page 41.

Answers for student page 42: Facts include: 1. Years ago people got news from the radio, newspapers, books, magazines, and conversation. 2. Today, there are many more sources of information. 3. Today there is television. 4. Today there’s the Internet. Opinions include: 1. You can’t trust what’s on television. 2. It’s impossible to tell fact from opinion in cyberspace. 3. People are stuck in a traffic jam of information. 4. You can only believe what you read in books.

Go Further
Student page 42 Have partners write two facts and two opinions about a topic. Have partners read their facts and opinions to each other. Upon hearing a fact, the partner nods. Upon hearing an opinion, the partner puts a hand to his or her chin and makes a skeptical expression with furrowed brow.

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 distinguish between fact and opinion?
Week 9 • Activity 43

Materials
Student page 43
Word Maze Cards (Week 9 Activity 103)

Concept
Build vocabulary by understanding word meanings and structure—prefixes, suffixes, and word endings

Get Started
Review with students the meaning of these words:

prefix—a word part, such as pre-, re-, or dis-, added to the beginning of a word to form a new word
suffix—a word part, such as -er or -est, added to the end of a word to form a new word
word ending—a word part, such as past tense -ed or plural -s, added to a word

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 to 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 183.

Student page 43 When the group has finished playing the game, have students write sentences to complete Today’s Challenge on student page 43.

Answers for student page 43: Students’ sentences will vary, but they should correctly reflect the meanings of the words.

Go Further
Student page 43 Have students choose one of the prefixes and write three sentences using new words with that prefix. Suggest that they use a dictionary if they need help. Make sure that they don’t mix up the prefixes (misunderstand, distrust, rearrange) with the suffixes (observer, disappointment, healthiest) or word ending (appointed).

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

Assessment tip Do students understand word parts, such as prefixes, suffixes, and word endings?
Week 9 • Activity 44

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

Concept
Build words from word parts (-ed, -er, -est, -ier, -iest, re-, pre-) and base words (angry, call, cloudy, dial, hungry, order, pale, read, route, steamy).

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

Instructions for Playing Sum of the Parts Ask students to look at their cards and find one or more students with whom they can combine their cards to make a word. 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 9 Activity 44.”

Students should place the word part cards over a letter to be dropped when an ending is added. For example, they should position the card for -ier over the y in angry to make angrier.

Word combinations will vary depending on how many of the cards are used. Possible word combinations include the following: angry, angrier, angered, angriest, recall, called, caller, cloudier, cloudiest, redial, predial, hungrier, hungriest, reorder, preorder, reread, reread, reroute, steamier, steamiest.

Today’s Challenge
Student page 44 Students will use words and word parts to create new words. Remind them to make spelling changes as necessary.

Answers for student page 44: Possible answers: cycled, recycle, recycled, taller, tallest, heavier, heaviest, stated, restate, restated, statewide, prestated, wider, widest, repay, payer, conditioned, conditioner, recondition, precondition.

Go Further
Student page 44 Have each student write a sentence using three words from the activity. Remind students to think through their choices before writing their sentences.

Assessment
Student self-assessment page 44 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 9 • Activity 45

Materials
Student page 45

Concept
Distinguish fact from opinion on multiple-choice tests.

Get Started
Tell students that when they read, they need to be able to distinguish fact from opinion. When a reader knows the difference between factual statements (they can be proven) and statements of opinion (they cannot be proven), he or she can then decide whether or not to believe what is written.

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.

While American colonists were thinking of whether or not to declare their independence from England, writers of the time published articles trying to influence public opinion. One of the greatest of these writers was Thomas Paine. In his article titled “Common Sense,” Thomas Paine wrote that independence was the only way to insure safe government because an independent America would be governed by the people of America, not by the people of a faraway land. If it weren’t for Thomas Paine, American colonists would never have agreed to become independent.

Which statement is an opinion expressed in the passage?
A Writers published articles trying to influence public opinion.
B Thomas Paine published an article titled “Common Sense.”
C Without Thomas Paine, American colonists would never have agreed to become independent.
D American colonists were thinking about 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 B is wrong because it can be proven that Thomas Paine wrote “Common Sense.” Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (Thomas Paine’s critical importance to the revolution is the author’s opinion.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right 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 as needed.

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

Go Further
Have students tell a partner their opinion of Thomas Paine.

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 distinguish between fact and opinion?
Week 10 • Activity 46

Materials
Student page 46

Concept
Read aloud dialogue with appropriate tone to express character’s feelings.

Get Started
Read the following piece of text aloud in two different ways: read it once with at least a hint of the excitement of a sportscaster and read it a second time without expression.

Mark and Ruthie were set to play Rolling Hoops. They each held their stick and big, wooden hoop at the starting line as Mark’s dad called out, “Ready, Set, Roll ‘em!”

“Look at Ruthie go,” shouted Hal to his cheering friends as Ruthie rolled her hoop quickly down the track.

“Gosh,” Marcy moaned. “Mark’s hoop is rolling, but it’s rolling away from him. Catch it, Mark. Catch it!” she pleaded loudly.

Ruthie was juggling her hoop expertly. As she passed the finish line, Mark was still trying to catch his hoop.

“Good rolling, Ruthie,” Mark said breathlessly. “I have to learn to play without losing my hoop, or else we can just call this game Whoops!”

Ask:
- What did you notice about the different ways the passage was read?
- Which reading made the text easier to understand?
- Which reading got you more involved?
- What emotions did you feel? What words made you feel that way?

Explain to students that when they read dialogue, they should look for words that tell how the speaker should sound and think about how they would sound if they were the character. For example, reread the following sentences from the passage:

“Gosh,” Marcy moaned. “Mark’s hoop is rolling, but it’s rolling away from him. Catch it, Mark. Catch it!” she pleaded loudly.

Ask students to identify the words in these sentences that help the reader determine how Marcy’s dialogue should be read. (moaned, pleaded loudly)

Today’s Challenge
Tell students that today they are going to work in groups to read aloud a passage that is written with dialogue. Have each group member read the passage silently and underline words that help to tell how each speaker says his or her words. Then have the group agree on the tone to use when that speaker’s dialogue is read aloud.

Student page 46 Allow time for each group to read the passage to the other groups. Remind the listeners to demonstrate good listening behaviors, such as keeping their eyes directed toward the speaker and sitting still. When not reading along, they can more easily concentrate on the presentation.

Go Further
Student page 46 Have partners write a passage with dialogue about a sports event. Then have them read the passage to the others in the group while paying special attention to the tone of dialogue.

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 to convey a character’s feelings?
Week 10 • Activity 47

Materials
Student pages 46, 47

Concept
Enhance comprehension by making self-to-text connections.

Get Started
Tell students that making self-to-text connections 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 relate to the text, which, in turn, can help them better understand the text and remember it for longer periods of time.

Read aloud the passage on page 46 in this Instructor's Guide to students. Afterwards, provide students time to talk about any self-to-text connections they may have made. Ask students: What self-to-text connections did you make?

Today's Challenge
Student page 47 Have students look at student page 47 and answer the questions. Then have students discuss their responses in a small group.

Answers for student page 47: Responses will vary, but students’ answers should include personal experience and knowledge.

Go Further
Student page 47 Ask students to write about a game that they enjoy playing and why.

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 make self-to-text connections?
Word Games

Week 10 • Activity 48

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

Concept
Use word-meaning clues to build vocabulary.

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 48 for some ideas, use words that students may be using in their classes, or use themed words (e.g., planet, galaxy, crater, constellation).

Instructions for Playing Guess the Word
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, clues are received from both teams.

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

Today's Challenge
Student page 48 Students will use the words in sentences. Allow them to use alternative forms of the words if they wish.

Answers for student page 48: 1. three, wealthy, adjective, prosperity 2. three, disapprove, verb, courage

Go Further
Student page 48 Have students share their words with each other and explain how they scored their points. Make sure that students have tallied their points correctly.

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 clues to determine word meanings?
Building Words

Week 10 • Activity 49

Materials
Student page 49
A set of Letter Cards (a, b, c, l, o, p, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in portable to build words with r-controlled vowels (or, ear, are); long a (CVCe); long o (ou), homographs (tear), homophones (bear/bare); 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 letters a, e, and r together to make are. Then give the following clues to make words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper 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.)

- Add a b to the beginning of are to make an adjective that means “without covering.” (bare)
- Rearrange the letters to make a homophone for bare that names an animal that sleeps all winter. (bear)
- Exchange the b in bear for a t to make a homograph that means either “to rip” or “a drop of liquid that falls from your eye when you cry.” (tear)
- Rearrange the letters in tear to make a word that has the same vowel sound that you hear in date. (rate)
- Trade the r in rate for the letters pl to make a noun that names something you put food on. (plate)
- Exchange the p in plate for a b, then rearrange the letters to make a noun that stands for a place you might put a plate. (table)
- Remove the t from table to make a word that means “can do.” (able)
- Exchange the e in able for an o and a t. Then rearrange the letters to make a verb that means “to swell up.” (bloat)
- Exchange the first three letters of bloat for a p and an r. Then rearrange the four letters you have to make a word that means “a role in a play.” (part)
- Replace a letter in part to make a word for a place where ships are loaded and unloaded. (port)
- Add a suffix to port to make a word that means “easily carried.” (portable)

Tell students that a root has a meaning but is not a stand-alone word. You must add a prefix or a suffix to make a stand-alone English word. The Latin root port means “to carry.” Looking at the root and suffix, you can figure out that portable means “able to be carried,” as in portable CD player and portable television.

Today’s Challenge
Student page 49 Have students complete the activities on page 49. Students can work in pairs to solve the riddle.

Answers for student page 49: 1. fate 2. object 3. wade 4. boast 5. record 6. approach 7. hare/hair 8. transform

Go Further
Student page 49 Suggest that students use the riddles on student page 49 as models. Encourage students to use a dictionary, if needed.

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 phonic and structural elements and identify word meanings?
Rule Out 2

Week 10 • Activity 50

Materials
Student page 50

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

Get Started
Remind students that making connections to text means that they connect their own personal experience, knowledge, and responses to what they read.

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.

The score of the volleyball game was 22 to 21 in favor of the Rockets. The Rockets needed only one more point to win the game and have the first undefeated season in the history of the team. Kate stepped up to serve. She had butterflies in her stomach, and her knees felt like rubber. The crowd in the gym was shouting, but Kate couldn’t hear a word. She tossed the ball high into the air, swished it with her fist, and completely missed the ball. Tears stung her eyes.

“Okay, Okay,” Coach called. “The other guys still need 3 points to beat us. Heads up, Rockets! We’ve got them where we want them!”

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

A. My favorite sport is basketball.
B. I enjoy playing team sports more than individual sports.
C. I get nervous when a game is on the line.
D. We play volleyball in gym class.

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 C is about being nervous in a tight situation and the passage describes how Kate is so nervous that she misses the ball. 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. (Saying that basketball is your favorite sport has nothing to do with the passage.)

Today’s Challenge
Student page 50 Place students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and will receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the correct answer. So, the maximum number of points for each question is 30.


Go Further
Have students tell what sports they enjoy watching, either in person or on television. Ask them which is their favorite sport and why. Have them tell a partner.

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 make connections to text?
Week 11 • Activity 51

Materials
Student page 51

Concept
Use meaningful phrasing to read aloud with fluency.

Get Started
Read the following passage aloud to students. The first time, read it in a choppy manner, halting within logical groupings of words; for example, pause after desktop and after and in the first sentence. Then read it again fluently, dividing the words into logical groups or chunks.

On desktop computers, the monitor and keyboard are separate units. The screen is part of the monitor. On laptops, the screen and the keyboard are part of the same unit. Most laptops have smaller screens than desktops. Both laptops and desktops use keyboards to input information. To move the cursor on a desktop computer, you use a mouse. Laptops, however, often have a ball that you move with a finger.

Write on the board the first two sentences of the passage. Explain how some words work as a unit and should be read as a unit. Mention, too, that punctuation helps the reader know how to phrase words. Model how to divide the first sentence into appropriate groups. (On desktop computers, the monitor and keyboard are separate units.) Read the sentence accordingly. Ask students to note how the comma helps identify a phrase. Ask students to divide the second sentence into appropriate groups. (The screen is part of the monitor.) Have students give reasons for their decisions. Have them read the sentence accordingly.

Point out to students that the passage you have just read contains technical information. Ask students: When you are listening to someone delivering information, why is it helpful for that information to be presented in logical chunks rather than all run together? Elicit from students that logical phrasing in speech helps the listener make sense of the information by putting together the words that express a concept or idea.

Today’s Challenge
Tell students that they are going to read a passage with a small group. Group members will read the passage silently so they can get a good understanding of what the author is saying. Then group members will each have a turn reading aloud and listening so they can provide feedback to each other before reading in front of the whole group.

Student page 51 Give students time to read the passage silently. Suggest that they underline groups of words that they think should be read as a single phrase. Have group members come to an agreement on phrasing and then divide up the reading of the passage. Encourage students to read with natural conversational phrasing.

Go Further
Student page 51 Have students use information from the passage to write which kind of computer they would buy. Have students read their decisions to the whole group. Remind them to read in phrases.

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 fluently with meaningful phrasing?
Week 11 • Activity 52

Materials
Student pages 51, 52

Concept
Enhance comprehension by comparing and contrasting information.

Get Started
Tell students that to compare is to tell how the things are alike and to contrast is to tell how the things are different. Explain that sometimes the reader must compare and contrast elements of the text in fiction and nonfiction. Other times, however, the author compares and contrasts these elements. For example, the author may contrast one character with another to provide a better understanding of the character. Or the author may compare and contrast information. Reading information that’s compared and contrasted can help the reader make intelligent choices.

Draw a Venn diagram on the board. Use it to compare and contrast two familiar places in the school—classroom and library, for example. You may wish to have students talk about each place separately before beginning to compare and contrast.

Today’s Challenge
Student page 52 Have students look at student page 52. Tell students to complete the Venn diagram.

Answers for student page 52: Possible answers follow. Desktops—more hard-drive space, stationary
Both—hard drives, good sound, same major parts
Laptops—less hard-drive space, portable

Go Further
Student page 52 Have students compare and contrast two characters from a story that they’ve read or a movie that they’ve seen. Then have them write the information about the characters in a Venn diagram. Remind students to look for similarities as well as differences.

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

Assessment tip Can students compare and contrast information?
Word Games

Week 11 • Activity 53

Materials
Student page 53
Paper and pencil for each student

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

Get Started
As needed, review these terms in today’s game.

syllable—an uninterrupted unit of speech (To has one syllable; today has two.)
noun—a word that names a person, a place, or a thing (astronaut, hospital, sandwich)
verb—a word that tells an action (laugh, dream, be)
adjective—a word that describes a noun (attractive, clever, witty)
adverb—a word that describes a verb, an adjective, or another adverb (quickly, tomorrow, completely)
word parts—prefix (added to the beginning of a word, such as pre-), suffix (added to the end of a word, such as -less), base word (contains the main meaning, such as preserve in preservation)

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 write the points they earn for a “yes” answer. The points are awarded as shown below. At the end of the exercise, give students an extra 10 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have three or more syllables? If yes, score 10 points.
2. Is your word a noun or 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. 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 use the clues to complete the crossword puzzle.

Answers for student page 53:

Go Further
Tell students to choose three words from the puzzle and have them use each word properly in a sentence.

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

Assessment tip Can students identify characteristics of words?
Building Words

Week 11 • Activity 54

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

Concept
Use the letters in tremendous to build two-syllable words, words with the ou vowel combination, words with the prefixes re- and de-, and homographs.

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 o, u, and r together to form the word our. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add an s to our to make a word that describes the taste of a lemon. (sour)
- Replace one of the letters with t to make a word that names a kind of trip. (tour)
- Add the letters d and e to our to make a verb that means “to go around something.” (detour)
- Drop the d and rearrange the letters to make a word that means “a path to get somewhere.” (route)
- Trade the r and e for n and d to make a one-syllable word that tells the shape of a circle. (round)
- Exchange the r for an s to make a word that is a synonym for noise. (sound)
- Replace the s with a letter to make a word that is a synonym for pile. (mound)
- Exchange the n and d for an s and e and make a noun that names a little creature with a long, thin tail. (mouse)
- Exchange the m, o, and u, for a t, r, and n, and rearrange the letters to make a word that is a synonym for strict. (stern)
- Add an e and rearrange the letters in stern to make a homograph that can mean either “mailed again” or “to feel hurt and angry about something.” (resent)
- Put all the letters together to make a word that means “very great.” (tremendous)

Ask students to make up their own clue for the word tremendous. You may wish to prompt them by asking which creature they would describe as tremendous, a mouse or a tyrannosaurus. (tyrannosaurus) Then ask students to think of a definition for the word. Explain that like a dictionary definition, their definitions should include the part of speech (adjective) and an example sentence.

Tell students to look at the words on the board, and ask them for ideas about organizing the words into categories.

Today’s Challenge
Student page 54 Have students complete each sentence to provide phonic and syllabification clues for the riddle-answer words. Then have them write a sentence using the word. You may want to have partners work together to complete this page.

Answers for student page 54: 1. 2, tower 2. “a metal” or “show the way” 3. 2, rule 4. 3, put Students’ sentences will vary.

Go Further
Have students draw pictures to illustrate the two meanings of lead.

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 identify phonic and structural elements of words?
Rule Out 2

Week 11 • Activity 55

Materials
Student page 55

Concept
Identify comparison and contrast on a multiple-choice test.

Get Started
Tell students that a text may compare and contrast two or more things or ideas. Tell students that keeping track of the similarities and differences can help them remember the characteristics of things or ideas.

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.

Trains and planes are both methods of transportation. Planes are faster than trains. From a plane you can look down to see a wide area of land or sea. A train, however, can offer a very scenic view of the countryside. But if you want to travel to a country across the ocean, you better take a plane.

In what way are trains and planes alike?

A. Both give the rider a very scenic view.
B. Both provide transportation to countries across the ocean.
C. Both are means of transportation.
D. Both travel the same speed.

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 a plane travels faster than a train. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (What a plane and train have in common is that they are both means of transportation.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right 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
Student page 55 Tell students to compare and contrast two sports that they have played. Point out that they should assume their partners don’t know anything about the sports they chose.

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 correctly identify similarities and differences?
Week 12 • Activity 56

Materials
Student page 56

Concept
Read aloud with appropriate phrasing to convey factual information.

Get Started
Read aloud the following passage in two different ways. First, read hurriedly, almost joining the words together, without attention to appropriate phrasing. Then read at a moderate pace, using appropriate phrasing as signaled by the punctuation. Ask students to listen to and comment on the difference. Elicit that the second reading made the definitions and other information clear and easy to understand.

Earthquakes have been occurring for thousands of years. People feared earthquakes, but they did not understand what caused them. In 1906, a great earthquake shook San Francisco, causing widespread destruction. A geologist (a scientist who is an expert on Earth’s surface) named Henry Reid studied the earthquake. He discovered that an earthquake is caused by the strain of tectonic plates (large, moving sections that make up outer Earth) pushing against each other and finally cracking. This results in the release of a huge amount of energy from inner Earth. The energy shakes and even breaks open Earth’s surface.

Explain to students that when they are reading aloud, it is important to group together words that go together so that listeners can understand the text. Point out that commas and parentheses keep words together that belong together.

Today’s Challenge
Have students practice reading in groups of 2 or 3. First, students should read through the text silently. The silent reading will familiarize them with the text. Then they should read aloud to each other. Reading aloud will provide an opportunity for listener feedback prior to reading in front of other students.

Student page 56 Have groups discuss the passage and identify groups of words in phrases. Remind students that a well-phrased reading helps listeners (especially those who might not be familiar with the topic) to follow along in their minds. Tell students to decide together what parts they will read.

Go Further
Student page 56 Have students tell what other groups did well. Have them focus on the effective use of phrasing to convey factual information.

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 in meaningful phrases?
Thinking About Reading

Week 12 • Activity 57

Materials
Student pages 56, 57

Concept
Enhance comprehension by understanding cause-effect relationships.

Get Started
Remind students that a cause is something that makes other things happen. What happens is the effect. Point out that sometimes clue words such as cause, because, and so can alert a reader to a cause-effect relationship between events. Also point out that clue words are not always present: In these cases the reader has to figure out what happened and why it happened. Explain that identifying a cause-effect relationship between events helps the reader more fully understand and remember the text.

Write the following sentences on the board:
There was a great earthquake in San Francisco in 1906.
There was widespread destruction in San Francisco in 1906.

Ask: What is the relationship between these two events? Elicit from students the cause-effect relationship between the earthquake and the widespread destruction.

Then explain that sometimes a cause has multiple effects. Draw a cause-effects chart (a cause box on the left with arrows pointing to three effects boxes on the right) on the board. Write earthquake in the cause box. Ask what some of the multiple effects of an earthquake might be. Write the answers in the effects boxes. Add effects boxes, if needed. (Possible answers: damaged buildings, broken water pipes, smashed cars.)

Then explain that sometimes there is a cause-effect chain, in which an effect becomes a cause. Draw a cause-effect chain (four stacked boxes with downward-pointing arrows) on the board. Tell students the following events: I forgot my umbrella. I got soaked by a sudden storm. I had to go back home to change my clothes. I was late for school. Have students complete the cause-effect chain. Write the answers in the boxes. (forgot umbrella, got soaked, changed clothes, was late for school)

Today's Challenge
Student page 57 Have students read the passage on page 56 and complete the chart. Remind them that sometimes restating a sentence helps to clarify cause and effect.

Answers for student page 57:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other plates press against the stuck plates.</td>
<td>The stuck plates squeeze against each other.</td>
</tr>
<tr>
<td>The stuck plates squeeze against each other until they crack.</td>
<td>There is an earthquake.</td>
</tr>
<tr>
<td>There is an earthquake that lasts a few minutes.</td>
<td>There is widespread damage.</td>
</tr>
</tbody>
</table>

Go Further
Student page 57 Have students make a cause-effect chain with three boxes. Explain that the first box is where they write the cause of an event that happened to them. Point out that the second box is where they write an effect, which causes another effect. Suggest that students use the cause-effect chain on the board as a model and offer this example: I forgot my math book, I couldn't do my homework, I had to stay in for recess.

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

Assessment tip Do students understand the relationship between causes and effects?
**Week 12 • Activity 58**

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

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

**Get Started**
*Before the session,* prepare a word card (index-card size or so) for each student. Use any words that are familiar to students. You might want to use words that you have heard in students' conversations about school or during their after-school activities. You might also ask them what they're studying in other classes and use content-area words, or you might also choose to use some of your own favorite words.

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

- Is the word a noun or verb?
- Does the word have 3 or more syllables?
- Does the word have a prefix or suffix?
- Does the word have to do with sports? (or other specific topic)

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 two to three 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 58** Have students circle words in the puzzle and use the words to complete sentences.

**Answers for student page 58:**

| R M G D G O I A G I P |
| B M E T R K N D E D |
| T L E O R T G G S E |
| R B R E A G R T M N |
| I D O N T F T M Y R E M |
| V C W Q U O T I E N T |
| I L L N S M N O S V O |
| A O M N E O E L S A F |
| L S U C C E S S X I M |
| S E A S D S I K D Y E |


**Go Further**

**Student page 58** Have students choose one word they circled in the puzzle and write a different sentence clue for it. Then have a partner name the word. Sentences will vary but should use some meaning or structure clue to describe the chosen word.

**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 from word parts—prefixes (de-, re-), suffixes (-able, -er), endings (-ed, -ing), roots (port), and base words (accept, like, live, play, press, send, sound, tour, wear).

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

Instructions for Playing Sum of the Parts Ask students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. When students make words that involve spelling changes, they should use the ending card to cover over the final e on the base-word card, 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. Word combinations will vary according to how many of the cards were used in the game. When you have finished the game, put the cards in an envelope or bag labeled “Week 12 Activity 59.”

Note: You may encounter instances of words that have irregular endings. For example, students may add -ed to send to make send. In such a case, simply explain that the past tense of this verb is irregular, and note the past tense sent. List these words on the board.

Possible word combinations are many but include the following: portable, report, deport, deported, reported, reporter, accept, accepted, acceptable, wearing, likable, replay, repress, depress, resound, sounded, detour. As students create their words, point out the different part of speech that is created in some words by the addition of a word part. For example, reporter is a noun while reported is a past-tense verb.

Today’s Challenge
Student page 59 Students will sort words by prefixes, endings, and suffixes.

Answers for student page 59: 1. precede, precondition, preview 2. imprisoned, bruised, accomplished, concealing, planets 3. moveable, manageable, sustainable, unbelievable Sentences will vary.

Go Further
Student page 59 Have students write a problem like one of those on student page 59. Then have them trade problems with a partner and solve their partner’s problem. Encourage students to use dictionaries, if needed.

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

Assessment tip Can students combine words and word parts to make new words?
Rule Out 2

Week 12: Activity 60

Materials
Student page 60

Concept
Identify words with suffixes and prefixes on a multiple-choice test.

Get Started
Remind students that a prefix is a word part added to the beginning of a word to change its meaning. An example is dis- in disappear. Remind students that a suffix is a word part added to the end of a word to change its meaning. An example is -able in readable.

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.

Mike was eager to see the movie. He had been waiting for it to open since he saw the previews. A lot of other people had the same idea. The ticket line at the theater was very long. Mike was afraid he wouldn’t get a ticket. He was upset with himself for getting there so late. He had cautioned everyone to get to the theater early. “Next time,” he thought to himself, “I’m going to really be sure to practice what I preach!”

Which one of the following words contains a prefix?

A) preach
B) practice
C) previews
D) really

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 although pre- could be a prefix, ach is not a word. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students recognize why C is correct. (The pre- in previews is attached to the word views.)

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

Student page 60 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 60: 1. D 2. C

Go Further
Student page 60 Have students write three words that have both a prefix and a suffix. If students need help, suggest they start with read (unreadable), happy (unhappily), accept (unacceptable), or correct (incorrectly).

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 correctly identify words with prefixes and suffixes?
Week 13 • Activity 61

Materials
Student page 61

Concept
Use appropriate emphasis and tone in dialogue to communicate the traits of a character.

Get Started
Tell students that you will be reading a present-day fable. Elicit that a fable is a made-up story with a moral lesson. The characters are usually talking animals. Ask students what fables they have read.

First, read the dialogue with a lively tone. Then read it in a monotone. Ask students to listen for and comment on the difference.

The Lost Wig
by Mr. Goodman’s Class
“Ugh! What was that flying thing?” Tess Tiger asked.
Len Lion looked around. “Bummer,” Len thought. “Here comes the lovely Tess Tiger just as my wig flies off my head!”
The King of Beasts had been messing with his hair for weeks. He dyed it orange. Then purple. Then green. Then it all fell out! That’s when he started wearing a blue wig.
A few moments ago, there Len was—strutting down the boulevard looking so sharp. “How cool am I?” he was saying to himself. Just then, a big gust of wind blew the wig off his head and into a nearby clump of trees! How could he explain this?
“That’s my wig,” Len said. “It heard your footsteps and jumped up in excitement.”
“What kind of a wig can hear?” Tess asked skeptically.
“An earwig,” answered Len, smiling.
Tess laughed. “Oh, Len,” she purred, “you are so funny. Let’s comb the area for your wig.”
The moral of the tale: A sense of humor can save the day.

Write “How cool am I?” on the board. Have volunteers read the sentence aloud, each time emphasizing a different word. Note how changing the emphasis changes the meaning of the sentence.

Have students think about a time when they acted cool or observed others who acted cool. Suggest to students that they use their prior experience or knowledge to make their voice sound like the character. Have volunteers read the sentence again, stretching out cool to coool. Note how the tone changes. It can express an air of self-importance or simply celebration. Then note how changing the tone changes the character saying it.

Today’s Challenge
Have partners practice reading. First, they should read through the text silently. The silent reading will familiarize them with the text. Partners should discuss the emphasis and tone with which they will read dialogue. Then they should read aloud to each other. Reading aloud will provide an opportunity for listener feedback prior to reading in front of the other students.

Student page 61 Explain that students will read a story about one class’s scripting of a fable into a play they could perform. Three or four students can read the story. Allow time for each group to prepare and present the story. Remind listeners to be attentive and polite. They should not read along as they listen.

Go Further
Student page 61 Have students discuss how Jody sounded in each reading. Did the character sound the same or different? Remind students that tone reveals character. So the reader is telling what he or she thinks the character is like through tone.

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 use appropriate emphasis and tone when reading dialogue?
**Week 13 • Activity 62**

**Materials**
Student pages 61, 62

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

**Get Started**
Help students understand that an author sometimes doesn’t present events in the order in which they happened. Story events can be told in any order. An author can even start with the last event and then go back to the first event. Explain that identifying the “real-life” sequence of events helps readers keep track of and remember a story’s events.

Reread aloud the story on page 61 in this Instructor’s Guide. Help students distinguish between the order in which events are presented in the fable and the order in which the events happened. Write the two accounts on the board. Read the story more than once, if necessary.

To help students put the events in the order in which they happened, ask: *What was the first event?* (Len had been messing with his hair for weeks.) *What happened first on the day in which the story takes place?* (Len was walking down the boulevard.) *Then what happened?* (Len’s wig blew off.) *What happened next?* (Tess asked what that flying thing was.) Point out that this event is the first event described in the story but not the first event that occurred. Continue in this manner until you get to the end of the story.

Note that the moral of the tale is not part of the story but a comment on it. So it isn’t an event to be put in the sequence.

**Today’s Challenge**
**Student page 62** Have students read the story on student page 62. Then direct students to complete the chart. Call attention to the directions, which caution students to write the real-time order of events, not the in the story.

**Answers for student page 62:** The following are possible answers. *First:* Mr. Goodman gave the class a project to rewrite a fable as a play. *Then:* The class rewrote the fable to update the story. *Next:* The class turned the story into a play. *Next:* The cast rehearsed for weeks. *Next:* The play was performed. *Finally:* Jody told Hal that she enjoyed the play.

**Go Further**
**Student page 62** When students write the four or five steps they take in the morning to prepare for school, caution them against including steps that are so unique to them that their partner wouldn’t know where to place them in a sequence. Expect that the sequence of even some common steps won’t be discernable because the order of the steps may be arbitrary. For example, some students may fix their beds before brushing their teeth and vice versa.

**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 put events in their proper sequence?
Week 13 • Activity 63

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

Concept
Build vocabulary by understanding word meanings, structure, and relationships—prefixes, suffixes, synonyms, antonyms, and compound words.

Get Started
Review with students the meaning of these words.

- **prefix**—a word part, such as pre-, re-, un-, or dis-, added to the beginning of a word to form a new word
- **suffix**—a word part, such as -ment, -ness, -able, or -less, added to the end of a word to form a new word
- **synonym**—a word that has the same or almost the same meaning as another word
- **antonym**—a word that has the opposite meaning of another word
- **compound word**—a word made up of two independent words

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 184.

**Student page 63** When the group has finished playing the game, have students complete Today’s Challenge on student page 63.

**Answers for student page 63:**
1. healthy
2. failure
3. durable
4. joyful or joyous
5. tiptoe
6. oatmeal or pancake
7. reconsider
8. locate
9. comfortable
10. outcome

Go Further
**Student page 63** Have students read their stories aloud to a partner. Suggest to students that they use the four words from the activity in a way that makes them fit naturally into the story. Students’ stories will vary but should show an understanding of the words from the list.

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

**Assessment tip** 
Can students identify words with a prefix or suffix, compound words, antonyms, and synonyms?
Week 13 • Activity 64

Materials
Student page 64
A set of Letter Cards (d, e, f, h, 2i, n, p, r, s) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in friendship to build words with the consonant digraph sh, the prefix re-, and 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 e, n, and d together to form the word end. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on an index-card-sized paper and on the board so students can check the spelling and you have a list of the words on display. (the cards can be used for sorting)

• Add i, f, and r to end to make a word that describes someone with whom you like to spend time. (friend)
• Exchange the f, r, i for two letters to make a word that tells one thing that you can do with money. (spend)
• Add a suffix to spend to make a noun that means “someone who spends money.” (spender)
• Drop the p and rearrange the remaining letters to make a word with a prefix that means “to put back in the mail.” (resend)
• Drop the send, but keep the re. Now add four letters to form a two-syllable word that means “ship again.” (reship)
• Now exchange the r, e, and p for a d. Rearrange the letters to make a noun that names something that you put food on. (dish)
• Take away the d. Add a letter to form a word that names a swimmer that you might put in an aquarium. (fish)

• Exchange the h for an r, and e, and rearrange the letter to make a verb that names what a cook does with some food. (fries)
• Now, trade the f for a p to make a word that tells what someone who is a busybody does. (pires)
• Remove the r and make the plural of a word that is something you can bake. (pies)
• Put all the letters together to make the word for what you have when you have a friend to the end. (friendship)

Ask students to think of different clues that they might give to describe the word friendship. For example, friendship is a two-syllable word; it is a word with a suffix that means “state or quality of”; and it is a noun. Have volunteers use the word in a sentence.

Help students sort and group the words. Ask students to give their reasons for the groups.

Today’s Challenge
Student page 64 Have students complete each sentence by rearranging the letters of the scrambled word. Students should use the clues in the box to help them.

Answers for student page 64: 1. replay 2. shiver 3. prehistoric 4. previews 5. supplier 6. trash 7. busier 8. crash

Go Further
Student page 64 Have students make up their own sentences and scrambled words (one with sh and one with er). Have them exchange papers with a partner. Sentences will vary, but students should spell and use their words properly in their sentences.

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 phonics and structural elements learned in this lesson in their to read and spell words?
Week 13 • Activity 65

Materials
Student page 65

Concept
Identify sequence of events on multiple-choice tests.

Get Started
Recall with students that story events are often told out of sequence. Putting events in their proper sequence can help a reader better understand and remember the events of 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 be able to “rule out” some of the answers. Read the following passage to students:

One day a lion noticed that half his mane was gray and half was dark brown. He didn’t know what to do. So he sought the advice of two lionesses—one much older than he was and one much younger. When he visited the older lioness, she plucked out some dark hair. The younger lioness had already pulled out some gray hair. After only a few visits to these lionesses, the lion became bald. Then neither of the lionesses bothered with him anymore!

Which of the following events happened first?

A. The lion became bald.
B. The older lioness plucked out some dark hair.
C. The lionesses didn’t bother with the lion.
D. The younger lioness plucked out some of his gray hair.

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 lion became bald after the lionesses plucked out his hair. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining choices. Be sure students understand why D is correct. (The younger lioness was the first to pull out some hairs.)

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

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


Go Further
Have students make a chart modeled on the one on student page 62. Then have them organize the events in the story in the order in which they happened.

Possible answers: First: The mice held an emergency meeting. Then: Max proposed putting a bell around the cat’s neck. Next: All the mice cheered Max’s idea. Next: Morris asked “Who will put the bell around the cat’s neck?” Finally: The mice fell silent.

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 identify the sequence of events in a story?
Read Out Loud

Week 14 • Activity 66

Materials
Student page 66

Concept
Use tone of voice and pacing to convey a character’s feelings.

Get Started
Read the following passage aloud in two different ways. First read the dialogue in a monotone, without any sense of drama. Then read with appropriate tone and pacing. At the beginning, read Donna’s lines quickly, with a spark of anger. Then later on, when she calms down, soften her tone and slow the pace a bit. Have students comment on which reading was easier to follow and more entertaining.

“Will, I’ve asked you over and over to drink at the table, not at the counter,” Donna said to her brother. “Now you’ve spilled orange juice all over my Shakespeare paper.”

“I’m sorry,” Will said. “I was thinking about my math homework. It’s so hard. And I wasn’t paying attention.”

“Well, that’s a big help,” Donna said. “That will take the gunk off my paper.”

“I said I was sorry,” said Will.

“I’m getting a little too nuts about this,” Donna said. “I’m sorry. It’s not such a big deal for me to print out the paper again.”

“I’ll tell you what,” said Will. “I’ll go print out the paper while you sit at the table and have a glass of orange juice. Here, I’ll even pour it for you—carefully.”

“When you get back, I’ll help you with your math,” said Donna.

“Good deal,” said Will.

And later on, when Donna realizes that she overreacted, the reader can read the line (“I’m getting a little too nuts about this”) more slowly and softly. Have students discuss any past experiences that might help them better interpret and read the characters.

Today’s Challenge
Have students practice reading in groups of four. First, students should read through the text silently to familiarize themselves with it. Explain that Shakespeare was a great English playwright who lived about 400 years ago and that the valiant means “the brave people.” Suggest that students bring to mind any past experiences that might help them better convey a character’s feelings. Then group members should read aloud to one another. Remind students to pay special attention to tone and pacing.

Student page 66 Allow time for each group to present the skit to the remainder of the students. Remind them to avoid reading along so that they can concentrate on the presentation. Invite listeners to offer constructive feedback on the presentations.

Go Further
Student page 66 Have students work alone or with a partner to perfect their reading of the quote. Ask students which words should be emphasized and how that contributes to the meaning. (To highlight the contrast, cowards, many, valiant, and once could be emphasized.)

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 aloud with tone and pacing to convey a character’s feelings?
Week 14 • Activity 67

Materials
Student pages 66, 67
Instructor's Guide page 66

Concept
Enhance comprehension by making inferences.

Get Started
Tell students that good readers are sometimes like detectives. They have to figure things out from the evidence. Explain that this is called making an inference. Ask: What inference can you make from smelling smoke? (Something is burning.) Explain to students that to make an inference means to look at details in the text (what characters say and do) and then “read between the lines,” using their personal knowledge and experience. Making inferences helps readers understand “what’s really going on.” In addition, making inferences keeps readers engaged in the text, which enables them to better remember what they read.

Reread aloud the passage on page 66 in this Instructor's Guide. Ask the following questions:

Who is older, Donna or Will? How do you know? Elicit from students that Donna is older. She sets the rule about where to drink. She's studying Shakespeare in school. She can help Will with his math homework.

What inferences can you make about the way the characters feel about each other? Use details to support your answer. Elicit from students that Donna and Will care very much about each other. They quickly resolve their conflict, and they help each other out. Will pours juice for her and prints out her paper, and Donna offers to help him with his math homework.

Today’s Challenge

Student page 67  Have students read the skit on student page 66. Then have them use what the characters say to make inferences about the characters. Have students circle details in the skit that helped them make their inferences.

Answers for student page 67: Students’ answers may vary but should show reasonable inferences about the three characters. Possible character descriptions follow: Sal seems to be hesitant and unsure. He'd like to try out for the school play but is afraid. Kora is a “sticks to the facts” kind of person. Her final comment, “over and out,” suggests that she is impatient and bossy. Donna seems to be someone who likes to avoid strife. She points out how both Sal and Kora are correct. Students may also write about how all three characters are serious and smart.

Go Further

Student page 67  Encourage students to build into their skits enough details from which others can make inferences. Remind students that inferences often are subjective because they rely partially on personal knowledge and experience.

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 use details in text and their own personal knowledge and experience to make inferences?
Week 14 • Activity 68

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

Concept
Build vocabulary through the use of meaning clues.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word per every four students in your group. (Two pairs of students each get the same word card.) See student page 68 for some ideas, or use words that students may be using in their classes.

Remind students how this game is played. As one student gives clues, the other student will try to guess the word. Since two student pairs play at a time, each pair will be trying to guess the same word. In that way, clues are given by both pairs in turn.

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, clues are received from both teams.

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

Today's Challenge
Student page 68 Students will use words and their definitions to make a Magic Square with a numerical total of 15 across, down, and diagonally.

Answers for student page 68:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The magic number is 15.

Go Further
Student page 68 Students should use four of the words above in a story. Time permitting, have volunteers read their stories aloud. Celebrate the unique stories suggested by the words!

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

Assessment tip Can students use meaning clues to determine a word?

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Building Words

Week 14 • Activity 69

Materials
Student page 69
A set of Letter Cards (e, f, i, n, 2r, t, 2u)

Concept
Use the letters in furniture to build words that have the prefixes re- and un-, the suffix -er, r-controlled vowels, and the final syllable.

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 u, r, and n together to form the word urn. Then give clues to make the following words. Keep the pace brisk. After each word is made, write it on index-card-sized paper and on the board so students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Add a letter to urn to make a word that means “to rotate.” (turn)
• Exchange the u for an e to make a homophone for turn that is a noun that names a sea bird. (tern)
• Trade the r for another letter to make a word that names a kind of plant. (fern)
• Add i to fern and rearrange the letters to make an adjective that means “better than fine but not the best.” (finer)
• Drop the u in finer, and rearrange the remaining letters to make a word that names what you get when you light a match. (fire)
• Now exchange the f for another letter to make a word that means “to become exhausted.” (tire)
• Drop the r and add a u and an n. Then rearrange the letters to make a word that means “to loosen.” (untie)
• Rearrange the letters in unite to make a word that means “to join together.” (unite)
• Replace the i in unite with two r’s and rearrange the letters to make a word that has a prefix and means means “to give back.” (return)
• Add another u, and rearrange the letters to make a word that means “to care for.” (nurture)
• Drop one r and add an f. Then rearrange the letters to make a word that is the antonym of the word past. (future)
• Put all of the letters together to make a word that could name a category for chairs, tables, and sofas. (furniture)

Point to the word untie on the board. Have students identify the prefix (un-). Explain that when they see a word with the prefix un-, it changes the meaning of the base word to its opposite meaning. For example, untie is an antonym of tie. Point to the words that end in -ture and have a volunteer read them aloud. Note that when pronouncing words that end in -ture, this final syllable is usually not stressed.

Today’s Challenge
Student page 69 Have students match definitions to words and write a sentence for each word. Make sure that students have used the words correctly.

Answers for student page 69: 1. uninformed 2. posture 3. whiner 4. reconvene 5. swerve 6. desires 7. unimportant
Students’ sentences will vary.

Go Further
Student page 69 Remind students that un- added to the beginning of a base word makes a new word that is the antonym of the base word.

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 phonic and structural elements to read and spell words?
Rule Out 2

Week 14 • Activity 70

Materials
Student page 70

Concept
Make inferences on multiple-choice tests.

Get Started
Remind students that making an inference is looking at details in the text and then “reading between the lines,” using their personal knowledge and experience. Making inferences helps readers understand “what’s really going on.” Ask: What inference can you make if all the lights go out? (There is a power failure.)

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

Inez rushed through her dinner and asked to be excused from the table. Her mother smiled at Inez’s impatience and let her leave. Inez went straight to the television and turned it on. The movie award ceremony was just beginning. As she watched it for the next three hours, Inez thought about what she would say if she won an award. When the ceremony was over, Inez went sleepily to her bedroom. The script for the school play was open on her bed, but she was too tired to study her part. She put the script on her night table, pulled the covers up over her head, and went right to sleep.

What inference can you make about Inez?
A. Inez didn’t like what her mother cooked for dinner.
B. Inez watches television a lot.
C. Inez wants to be an actress.
D. Inez leaves things lying around in her room.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that A is wrong because although Inez rushes through her dinner, there is nothing in the passage that suggests she does not like her food. Ask a second volunteer to rule out another incorrect answer and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure that students understand why C is correct. (Although B and D may be true, from the strong evidence in the passage—Inez’s fantasy about giving an award speech and her part in the school play—suggest that Inez wants to be an actress.)

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

Go Further
Have students write a paragraph about what they did last summer that requires a partner to make an inference.

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 make inferences?
Materials
Student page 71

Concept
Use pacing and tone to convey the author’s intent.

Get Started
Read aloud the following article in two different ways. The first time, read it matter-of-factly with uneven pacing, sometimes slow and labored, sometimes fast. The second time, read it at a moderate, uniform pace, with at least a hint of a stirring quality when reading such words as “as remarkable as his creation” and “monument to the will of the human spirit.”

Simon Rodia
The story of Simon Rodia is almost as remarkable as his creation—the Watts Towers. Rodia was born in 1879 in a small town in southern Italy, where he worked on a farm. He had no formal education. He was sent to the East Coast of the United States when he was only twelve years old. Eventually, he worked his way across the country to the West Coast, where he became a construction worker. Rodia dreamed of building something big. In 1921, he bought a wedge-shaped piece of land in the Watts district of Los Angeles, California. Over the next thirty-four years, he spent his evenings and weekends building his towers on the land. He called his work “Nuestro Pueblo”—“our town.” It came to be known as the “Watts Towers.” The towers are considered a masterpiece of folk art. In the end, Rodia’s project to build something big became a monument to the will of the human spirit.

Discuss with students which version of your presentation better captured their attention. Ask students to point out the differences between the readings.

Today’s Challenge
Tell students that today they are going to be reading aloud a passage about the Watts Towers. Have members of small groups read the passage silently. Once students decide which lines they should read, suggest that they underline words that convey facts and circle words that inspire.

Student page 71 Students should practice reading aloud to their group 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 reader’s ability to read at an even pace and with a tone that captures the remarkable nature of the Watts Towers.

Go Further
Student page 71 Students are asked to write what they think is most remarkable about the Watts Towers. Have students discuss their opinions before they write. When they read to the group, remind them to slow down a bit when reading information.

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 an informational article with appropriate pacing and tone?
**Week 15 • Activity 72**

**Materials**
Student pages 71, 72

**Concept**
Enhance comprehension by identifying main idea and details.

**Get Started**
Remind students that the main idea is the most important idea in a paragraph or a passage. The main idea is supported by details—information that tells more about the main idea. Sometimes the main idea is stated within the paragraph or passage. Other times, the reader must figure out the main idea and state it in his or her own words. Tell students that identifying the main idea and supporting details in nonfiction can help the reader organize and remember information.

Read the first paragraph on page 71 of the Instructor's Guide. Have students identify the main idea. *The story of Simon Rodia is almost as remarkable as his creation.*

Read the paragraph again and ask students to identify the details that support the main idea. Write them on the board. The list may include the following:
- Rodia had no formal education.
- He came to America when he was only twelve years old.
- He worked his way across the country.

**Today's Challenge**

**Student page 72** Have students look at student page 72. Direct them to fill in the chart with the main idea and its supporting details. Afterwards, have students share and compare their responses.

**Answers for student page 72: Main Idea—**
The Watts Towers are a remarkable work of folk art.

**Details—**Possible responses: The towers are a set of seventeen sculptures made of steel pipes and rods; the tallest tower is almost 100 feet high and has one of the longest columns of reinforced concrete in the world; the Watts Towers were built by one man working alone; he was untrained in art; he used simple tools; the Watts Towers are one of only nine works of folk art listed in the National Register of Historic Landmarks.

**Go Further**

**Student page 72** Before partners tell each other their details, have them tell you the details. Make sure that a main idea can be inferred from the details. All the details should be clearly related to one idea.

**Assessment**

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

**Assessment tip** Can students identify main idea and details?
**Week 15 • Activity 73**

**Materials**
Student page 73  
Paper and pencil for each student

**Concept**
Build vocabulary by identifying characteristics of words—parts of speech, structure, and homophones.

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

- **noun**—a word that names a person, place, or thing (*Patsy, house, dish*)
- **verb**—a word that tells an action (*hope, enjoys, runs*)
- **adjective**—a word that describes a noun (*pretty, big, sad*)
- **homophone**—a word that is pronounced in the same way as another word but is spelled differently and has a different meaning (*whale/wail*)
- **compound word**—a word made by combining two words, such as *tooth* and *brush*, that can used by themselves (*toothbrush*)

**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. Is your word a noun? If yes, score 10 points.
2. Is your word a verb? If yes, score 10 points.
3. Is your word an adjective? If yes, score 10 points.
4. Is your word a homophone? If yes, score 10 points.
5. Is your word a compound word? If yes, score 10 points.

**Today’s Challenge**

**Student page 73** Provide help to students having difficulty locating the words in the word search puzzle. You may want to tell which words can be read horizontally and which words can be read vertically.

**Answers for student page 73:**

```
S S N R N T U D I X P F U
C U S C I R C U L A T E I
A P T L K I X P U J C P L
R E U L W P R E D A T O R
E R B O V L Z P Z I A V E
C M B W K E O R C T A T C
R A O E A G N A A U D F K
O R R D L K V N F Z O A L
W K N V O B H C G P U E E
D E P L A N T E D I D R S
I T Z P D C E D N H R R S
```

**Answers for student page 73:**
1. predator  
2. reckless  
3. triple  
4. aloud  
5. scarecrow  
6. circulate  
7. planted  
8. stubborn  
9. pranced  
10. supermarket

**Go Further**

Have students write sentences for five of the words from the activity. Students’ sentences will vary. Check students’ work to make sure that the words are used and spelled properly.

**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
Understand how words work by building words from word parts (re-, un-, -able, -ed, -er, -ship) and base words (bend, break, citizen, comfort, friend, hard, love, relation, send, spend, wash).

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, saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. When students make words that involve spelling changes, they should use the ending card to cover over the final e, as in loved. You might want to point out that when the suffix -able is added to a word that ends in e, the final e is usually maintained. For example, when -able is added to the end of trace, the resulting word is spelled traceable. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. Word combinations will vary according to how many of the cards were used.

Note: You may encounter instances of words that have irregular forms. For example, students may add -ed to spend to make spented. In such a case, you may want to simply explain that the past tense of this verb is irregular, and note the past tense spent.

Possible word combinations are many but include the following: bend, bendable, unbend, unbendable, comforter, comforted, comfortable, uncomfortable, wash, rewash, washable, break, breakable, unbreakable, citizenship, relationship, loved.

Point out to students that being able to recognize base words can help them to figure out the meanings of unfamiliar words. As an example, write on the board these words that have friend as their base: friends, friendly, unfriendly, friendless, friendship.

Today’s Challenge
Student page 74 Partners will combine base words with prefixes, suffixes, and endings to create new words.

Answers for student page 74: Possible answers: charge, charger, chargeable, recharge, rechargeable, scholarship, authorship, partnership, reliable, unreliable, renew, renewed, renewable, unrenewable, remark, remarkable, unremarkable, remarked, marked, favor, favored, unfavorable, recover, recovered, recoverable, uncover, uncovered, changed, unchanged, changeable, unchangeable, depended, dependable, undependable, return, returned, turn, returnable, unreturnable

Go Further
Student page 74 To help students get started making new words from the letters of the words they wrote, you might want to give this example: scholar—solar, oars, soar, scar, arch. Students’ words will vary. Check to be sure that their words are spelled correctly.

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

Assessment tip Can students combine base words with word parts to make new words?
**Week 15 • Activity 75**

**Materials**
Student page 75

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

**Get Started**
Remind students that the main idea of a passage is the most important idea and that the supporting details give information about the main idea. Tell students that identifying the main idea and details helps them remember information.

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

Anna Mary Robertson is more familiar to the world as Grandma Moses. She is one of the most famous folk artists of the twentieth century. Yet she remained undiscovered by the art world until she was seventy-seven years old! Grandma Moses painted common rural events—sleigh rides on a snowy day, holiday celebrations, quilting bees—and landscapes. Art critics call her work “storytelling pictures.” They compared her brushstrokes to sewing stitches, which make her paintings look like old-fashioned needlework. Grandma Moses’ paintings made her an international celebrity and showed people the importance of the work of folk artists.

Which is the main idea of the passage?

A. Grandma Moses painted “storytelling pictures.”
B. Grandma Moses’ real name was Anna Mary Robertson.
C. Grandma Moses is a very important folk artist of the twentieth century.
D. Grandma Moses was not discovered by the art world until she was seventy-seven years old.

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 and the other sentences do not support it. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining choices.

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

**Student page 75** Have students read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

**Answers for student page 75**: 1. B 2. A

**Go Further**
Have students write a main-idea sentence. Then have them work with partners to write three related details for each other’s sentences.

**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 the main idea and supporting details?
Week 16 • Activity 76

Materials
Student page 76

Concept
Read aloud using expression and tone to convey the author’s intent.

Get Started
Tell students that you are about to read a folktale. The characters are talking animals, including a trickster, named Rabbit. Explain that folktale were originally passed down by oral storytellers. This folktale, however, has been written down. Ask students how they expect you to sound when you read this folktale. (Even though the folktale is written, its tone is still informal and conversational. So it will be read in that tone.) Read the folktale expressively and in a conversational tone.

Rabbit was very tired from working hard to plow his field so he could plant lettuce and carrots. “I’m too small and weak to do all of this work—cutting the soil, turning up the soil, breaking up the soil,” Rabbit said. “There has to be a better way.” Rabbit thought and thought. Then he got an idea!

Rabbit got a long piece of strong rope. He ran to the front of his field, where Elephant was standing under the shade of a tree. Rabbit challenged him to a tug of war. Elephant laughed and laughed and then accepted the challenge. He picked up one end of the rope with his trunk. “Wait for me to yell ‘start,’” said Rabbit. Then Rabbit took the rope and ran to the back of his field, where Hippopotamus was waddling in the pond. Rabbit challenged him to a tug of war. Hippopotamus accepted the challenge with much laughter. He grabbed the rope with his teeth. “Wait ‘til you hear me yell ‘start,’” Rabbit said, as he scampered into the bushes.

“START!” Rabbit shouted from his hiding place in the bushes.

“AAARGH, OOOOF, AUGH, WOOP,” the two giant animals grunted and groaned as they tugged the rope back and forth, left and right—cutting the soil, turning up the soil, breaking the soil. In the morning, Rabbit declared the contest a tie and sat back to take a look at his field—totally plowed and ready for planting.

Write AAARGH, OOOOF, AUGH, and WOOP on the board. Have volunteers say them aloud. Note the variations in the pronunciations. Tell students that there is no “correct” way to say them. Ask students what impression these sound words create. (Hippo and Elephant are exerting a great deal of effort.)

Today’s Challenge
Tell students that today they are going to be reading a folktale. Explain that the author’s choice of words, including sound words, shows his or her attitude toward the text. Tell students that the author is having fun, and the reader should “get into the spirit of things” by reading with enjoyment.

Student page 76 Have students work with a partner. Give them time to read the passage silently. Suggest that they underline groups of words that they think should be read as a single phrase. Have partners compare notes, agree on phrasing decisions, practice reading sound words, and decide how they will divide up the reading of the passage.

Go Further
Have students write which partners gave the best performance and why. Ask which partners had the most fun with the animal sounds.

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

Assessment tip Do students read with appropriate expression and tone?
Week 16 • Activity 77

Materials
Student pages 76, 77

Concept
Enhance comprehension by identifying story elements—plot (problem/solution) setting, character, and theme.

Get Started
Remind students that the plot of a story is what happens. Point out that many plots often begin with a problem, explore solutions, and then end with the last solution. Explain that setting is where the story takes place; the characters are the people or animals in the story; and the theme is the story’s message. Explain that breaking a story down into these story elements enables a reader to more fully understand and remember the story. Figuring out the theme is especially helpful in understanding the story.

Read the folktale on page 76. Explain to students that the questions you will ask them about the story are the kinds of questions that they should ask themselves when they want to identify elements of a story.

- Where does the story take place? (in and around Rabbit’s field)
- Who are the characters in the story? (Rabbit, Elephant, and Hippo)
- What is the problem in the story? (Rabbit feels he can’t plow his field.)
- How is the problem solved? (Rabbit tricks Elephant and Hippo into a tug of war that results in their plowing his field.)
- What is the theme of the story? (Possible answer: You can use a clever trick to get someone else to do your work.)

Point out to students that the story expresses the wish we sometimes have to get away with things. Discuss why Rabbit’s behavior would be wrong in real life.

Today’s Challenge
Student page 77 Have students look at student page 77. Then direct students to complete the chart. Make sure students fill out all parts of the chart. If students are having difficulty figuring out the theme, have them discuss the theme in small groups.

Answers for student page 77: Title—Why Dogs Chase Cats Setting—Dog and Cat’s house Characters—Dog and Cat Problem—Cat says she’s sick and can’t make dinner. Dog wants to find out if she’s really sick. Solution—Dog spies on Cat and finds out she sleeps and plays all day. Theme—Possible answer: You can get away with fooling someone for only so long.

Go Further
Student page 77 Tell students that the author reveals a lot about characters through what they say and do. Ask students to picture cat, draw a picture of her, and label the picture. This will allow students to delve deeper into their understanding of the character.

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

Assessment tip Can students identify story elements?
Week 16 • Activity 78

Materials
Student page 78
One word card for each student

Concept
Use meaning and word structure to build vocabulary.

Get Started
Before the session, prepare a word card (index-card size) for each of the nine idioms below (without the meanings) or ones of your own choosing. Suggestions follow, with the meaning in parentheses.

- He hit the bulls-eye. (He got it right.)
- She let the cat out of the bag. (She told the secret.)
- He has a green thumb. (He has a talent for gardening.)
- I eat broccoli once in a blue moon. (I hardly ever eat broccoli.)
- She gave me the cold shoulder! (She was unfriendly.)
- He turned thumbs down on the plan. (He disapproved of the plan.)
- He's green with envy. (He's jealous.)
- He's as cool as a cucumber. (He's calm and not at all nervous.)
- You're the apple of my eye. (I like you a lot.)

Explain that an idiom is a phrase that means something that is different from what the individual words mean.

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.

Today’s Challenge
Student page 78 Have students choose a word from the box that best replaces the idiom in each sentence. Remind them to use context clues to help them. If students are having difficulty finding the correct word, suggest that they work with a partner.


Go Further
Student page 78 Have students draw a picture of the literal meaning of one of the idioms on the page.

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

Assessment tip Do students understand idioms?
Building Words

Week 16  Activity 79

Materials
Student page 79
A set of Letter Cards (a, d, 2i, l, n, o, p, 2r, y) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in ordinarily to build words with the suffixes -y, -ly; r-controlled vowels; long o (oa); and long a (ai).

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

- Add a d and a y to ail to make a word that means “every day.” (daily)
- Exchange the l for an r in daily and rearrange the letters to make a word that is a book for writing a daily account of your life. (diary)
- Rearrange the letters in diary to make a noun that names a place where milk is produced. (dairy)
- Exchange the y in dairy for a n. Then rearrange the letters to make a word that completes this idiom that means “wasted”—down the _____ (drain)
- Drop the d in drain and add a y to make an adjective that describes the kind of day for which you carry an umbrella. (rainy)
- Drop the i in rainy and rearrange the letters to make a noun that names what you use with knitting needles. (yarn)
- Drop the n and y. Add an o and a d to make a homophone for r-o-d-e. (road)
- Replace the r in road with another letter to make a word that means “what you’re carrying.” (load)
- Use all the letters except one i to make an adjective that describes something that is plain. (ordinary)
- Use all the letters to make a word that is a synonym for usually. (ordinarily)

Tell students to look at the words on the board and ask them for ideas for categorizing the words.

While students’ attention is directed at the board, point to the words ordinary and ordinarily and elicit from students the spelling change that occurs when the suffix -ly is added to a word that ends in y. (The y is changed to i before the suffix is added.) Note that when the -ly suffix is added to an adjective, it makes the adverb form of that adjective. Ask students to offer sentences in which ordinary is used as an adjective and ordinarily is used as an adverb. Finally, point out the suffix -y in rainy and note that this suffix can mean “full of or having.”

Today’s Challenge
Student page 79 Students will use anagrams and definitions to make new words with the sounds they have just practiced with their letter cards. If students need help, model with the following example: Turn the word lump into a purple fruit. (plum)


Go Further
Student page 79 Students will add -ly to words and write a sentence for each of the words.

Answers for student page 79: steady/steadily, large/largely

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 phonic and structural elements to read and spell words?
Week 16 • Activity 80

Materials
Student page 80

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

Get Started
Ask students what the elements of a story are. (plot, plot problem and solution, character, setting, theme)
Remind students that breaking down a story into its story elements helps the reader understand and remember the story.

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

Seated in the grass, lazy Lizard was wishing he didn’t have to bother going off to hunt Bug for his meal. At that moment, Snake came quickly slithering into view. Lizard jumped for his life. He jumped so high that he was able catch hold of a branch of a tall tree with his tongue.

Snake waited below at the bottom of the tree for 40 days. Then he gave up. In the meantime, Lizard’s tongue had stretched longer and longer until it was almost as long as his body.

Lizard did not change his lazy ways. In fact, Lizard became lazier than ever. His tongue had become so long that he didn’t need to move to catch Bug.

What is Lizard’s problem in this story?

A. Lizard is too lazy to catch Bug to eat.
B. Lizard’s tongue becomes longer than his body.
C. Lizard jumps to save his life.
D. Snake wants to eat Lizard.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because jumping isn’t a problem that Lizard has to overcome. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining choices. Be sure students understand why D is correct. (Lizard’s life is in danger. This is quite a big problem.)

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

Student page 80 Have students read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 80: 1. A 2. B

Go Further
Have students make up their own multiple-choice question about the story on page 80. Then have partners exchange papers and answer each other’s questions. Encourage students to create questions about the story elements.

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

Assessment tip Can students identify story elements in a passage?
**Week 17 • Activity 81**

**Materials**
Student page 81

**Concept**
Read aloud with expression and attention to logical phrasing.

**Get Started**
Read the following passage aloud to students. The first time, read it quickly, letting one sentence blend into another without pausing at any point. The second time, read the passage in a conversational tone with special emphasis on the logical grouping of words. Ask students which reading they preferred and the reasons why.

Marcy didn’t know how she had made it through the day. She was so nervous about going to Camp Pinewood for the first time, she hardly slept a wink. What she dreaded most was that moment when her parents would leave her at camp. She knew she would feel very lonely.

From the moment Marcy got out of bed, all she thought about was going back to sleep. First, though, she had to help pack up the car, drive upstate to the camp, help unpack the car, and put things away in her bunk.

Then she had to be shown around the camp—the lake, the soccer field, the theater, the infirmary, the dining area, the pottery room, and all the rest. And, of course, she had to meet lots of new people—fellow campers, counselors, the people who ran the camp.

When it came time to say good-bye to her parents, she didn’t feel lonely at all. In fact, it was a relief. It meant that she was one step closer to bedtime. Now the biggest dream of her entire life was coming true. Cozy in her bed, she fell asleep.

Point out to students that some words naturally go together in groups. Write the following on the board.

She was so nervous about going to Camp Pinewood for the first time, she hardly slept a wink.

Help students identify groups of words that go together to make phrases. (She was so nervous/ about going to Camp Pinewood/ for the first time/ she hardly slept a wink.) Have students discuss possible disagreements about which group of words should be “chunked.” Ask students what they think is the advantage to silent readers, oral readers, and listeners when phrases are read in chunks rather than word by word. (They more easily understand a passage when it is read with attention to appropriate grouping of words.)

**Today’s Challenge**
Tell students that today they are going to work with a partner to read aloud a letter from a daughter to her parents. Have each partner read the passage silently and mark off groups of words that naturally go together when spoken aloud.

**Student page 81** Have partners read the letter and discuss the manner in which they plan to read it.

After partners have decided which parts of the letter they each will read, have them read their parts aloud to each other. Have them provide each other with feedback. Then have them read to other students.

**Go Further**
**Student page 81** Have students comment on what others did well. Ask students to include comments on phrasing.

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

**Assessment tip** Can students use natural phrasing of words to read expressively?
Week 17 • Activity 82

Materials
Student pages 81, 82

Concept
Enhance comprehension by making predictions.

Get Started
Ask students what it means to make a prediction in a story. (tell what will happen next in the story) Ask what a reader needs to do to make a reasonable prediction. (base the prediction on clues in the story and prior knowledge) Explain that making a prediction is a way to “get into” a story. Making a prediction, along with checking it, is also a good way to keep track of story events and monitor comprehension while reading. Good readers always think about what will happen next and then read ahead to see what happens.

Ask students to listen carefully while reading the following portion of the passage on page 81 of the Instructor’s Guide:

She was so nervous about going to Camp Pinewood for the first time, she hardly slept a wink. What she dreaded most was that moment when her parents would leave her at camp. She knew she would feel very lonely.

From the moment Marcy got out of bed, all she thought about was going back to sleep.

Ask: What will happen next? Model making a prediction about what will happen.

Marcy is worried about feeling lonely when her parents leave her at camp. When the time comes, she may feel lonely. She may also feel too tired to feel anything. I predict that Marcy may fall asleep even before her parents leave. But I need more information to know for sure. So I’ll have to keep reading to find out.

Ask students if your prediction matched the text. Use your model to point out that what a reader predicts will happen doesn’t always happen. Emphasize that what’s important is not that the reader is correct but that the reader connects with the text by making a reasonable guess based on the available clues and prior knowledge. Remind students that authors often surprise us!

Today’s Challenge
Student page 82 Students complete the “I Predict Chart” by noting the outcome, writing what they predicted, and writing the clues that led them to their prediction. Reinforce that what’s important is basing a prediction on clues, not making the correct prediction.

Answers for page 82: Responses will vary, but students should provide specific clues from the letter to support their predictions.

Go Further
Student page 82 Have students predict what Marcy will do next year to scare the newbies and explain why. The prediction is less important than the reasoning behind it. Encourage students to suggest a way unrelated to the Creature.

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

Assessment tip Do students make predictions based on text clues and prior knowledge?
**Week 17 • Activity 83**

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

**Concept**
Build vocabulary by understanding word meanings and relationships—prefixes, suffixes, synonyms, antonyms, homophones, and multiple-meaning words.

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

- **prefix**—a word part, such as *pre-, re-, or un-*, added to the beginning of a word to form a new word
- **suffix**—a word part, such as *-able or -ship*, added to the end of a word to form a new word
- **antonym**—a word that has the opposite meaning of another word
- **homophone**—a word that sounds the same as another word but is spelled differently and has a different meaning

**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.”

**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 the crossword puzzle on student page 83.

**Answers for student page 83:**
**Across**
1. apprenticeship  5. glomier  8. weekly  
9. repolished **Down**
2. prosperous  3. proverb  
4. fleet  6. rows  7. decoded

**Go Further**
Have students make as many words as possible from the word *repolished*. Possible words include: deep, heed, help, hid, hip, his, hope, pole, polish, pride, relish, rip, rope, ship, sip, slip, slope.

**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 use meaning and structure to identify words?
**Building Words**

**Week 17 • Activity 84**

**Materials**
Student page 84
A set of Letter Cards (d, 2e, i, n, p, r, s, t)

**Concept**
Use the letters in *president* to build two-syllable words, words that have the long e (ee) and the long i (CVCe, ie) vowel sounds, homographs, and words with spelling changes.

**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 pull together *e, i, p,* and *r* to form the word *ripe.* Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so that students can check the spelling and you have a list of the words on display.

- Add two letters to the beginning of *ripe* to make a word that describes a long narrow band of material. *(stripe)*
- Exchange one of the letters with a *d* to make a noun that names a long step. *(stride)*
- Drop the *s* in *stride* and rearrange the remaining letters to make a word that means “made an effort.” *(tried)*
- Exchange the *t* in *tried* for another letter to make a past-tense verb that means “forced open.” *(pried)*
- Replace the *i* and *d* in *pried* with an *e* and *n* to make a word that means “to smooth feathers with a beak.” *(preen)*
- Now drop the *r* and *n* in *preen* and take an *s* and *t.* Rearrange the letters and make an adjective that can describe a mountain path. *(steep)*
- Add an *r* and an *n* to the letters in *steep.* Rearrange all of the letters to make a word that is a synonym for *gift.* *(present)*
- Drop the *p* in *present* to make a word that means “to have a grudge against.” *(resent)*

- Replace the *e, n,* and *t* in *resent* with *i, d,* and *e* to make a word that means “to dwell.” *(reside)*
- Add two letters to the end of *reside* to make a noun that names a person who lives in a certain place. *(resident)*
- Drop the *n* and *t* at the end of *resident* and add *p* to the beginning to make a word that means “to be in charge of a meeting.” *(preside)*
- What word can you make with all nine letters? *(president)*

Have students look at the words and ask them how they could be sorted into categories.

While students’ attention is focused on the words on the board, note the relationship between the words *president,* *preside,* and *reside.* Finally, note the pronunciation of *reside* and tell students that when *re-* is the first syllable in a two-syllable word, it is usually unaccented. Test the generalization by having volunteers pronounce *reply,* *return,* and *resent.*

**Today’s Challenge**

**Student page 84** Have students use the clues to unscramble the words. If students are having difficulty, have them work with a partner.

**Answers for student page 84:**
1. repeat
2. pride
3. grime
4. frayed
5. relied
6. wind
7. weep
8. content
9. restore
10. screech
11. screen
12. alike

**Go Further**

**Student page 84** Have students create their own scrambled words and clues. Then have them exchange papers with a partner.

**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 phonetic and structural elements and homographs to read and spell words?
Week 17 • Activity 85

Materials
Student page 80

Concept
Make predictions in text on multiple-choice tests.

Get Started
Ask students what making a prediction means. (using what you know and the clues in a story to tell what might happen next) Remind students that making a prediction is a way to get involved in a story. Making a prediction, along with checking it, is also a good way to keep track of story events and monitor comprehension while reading.

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 aloud the first part of a letter from Marcy's dad to Marcy.

Dear Marcy,
I'm so glad that you're enjoying Camp Pinewood. I knew that you would. Your story about putting the Creature back together reminded me of my first night at the camp a long, long time ago. Just like you, I had to find out the hard way that the Creature was not real.

My job was to find one of the Creature's ears. I had to reach my entire arm into a big plastic bag to grab the ear. If you think that you felt silly holding a tomato-juice-soaked grape that you thought was an eye, you should have seen me with a dried-out, half-moon-shaped section of an orange!

What clue can you use to predict that the ear in the bag is not real?

A. Marcy's dad went to Camp Pinewood.
B. The Creature was not real.
C. Marcy's dad had to reach in a bag to grab the ear.
D. The ear was really a dried-out orange.

Ask a volunteer to choose an answer that he or she knows is wrong, and tell why the answer is wrong. For example, a student might say that D is wrong because it is the very information that tells that the ear is not real. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining choices. Be sure students understand why B is correct.

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

Student page 80 Have students read the last half of a letter 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 as needed.

Answers for student page 80: 1. B 2. C

Go Further
Have students write a prediction on an index card about something that may happen in the next two weeks. Store the cards. Have students read them in two weeks.

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 use prior knowledge and text clues to make predictions?
Week 18 • Activity 86

Materials
Student page 86

Concept
Use word clues in the text to read expressively and to convey characters’ feelings.

Get Started
Read the following passage aloud in two different ways. First read the dialogue expressively. For example, read the word “Great” in a soft monotone, with a touch of sarcasm. Then read the passage without expression.

Reg’s dad sat slumped over the edge of Reg’s bed. He was feeling very tired. He had been up most of the night with Reg’s little sister, who was sick.

“I found it!” Reg yelled at the top of his lungs from inside the closet.

“Great,” said Reg’s dad flatly, just before he yawned.

Reg backed out of the closet on his hands and knees, waving his baseball glove. “It was under a bunch of stuff!” he said cheerily. “Now we can go to the first day of baseball practice.”

“Don’t I know it,” Reg’s dad sighed.

“Yay!” said Reg, pounding the glove with his fist.

“I’m ready to PLAY BALL!” He grabbed his jacket and made for the door. “Let’s go!” he said impatiently. “I want to get to practice early.”

“Then you’d better put on your socks and shoes, Slugger,” said Dad, brightening up for the first time.

Ask students how readers know how to read dialogue. (Authors often provide descriptions that tell how the dialogue sounds.) Display “I found it!” Reg yelled at the top of his lungs from inside the closet.” Ask students to identify the description that lets the reader know how the dialogue should sound. (yelled at the top of his lungs)

Write these three sentences on the board:

“It was under a bunch of stuff!” he said cheerily.

“Don’t I know it,” Reg’s dad sighed.

“Let’s go!” he said impatiently.

Ask students to identify the clue words in the text that tell how to read the dialogue. Have students read the sentences. Have students substitute new clue words. Then have students reread the dialogue. Discuss the differences between the first and second readings. Further discuss how even the same clue words can sometimes be interpreted differently. Students should also imagine themselves in the situation. How would they sound if they were the character?

Today’s Challenge
Tell students that today they are going to work with partners to read aloud a passage about a brother and sister. Have each partner read the passage silently and underline words that describe how to read the dialogue. Have partners determine who will read each character’s dialogue and rehearse reading it. Then have partners read the passage aloud to the others.

Student page 86 Allow time for partners to present their passage to the others. Remind the listeners to focus on whether the readers convey a sense of how the characters are feeling.

Go Further
Student page 86 By changing the clue words in the text, students will read the dialogue differently. This will help students appreciate how the description of dialogue helps the reader properly portray a character’s feelings.

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 dialogue expressively to convey a character’s feelings?
**Week 18 • Activity 87**

**Materials**
Student pages 86, 87

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

**Get Started**
Tell students that making connections to text means relating the text to their own personal knowledge and experience; relating the text to other texts; and responding in a personal way to the text. Point out that making these kinds of connections can help them to better understand the text and to “claim” the text as their own.

Read aloud the passage on page 86 of this Instructor’s Guide to students. Ask them to connect the text...

To their own experiences:
- Have you ever been so excited about one thing that you completely forgot everything else? What happened? How did it make you feel?

To other stories:
- Is what happens in the passage similar to an event you have read about? How is it the same? How is it different?

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

**Today’s Challenge**

**Student page 87** Have students look at page 87. They are to fill in the chart with their connections to the passage on page 86. Then have students discuss their responses with a partner or in a small group.

**Answers for student page 87:** Responses will vary. Students should make connections based on their own personal experiences or knowledge.

**Go Further**

**Student page 87** Ask students to write briefly about a time when they lost something and someone gave them suggestions about how to find it. Have volunteers share their writing with the group.

**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 make personal connections to text?
Week 18 • Activity 88

Materials
Student page 88
One pair of word cards for every four students

Concept
Use meaning clues to determine a word.

Get Started
*Before the session,* prepare two word cards (index-card size or so) of the same word for every four students in your group. (Two pairs of students each get the same word card.) See student page 88 for some ideas.

Today’s Challenge
Remind students how this game is played. As one student gives clues, the other student tries to guess the word. Since two student pairs play at a time, each pair will be trying to guess the same word. In that way, clues are given by both pairs simultaneously.

**Instructions for Playing Guess the Word** Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. Select the team that will 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.

**Student page 88** Students will write a speech using the words on the page. First, place students in small groups. Have them go through the list of words to make sure they understand the meaning of each word. Then have them discuss possible directions for their speeches.

**Answers for student page 88:** Check to be sure that the words are properly used and that all forms of any word are spelled conventionally. Have group members discuss their speech before writing it down.

**Go Further**
**Student page 88** Have students read their speeches aloud. Encourage students to give their speeches in a manner that stirs up people’s feelings.

**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 correctly understand the meaning of words?
Week 18 • Activity 89

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

Concept
Build words from base words (angry, cost, dry, mighty, ordinary, reside, preside, price, stick), suffixes (-ent, -er, -est, -ly, -y), variants (-ier, -iest, -ily), and word parts (-ed).

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.

Today’s Challenge
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 position the word part cards to cover any letters that are dropped when an ending is added. For example, they should place the ier card over the y in dry to make drier. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. Word combinations will vary according to how many of the cards were used in the game. When you have finished the game, put the cards into an envelope or bag labeled “Week 18 Activity 89.”

Encourage students to add two suffixes to a base word: costliest (cost + -ly + -est).

Note: You may encounter instances of words that have irregular endings. For example, students may add -ed to stick to make sticked. If so, explain that the past tense of this verb is irregular, and note the past tense stuck. Once these endings are pointed out, students should use the correct forms.

Possible word combinations are many but include the following: angrily, angriest, angrier; cost, costly, costliest, costlier; drier, driest, dried; mightier, mightiest, mightily; priced; resident; sticky, stickier, stickiest.

As students create their words, point out the comparative adjectives by explaining that the -er or -ier ending is used when comparing two things and the -iest ending is used when comparing more than two things.

Student page 89 Students will add a suffix to base words to make new words. Have them read their words to the others in the group. Then have students make up sentences using the words.

Answers for student page 89: Answers will vary. Possible words are: anxious, anxiously; brawny, brawnier, brawniest; evident, evidently; filthy, filthier; merry, merrier, merriest; misty, mistier, mistiest, mistily; quickly, quicker, quickest; stealth, stealthily; strider, strident; tiny, tinier, tiniest

Go Further
Student page 89 Have students add two word parts to the base words. Give an example: happy, happier (happy + -ier), unhappier (un- + happier).

Answers for student page 89: Possible words are: friend, friendly, friendliest/unfriendly; trick, trickier, trickiest; depend, dependable, dependably/undependable

Assessment
Student self-assessment page 89 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students form and read words with the structural elements in this lesson?
Week 18 • Activity 90

Materials
Student page 90

Concept
Identify words with suffixes on multiple-choice tests.

Get Started
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 “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 prefix.

Brandon was the earliest friend to arrive at Kaitlin’s birthday party. He felt uncomfortable, but Kaitlin’s mom quickly put him at ease. “It’s lucky for us that you’re here,” she said. “Would you mind setting the table?”

“Not at all,” said Brandon. Kaitlin’s mom handed him plastic knives and forks and a bunch of napkins. Brandon began setting the table. He felt relieved to be doing something. Just standing around always made him feel silly.
The very moment that Brandon finished setting the table, the doorbell rang. Kaitlin’s mom opened the door. All of a sudden Brandon wasn’t the only guest at the party anymore.

Which one of the following words contains a suffix?

(A) party
(B) together
(C) only
(D) earliest

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because, although -ly is a suffix, on is not a base word. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer from the remaining two choices and fill in the circle that shows the letter of the correct answer (D). Be sure students understand why this answer choice is correct. (The suffix -iest is added to the base word early.)

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

Student page 90 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.


Go Further
Student page 90 Have students add a suffix to make a new word from the base words. Make sure that they do not use a suffix more than once. Suggest that they make all of their new words before they write their sentences.

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 correctly identify words with prefixes and suffixes?
Week 19 • Activity 91

Materials
Student page 91

Concept
Read clearly and fluently to convey author’s purpose.

Get Started
Read the following nonfiction text aloud in two different ways. The first time, read it clearly at a moderate, even pace. The second time, read it in a halting manner, saying some of the words indistinctly in a low voice.

Did you know that when light passes through a small hole in a wall, the light forms an upside-down image of an object? This characteristic of light was used to build the first camera in about 1500 in Italy. The camera was called a camera obscura. That means “dark chamber.” It was a very big box—big enough for a person to enter. It had a tiny opening on one side. Light passed through the hole and formed an upside-down image on paper attached to an inner wall. In this way, the image of an outside scene was projected inside the box.

An artist would go into the box and trace the image. Then the artist would color the picture. Of course, these images could only be projected onto the paper. Later scientists would figure out how to apply a chemical treatment to paper to make the images permanent.

Ask students to comment on the two readings. Ask what the author’s purpose is. (to convey information)
Ask in which of your readings was the information easier to follow. Ask which of your readings sounded more reliable and convincing. Ask why. As needed, ask prompting questions, such as: Did I read clearly enough so that you could understand each word? Did I read at an even pace? Ask when reading a text at a fast pace might be called for. (In a story when the characters are in a state of excitement.)

Today’s Challenge
Tell students that they are going to read nonfiction in a small group. Members of the group will read the passage silently so that they can get a good understanding of the information the author is providing. Then they will read the passage aloud so that the others in the group can provide feedback before reading the text in front of the whole group. Caution students to read clearly and distinctly and at a moderate pace. You might want to suggest that they stand tall, hold their heads up, and speak clearly so that all can hear.

Student page 91 Have group members decide how they will divide up the reading of the passage. Suggest that students highlight or underline their part. Allow time for each group to present the passage to the remainder of the group. Remind listeners to give constructive suggestions on readers’ clearness and pace.

Go Further
Student page 91 Before students talk to the remainder of the group, have them discuss in small groups their choices about taking pictures or writing. This will help them clarify and formulate their opinions.

Assessment
Student self-assessment page 91 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read clearly and fluently?
**Week 19 • Activity 92**

**Materials**
Student pages 91, 92

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

**Get Started**
Ask students what it means to compare things. (talk about ways in which the things are similar) Ask students what it means to contrast things. (talk about ways the things are different) Tell students that an author may compare and contrast two things. The reader can use the comparison and contrast to evaluate information and make reasonable choices. When reading aloud a text that compares and contrasts, the reader must first absorb the information in order to make it clear to the listener.

On the board, draw a Venn diagram of two overlapping circles. Ask students why a Venn diagram is helpful in organizing information about similarities and differences.

Discuss with students their experiences of going to a library and a bookstore. Lead the discussion toward the similarities and differences. If needed, directly ask: How are the library and bookstore alike and different? Then return to the Venn diagram. Write “Library” in the left circle, “Both” in the center, and “Bookstore” in the right circle. Ask students to complete the Venn diagram, using information from their discussion. Record that information in the Venn diagram.

**Today’s Challenge**

**Student page 92** Have students read student page 91 and use the information to them complete the Venn diagram on page 92.

**Answers for student page 92:** Both—keep memories fresh, can complement each other Photograph Album—uses photos, captures the moment Journal—uses words, allows reflection on events

**Go Further**

**Student page 92** Have students compare and contrast two favorite foods. You might want to keep a tally to show which foods are the group favorites.

**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 comparisons and contrasts?
**Week 19 • Activity 93**

**Materials**
Student page 93
Paper and pencil for each student

**Concept**
Build vocabulary by identifying characteristics of words, such as part of speech, syllables, and structure.

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

- **syllable**—an uninterrupted unit of speech (*Cat* has one syllable, while *cattle* has two.)
- **noun**—a word that names a person, place, or thing (*sailor, river, ship*)
- **verb**—a word that tells an action (*thinks, walks, sings*)
- **adjective**—a word that describes a noun (*small, round, lanky*)
- **adverb**—a word that tells “how,” “when,” “where,” or “how much” (*boldly, daily, regularly*)

**Today’s Challenge**

**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 word correctly in a sentence.

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? 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 50 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.

**Student page 93**
Before students work on the activity, you may wish to work together with them to complete the first item.

**Answers for student page 93:** Students’ answers will vary but should reveal an understanding of the parts of speech.

**Go Further**

**Student page 93**
Have students brainstorm cures for common “problems,” such as freckles or out-of-control hair. After students have completed their list, have them read the results to the rest of the group.

**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?
Building Words

Week 19 • Activity 94

Materials
Student page 94
A set of Letter Cards (a, c, i, n, o, r, s, 2t, y) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in stationery to build words with the long e (ea) and the long o (oa) vowel sounds, and words that end in -tion.

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 an r, t, and e together to form the word art. Then give the following clues to make the words. 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 s and t to art to make a word that is a synonym for begin. (start)
- Exchange one letter for an e to make a word that means “to look at intently.” (stare)
- Drop the e in stare, take an r and rearrange the letters to make a homophone for s-t-a-r-e that means “one of a series of steps for going from one floor to another.” (stair)
- Drop the i and r in stair. Take an o and another t. Rearrange the letters to make a word that names something you might have with scrambled eggs. (toast)
- Drop the o and s in toast. Take an r and an e. Rearrange the letters to make a word that means “to give medical aid to someone.” (treat)
- Drop the final t in treat. Replace it with n, o, and s (but not in that order) to make a word that stands for “helping the enemies of your country.” (reason)
- Now drop the r in treason to make a word that is a synonym for explanation. (reason)
- Drop the e in reason. Replace the s with t and i to make a word that means “how much food you’re allowed.” (ration)
- Exchange the r in ration for s and t to make a word that names a place where the train stops. (station)
- What word can you make with all ten letters? (stationery)

While students’ attention is directed at the words on the board, have volunteers pronounce the words station and ration. Note that when -tion is the final syllable in a word, that syllable is not stressed.

Remind students that homophones are words that sound the same but are spelled differently and have different meanings. Direct students’ attention to the word stationery and write its homophone stationary beside it. Ask a volunteer to give the meaning of each word. If students have difficulty, tell them that stationery means “paper for writing letters” and stationary means “still” or “at rest.”

Today’s Challenge
Student page 94 Have students change one letter in words to form new words.


Go Further
Student page 94 Have students write clues definitions for two of the numbered words. Provide an example: roast/cook in an oven.

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 phonic and structural clues to read and spell words?
Week 19 • Activity 95

Materials
Student page 95

Concept
Identify comparison and contrast in text on multiple-choice tests.

Get Started
Ask students what it means to compare things. (talk about ways in which the things are similar) Ask students what it means to contrast things. (talk about ways the things are different) Remind students that identifying how things in a text are similar and different can help them understand the text.

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

Two of New York’s most treasured skyscrapers are the Woolworth Building and the Chrysler Building. The Woolworth Building was completed in 1913 and rises to a height of 792 feet. The Chrysler Building was completed in 1930 and is 1,046 feet tall. Both buildings are named for famous industrialists of the time—Frank W. Woolworth and Walter P. Chrysler. The graceful Woolworth Building is said not to scrape the sky, but to greet it. In contrast, the soaring Chrysler Building is said to pierce the sky, not scrape it.

How are the Chrysler Building and the Woolworth Building alike?
A. Both were completed in the same year.
B. Both are the same height.
C. Both are named for famous industrialists.
D. Both are described as soaring.

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 buildings were built in different years. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (Only C can be supported by information in the text.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the 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. D 2. C

Go Further
Student page 95 Have students compare and contrast the performances of two movie actors.

Assessment
Student self-assessment page 95 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students make comparisons and contrasts?
Materials
Student page 96

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

Get Started
Read the following passage aloud in two different ways. First, read it in a choppy manner, word-by-word, disregarding the phrasing. Then read it with attention to grouping of words into phrases. Ask students which reading was easier to follow.

A Chinese farmer dreamed that an awful fate would destroy his house and family on the ninth day of the ninth month. The farmer believed the dream would come true. So when the dreaded day arrived, he took his family to a field where they could spend their final hours happily flying kites together. When the family returned home, they found that their house had collapsed. All their possessions were destroyed. Yet, the family had survived the destruction. Spending time flying their kites had saved them! For hundreds of years, this tale has been celebrated in the Festival of Ascending on High, on the ninth day of the ninth month, when Chinese families fly kites together.

Point out to students how reading aloud with attention to correct phrasing makes text easier for the listener to follow. Ask students why correct phrasing is particularly important when reading aloud a long sentence. (Long sentences are particularly hard for listeners to follow.)

Reread the first two sentences. The first time, read them with correct phrasing. The second time, break after family so that the phrase “on the the ninth day of the ninth month” seems to be connected to the second sentence. Ask students what happened. Note how the second reading misleads the listener.

Write the following sentence on the board.

For hundreds of years, this tale has been celebrated in the Festival of Ascending on High, on the ninth day of the ninth month, when Chinese families fly kites together.

Ask student to divide the sentence into phrases. (For hundreds of years,/ this tale has been celebrated/ in the Festival of Ascending on High,/ on the ninth day of the ninth month,/ when Chinese families fly kites together.) Caution students that the rules for phrasing aren’t hard and fast.

Ask students which punctuation marks helped guide them in their phrasing. (the commas after years, High, and month) Note that punctuation regularly signal groups of words that should be read together.

Today’s Challenge
Tell students that today they are going to work with partners to read aloud a passage about the history of kites. Have each partner read the passage silently to become familiar enough with it that their phrasing will make sense. Partners should share their thoughts about the phrasing. Then partners will decide which parts of the passage each will read aloud. Suggest that students highlight or underline their part.

Student page 96 Allow time for student pairs to present the passage for the remainder of the group. Ask listeners to think about how the reader’s “chunking” of words helps them to understand the author’s intent.

Go Further
Student page 96 Ensure that all feedback is constructive.

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 aloud with attention to phrasing that helps convey meaning?
Week 20 • Activity 97

Materials
Student pages 96, 97

Concept
Enhance comprehension by identifying the author’s purpose.

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

to entertain

to inform

to persuade

The author’s purpose can usually be determined by identifying the type of text. Fiction is usually written to entertain. Nonfiction is usually written to inform. Letters to the editor and other opinion texts are written to persuade. Sometimes a text has more than one purpose. For example, a work of historical fiction tells an entertaining story while it informs about historical events.

Read the passage on page 96 of this Instructor’s Guide to students.

Have students identify the author’s purpose or purposes. (inform about the origin of a Chinese kite-flying festival) Whatever students think is the author’s purpose, they should support their view with evidence from the text. Tell students that knowing the author’s purpose can help readers reinforce the author’s purpose when they read to others. They are also more likely to know what to attend to as they read.

Today’s Challenge
Student page 97 Have students complete the author’s-purpose table on student page 97.

Answers for Student page 97: Students’ opinions will vary. The passage certainly informs. It can also be argued that the author wants to entertain. Make sure students cite evidence from the text to support their views.

Go Further
Student page 97 Have students work in small groups to discuss their opinion and the reasons for it. Move from group to group to ensure that all discussions are focused and cordial.

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 an author’s purpose for writing?
Week 20 • Activity 98

Materials
Student page 98
One word card for each student, plus one extra
tape.

Concept
Build vocabulary by using word meaning and
structure.

Get Started
Before the session, prepare a word card (index-card
size or so) for each student. Use any words that are
familiar to students. You might want to use words
that you have heard in students’ conversations about
school or during their after-school activities. You
might ask students what they’re studying in their
classes and use content-area words, or you might
choose to use some of your own favorite words.

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

- Does the word have to do with a specific category?
  (Is it a mathematics word? For example, is it a
  word like addend?)

- Does the word have more than one meaning? (Is it a
  multiple-meaning word?) For example, sink can
  mean the antonym of float, or it can name the
  object in which you wash your hands.

- Does it have the same spelling, but two different
  pronunciations and meanings? (Is it a
  homograph?) For example, re-a-r can be
  pronounced /tər/ and mean “to rip apart,” or it
  can be pronounced /tɛr/ and mean “a liquid that
  falls from the eye.”

- Does it combine with another word to form a new
  word? (Is it a compound word?) For example, fire
  and fly make the word firefly, which is an insect
  that glows in the dark.

- Does it have the opposite meaning of another
  word? (Is it an antonym?) For example, sad and
  glad have opposite meanings.

If students have difficulty guessing the word, offer a
hint about 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 two or three
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 Have students use clues to solve
the crossword puzzle.

Answers for student page 98: Across—2. lead
4. bark 5. downpour 8. defend 9. treaty
Down—1. jealous 2. landlord 3. answer 6. rest
7. senate

Go Further
Have students use each word of the homograph pair
in a sentence. Check to ensure that students have
used the homograph pair correctly. Pay particular
attention to the context of the sentences.

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?
Building Words

**Week 20 • Activity 99**

**Materials**
Student page 99
A set of Letter Cards (a, c, 2e, i, n, o, 2r, t) for each student (9 or fewer) or pair of students (up to 18 students)

**Concept**
Use the letters in recreation to build multiple-syllable words with the long a (CVCe) vowel sound, the prefix re-, and -tion.

**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 a, c, e, and n together to form the word cane. Then give the following clues. Keep the pace brisk. After each word is made, write it on the board so that students can check the spelling and you have a list of the words on display.
• Add an r to cane to make a word that names a bird. (crane)
• Exchange the n in crane for a letter to make a word that names a kind of box. (crate)
• Rearrange the letters in crate to make a word that means “respond to.” (react)
• Take another e and rearrange the letters in react to make a word that means “to make.” (create)
• Drop the final e in create, and replace it with two letters to make a word that means “someone who makes something.” (creator)
• Replace the final e and r with three letters to make a word that means “the act of making something.” (creation)
• Drop the c and e in creation to make a word that means “the portion of food that is allowed daily.” (ration)
• Replace the u with an e and the a-n with r-e make a word that means “to stop working.” (retire)
• Remove one letter in retire to make a word that means “to bind up again.” (retie)

• Drop the e's in retie and add an o to the remaining letters. Then rearrange the letters to make a word that means “a disturbance by a large number of people.” (riot)
• Make a word using all of the ten letters. (recreation)

While students’ attention is directed at the words on the board, have volunteers pronounce the word recreation in two ways: RE-cre-a-tion/RE-cre-A-tion. Discuss the relationship between the different meanings (“create again” and “leisure activity”) and pronunciations. Also point out that re-creation (“create again”) should be spelled with a hyphen to distinguish it from recreation (“leisure activity”).

**Today’s Challenge**
Student page 99 Have students match words with their definitions. Tell students that they may want to break apart the words to help them find the definitions.

**Answers for student page 99:**
Words that Begin with re-:

**Go Further**
Student page 99 Assign student pairs an re-word to act out. Tell students who are watching not to guess what the word is until after both partners have acted it out.

**Assessment**
Student self-assessment page 99 Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use phonic and structural elements to help define words?
Week 20 • Activity 100

Materials
Student page 100

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

Get Started
Ask students what are an author’s purposes for writing. (to entertain, to inform, or to persuade) Knowing an author’s purpose can help readers know what to expect when they read, which can result in better comprehension.

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.

Japan has a rich tradition of kite flying. One of the best-loved Japanese kite flying celebrations takes place each year on May 5th. The celebration, once known as Boys’ Festival but now called Children’s Day, is an occasion for children to fly elaborate kites that are often hand painted. The kites are flown as high as the string attached to them will go. Then the string is released and the kites are left to drift freely as far as the wind will carry them. The hope is that the free-flying kites will carry away any evil spirits that may prevent the child from reaching his or her future goals.

What is this author’s purpose?

A to entertain readers with descriptions of fancy kites
B to persuade readers that kite flying will chase away evil spirits
C to inform readers about a Japanese kite-flying festival
D to make readers want to go out and fly a kite

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 does not try to convince the reader that releasing the kites will chase away evil spirits. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (The passage presents information about the kite-flying festival.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the right 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, the members should bring you their papers for scoring. Discuss errors with individuals or the group, as needed.

Answers for student page 100: 1. D 2. D

Go Further
Student page 100 Supply magazines if needed.

Assessment
Student self-assessment page 100 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify an author’s purpose for writing?
Materials
Student page 101

Concept
Read dialogue aloud with the appropriate tone to convey a character’s feelings.

Get Started
Read the following passage aloud. First, read the dialogue in a monotone. Then read each character’s dialogue with appropriate tone. Li will be light-hearted; Gale will be sour. Have students comment on which reading better conveyed the spirit of the characters.

“What’s so funny?” Gale asked grumpily, as she opened the door. She rubbed the sleep out of her eyes. “I could hear you laughing from my room.”

“Rosa just told me what she saw yesterday,” her sister Li answered, trying not to laugh.

“Tell!” Gale demanded, coming into the hall in her pajamas. “I could use a good laugh this early in the morning.”

“Rosa was driving with her folks when they spotted a man in a car with two penguins in the back seat,” Li began. “When the two cars stopped for a traffic light, Rosa’s dad asked the man why he had penguins in his car.” Li began to laugh. Tears started rolling down her cheeks.

“Come on,” Gale demanded. “Finish the story.”

Li was laughing so hard that she started to hiccup.

“Hic, okay, cup!” she began. “The man, hic, said, cup, ‘Can’t you tell from the sunglasses? Hic, I’m, cup, taking them to the, hic, beach, cup!’”

“That’s funny?” Gale groaned. “Get a grip!” She turned around and went back into her room, slamming the door.

Remind students that what a character says and how it is said shows what a character is feeling. So, when reading aloud a passage with dialogue, the tone that the reader uses helps the listener understand what a character is feeling.

Ask students what mood Gale is in when she asks, “What’s so funny?” (She is irritated.) Ask students what mood Li is in. (She is cheerful, even silly.) Discuss how a reader’s tone of voice can convey these contrasting moods. Point out that the sillier Li gets, the more irritated Gale becomes.

Ask students if they’ve ever been irritated with someone or laughed so hard that they couldn’t speak. Tell students that they can draw on these experiences to make Gale sound irritable and to make Li sound silly.

Today’s Challenge
Tell students that today they are going to work with a partner to read aloud a passage that contains dialogue. Have partners read the passage silently in order to familiarize themselves with the dialogue. Guide them to discuss the tones of voice appropriate for the passage. Then have partners decide which parts of the passage each will read aloud to the rest of the group.

Student page 101 Give partners time to prepare the passage for oral reading. Then have them present it to the others, who should listen for whether the characters sound realistic in this situation.

Go Further
Student page 101 Before students read, they should practice by themselves. After a partner describes each tone of voice, have partners discuss how the character’s feeling changes when the tone of voice changes.

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 tone appropriate for the characters?
Week 21 • Activity 102

Materials
Student pages 101, 102

Concept
Enhance comprehension by making inferences.

Get Started
Ask students what making an inference means.
(reading between the lines) Remind students that authors do not always fully describe what a character is feeling or how a setting looks. Explain that sometimes readers need to put together story clues and their own life experiences to infer what the author does not directly state. Point out that making inferences helps a reader understand the author’s full meaning.

Today’s Challenge
Student page 102 Have students look at student page 102. Tell them to use their inferences about the passage on student page 101 to answer questions about the passage.

Answers for student page 102: Answers may vary but should show that students have made reasonable inferences. 1. You know Alex is looking for an umbrella because he is wet and because Roberta tells him that she told him it was going to rain. 2. Roberta is angry because Alex didn’t pay attention to her warning. 3. In the last sentence, Roberta calls Alex “little brother.” Roberta’s scolding tone and protective attitude throughout the passage suggest that she is older than Alex.

Go Further
Student page 102 Alex’s words and actions offer the reader a glimpse into his character. Students are asked to describe Alex. Responses will vary, but students should see that Alex is interested in sports, he’s messy, and he enjoys teasing his sister.

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 make inferences about their reading?
**Week 21 • Activity 103**

**Materials**
Student page 103  
Word Maze Cards (Week 21 Activity 103)

**Concept**
Build vocabulary through an understanding of prefixes, suffixes, synonyms, antonyms, homophones, and multiple-meaning words.

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

- **prefix**—a word part, such as pre-, re-, un-, or dis-, added to the beginning of a word to form a new word
- **suffix**—a word part, such as -ment, -ness, -able, or -less, added to the end of a word to form a new word
- **synonym**—a word that has the same or almost the same meaning as another word
- **antonym**—a word that has the opposite meaning of another word
- **homophone**—a word that sounds the same as another word but has a different meaning
- **multiple-meaning word**—a word that is spelled and pronounced the same but has more than one meaning

**Today’s Challenge**
Distribute the 18 Word Maze cards for Week 21. Each student should receive at least one card, but since all cards need to be distributed, some students may need to have more than one card. Use the cards to play Word Maze. During the game, you may need to support or guide students by reminding them of the definitions above. When you finish the game, put the cards into 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 to 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 of the Instructor’s Guide.

**Student page 103** When the game is over, have students complete Today’s Challenge on student page 103. If a student isn’t familiar with a word in Column A, use the word in a sentence with context clues. If the student still doesn’t understand the meaning, have the student discuss the meaning with his or her partner.

**Answers for student page 103:** Possible antonyms and synonyms: 1. abrupt: sudden (S)/slow (A) 2. heroic: brave (S)/cowardly (A) 3. mature: grown-up (S)/childish (A) 4. stingy: cheap (S)/generous (A) 5. bashful: shy (S)/bold (A) 6. vacant: empty (S)/full (A) 7. absent: away (S)/present (A) 8. enclose: surround (S)/open (A) 9. weird: strange (S)/normal (A) 10. panic: fear (S)/calm (A)

**Go Further**
Student page 103 Have students mark the Column B words as antonyms or synonyms as they rematch them with the Column A words. Possible answers above are marked with an S or an A.

**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 use meaning and structural clues to build vocabulary?
Week 21 • Activity 104

Materials
Student page 104
Sum of the Parts Cards (Week 21 Activity 104)

Concept
Build words from syllables (fu, ma, mo, na, no, po, por, son, ra, rea, sea, sta, tion, trea, ture) to help break the words into syllables and to help pronounce them.

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.

Before students play the game, you may wish to demonstrate how the syllables go together to make words such as nature and nation. After you do this, have volunteers pronounce both words. Note that when ture or tion is the final syllable in a word, usually the final syllable is not stressed.

Instructions for Playing Sum of the Parts Ask students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. 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: future, mature, motion, nation, nature, notion, potion, portion, reason, ration, season, station, treason. To reinforce the pronunciation of words whose final syllable is spelled -ture or -tion, have volunteers pronounce words with these endings.

Today's Challenge
Student page 104 Students will use roots to form words ending in -tion. Tell students that the roots form the beginning of the new words—with one exception: clam.


Go Further
Student page 104 Have volunteer partners read their questions and answers aloud to the remainder of the group.

Assessment
Student self-assessment page 104 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students combine syllables to make and pronounce words?
**Week 21 • Activity 105**

**Materials**
Student page 105

**Concept**
Make inferences from text on multiple-choice tests.

**Get Started**
Ask students what an inference is. (reading between the lines) Ask students how an inference is made. (by joining together story clues and personal knowledge or experience) Tell students that making inferences helps readers to understand what the author does not explicitly state.

Remind students that Rule Out Two is a technique that helps them 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.

Elissa was fast asleep on the couch with the TV blasting. “Let’s let her sleep,” Dad whispered to Jake, as he picked up the remote. “Turn off the light.” “Maybe we should wake her,” said Jake. “This is her favorite show.”

“She stayed up late last night and got up early this morning to study for a test.”

“I guess she can always watch the program in reruns,” said Jake.

What inference can you make about Elissa?

A. She watches a lot of TV.
B. She didn’t get enough sleep.
C. She was bored by the TV program.
D. She plays the TV too loud.

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a student might say that C is wrong because, although Elissa is asleep in front of the television set, she would want to watch her favorite program. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure that students understand why B is correct. (Elissa was up late and got up early, so she didn’t get enough sleep.)

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

**Student page 105** 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 105:** 1. A 2. C

**Go Further**
Have students choose one of the comic book titles mentioned in the passage. From the title, have them make an inference about what the character looks like. Have them draw the character. Students might benefit from brainstorming the characteristics of comic book heroes before they draw their pictures. Display the completed drawings and discuss inferences students used to draw their characters.

**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 combine clues and personal knowledge to draw inferences from text on multiple-choice tests?
Today’s Challenge
Tell students that today they are going to work with a partner to read a poem. Have partners read the poem silently to identify the phrasing. Then partners should decide who will read which lines of the poem aloud.

Student page 106 Allow students to practice reading aloud to their partner first. Encourage partners to exchange feedback and adjust their presentations before reading to the remainder of the students. Clarify any words that students may not understand. Ask what an emerald, a ruby, a sapphire, a diamond, and an opal have in common. (They are all gemstones; most of them rare and costly. They are used to decorate rings, bracelets, vases, and other items.)

Ask what a flint is. (a kind of hard rock) Ask what a flint is used for. (to start a fire) How does it start a fire? (A piece of flint produces sparks when it’s struck with a hard, rough metal.)

Go Further
Student page 106 Have students tell a partner which color that is mentioned in the poem is their favorite. Have students give reasons for their choices.

Assessment
Student self-assessment page 106 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read a poem with appropriate phrasing?
Thinking About Reading

Week 22 • Activity 107

Materials
Student pages 106, 107

Concept
Enhance comprehension by visualizing images in a poem.

Get Started
Explain to students that poets often use vivid language to help their readers “see” a picture. Explain that poets sometimes use a comparison to create a vivid picture. But sometimes they don’t come right out and say it! They just substitute one word for another. When a poet writes that the eagle “clasps the crag [a steep, rugged rock] with crooked hands,” the poet means that the eagle’s claws are like hands. Instead of coming out and saying that, the poet just substitutes hands for claws.

Read the second verse from the poem on page 106 of this Instructor’s Guide:

Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads
The wind is passing by.

Ask students what they visualize. (The entire top part of the tree, its branches full with leaves, moves down.) Then ask what the poet is comparing—without coming out and saying she is making a comparison. (The top of the tree is like a person’s head. The head bows down.)

Today’s Challenge
Student page 107 Have students read the poem “Flint” on page 106. Then have them answer the questions and complete the sentences. Suggest to students that to complete the comparisons in item 3, they can use everyday objects as well as things in nature.

Answers for student page 107: 1. color words: green, red, blue 2. things in nature: emerald to grass, ruby to blood, sapphire to heaven 3. Answers will vary. Possible answers: A garnet is as deep red as a cherry. A turquoise is as greenish blue as the ocean.

Go Further
Student page 107 Students will create another title for the poem “Flint.” Make sure all defenses of the current title are based on the content of the poem.

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 visualize images in a poem?
Week 22 • Activity 108

Materials
Student page 108
One pair of word cards for every four students

Concept
Use meaning clues to determine a word.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word for every four students in your group. (Two pairs of students each get the same word card.) See student page 108 for some ideas or use words that you know students are familiar with.

Remind students how Guess the Word is played. As one student gives clues, the other student tries to guess the word. Since two student pairs play at a time, each pair will be trying to guess the same word. Thus, clues are received from both pairs.

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

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

Today’s Challenge
Student page 108 Have students use the clues to solve the Magic Square by matching definitions to geometry-related words. The magic number (the sum of any row across, down, and diagonally) is 21.

Answers for student page 108:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Go Further
Student page 108 Have students put their knowledge of geometric terms to work by finding examples of them in the classroom. Start with the two shapes on student page 108 (triangle, pentagon). If there’s time, expand the search to other shapes.

Assessment
Student self-assessment page 108 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning clues to determine a word?
Building Words

Week 22 • Activity 109

Materials
Student page 109
A set of Letter Cards (a, 2c, f, g, h, l, p, r, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in telegraph to build words with the suffix -er and the consonant digraph ph, homophones, and words with the long a (CVCe, ea) and long e (ea, ee) vowel sounds.

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

- Add a p and l to ate to make a word that names something that you set the table with. (plate)
- Replace the p and l with a g and r to make a word that means “bars over a window.” (grate)
- Make a homophone for grate by rearranging the letters to make a synonym for terrific. (great)
- Replace the a in great with a letter to make a word that means “welcome.” (greet)
- Drop an e and the t in greet and add a p and an a. Rearrange the letters to make a word that names a kind of fruit. (grape)
- Replace the e in grape with an h to make a word that names a way to show information. (graph)
- Exchange the b in graph for an e and rearrange the letters to make a word that is another name for a beeper. (pager)
- Exchange the p in pager for an l and rearrange the letters to make a synonym for big. (large)
- Exchange the r in large for an e. Rearrange the letters to name our national bird. (eagle)
- Exchange the g in eagle for an r, and an h. Rearrange the letters to make a word that names someone who cures sick people. (healer)
- Replace the l in healer with a letter to make a word that names an appliance used to keep you warm. (heater)
- What word can be made from all nine letters? (telegraph)

Ask students what a telegraph is. (a machine that sends coded messages through wires) Explain that this word is formed by combining the Greek roots tele (far off) and graph (writing).

Today’s Challenge
Student page 109 Students will search for words that have the tele and/or graph roots.

Go Further

Student page 109 Students will define and describe a teleconference. Suggest that students break apart the word to help them (tele “far off”; conference “meeting of a number of people”).

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 phonetic and structural elements to read and write words?

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Week 22 • Activity 110

Materials
Student page 110

Concept
Identify word parts on multiple-choice tests.

Get Started
Reinforce with students that identifying word parts leads to a better understanding of word meaning. 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 “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 prefix.

Abraham Lincoln was born on February 12, 1809, in a log cabin near Hodgenville, Kentucky. His father, Thomas Lincoln, was an uneducated carpenter. His mother, Nancy Hanks Lincoln, could not read or write. Young Lincoln attended school for only a short time. He got much of his education from books that he borrowed from kindly neighbors.

Which one of the following words contains a prefix?
A. read
B. uneducated
C. attended
D. kindly

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 although re- is a prefix, ad is not a word part. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (Un- is a prefix. Educated is a word.)

Today’s Challenge
Place students in groups of 2, 3, or 4. Students will be able to consult 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 answers) 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 110 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.


Go Further
Student page 110 Have students use the passage on student page 110 to make up their own test question and answer choices, modeled after the ones on the page. Students wanting to write a question about a suffix can use the word finally or building as one of their answer choices.

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 correctly identify word parts in text?
Week 23 • Activity 111

Materials
Student page 111

Concept
Read aloud using appropriate pacing to convey the author’s purpose.

Get Started
Read the article below in two different ways. The first time, race through it. The second time, read it at a moderate pace, perhaps slowing down a bit at times to emphasize information and allow listeners to absorb the information.

A national motto is a word, phrase, or sentence that can express the ideals of a nation. The original motto of the United States was e pluribus unum (ee PLOOR uh bus YOO num). These Latin words mean “Out of many, one” or “One from many parts.” This motto still appears on many symbols of our country. It is on all of our coins, and it is on the Great Seal of the United States. In 1956, “In God We Trust” replaced e pluribus unum as our national motto.

E pluribus unum was chosen as the national motto in August 1776, when the United States was only a few weeks old. The motto refers to the creation of a single nation from a group of smaller parts—the original thirteen colonies.

The founders of the country could not have guessed how large our nation would grow. Today, our fifty states make up the fourth-largest nation in the world. Nor could the founders have guessed how diverse our people would become. People from practically all over the world have come to live in the United States. Yet, despite this diversity, we are united as one country and one people.

Discuss with students which version of your presentation was better able to capture their attention. Allow them to offer reasons for their choice. Note that the content of an article often determines the pace at which it should be read. Ask at what pace an article with a great deal of information should be read. (It should not be raced through but read at a moderate pace with attention to details.) Ask why. (so that the listener can follow along mentally)

Today’s Challenge
Tell students that today they are going to work with a partner to read aloud an article about the history of the Pledge of Allegiance. Have partners read the article silently and underline parts of the article where they might slow down a bit to allow their listeners to absorb information. Partners should share their ideas on how to read the article. Then they should decide which parts each will read aloud.

Student page 111 Partners should practice reading aloud to each other first. This allows them to give and get feedback before reading to the remainder of the students. Remind listeners to pay close attention and to avoid following along in their copies of the text.

Go Further
Student page 111 Have students write one thing that was done well in the presentation of another student pair. Encourage students to focus on how information is read.

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 appropriate pacing?
Week 23 • Activity 112

Materials
Student pages 111, 112

Concept
Enhance comprehension by identifying the main idea and details in text.

Get Started
Ask students what a main idea in a text is. (the most important idea) Ask what supporting details are. (information that tells about the main idea) Tell students that identifying the main idea and details in nonfiction helps the reader understand how information is related. This, in turn, helps the reader to remember the information.

Sometimes the main idea can be found in a sentence. Other times, the reader must recognize the main idea and state it in his or her own words.

One by one, read each paragraph on page 111 of this Instructor’s Guide. Have students discuss each paragraph and identify the main idea. Display the main ideas. (Possible main ideas follow. Paragraph One: E pluribus unum was the original motto of the United States. Paragraph Two: E pluribus unum was chosen because it expressed the creation of one nation out of many parts. Paragraph Three: The United States is diverse but united.)

Then ask students to provide details that support the main ideas. (Possible supporting details follow. Paragraph One: The motto means “Out of many, one”; it still appears on coins and the Presidential seal. Paragraph Two: The motto was chosen in 1776; it refers to the thirteen colonies uniting as one nation. Paragraph Three: The United States now has fifty states; people from around the world live here; we are still united.)

Today’s Challenge
Student page 112 Have students read the article on student page 111. Then direct them to complete the chart with the main idea and details of each paragraph. Tell students that when they write the details, they don’t need to include all the facts.

Answers for student page 112: Possible answers follow. Paragraph One—Main Idea: The Pledge of Allegiance was written to celebrate the anniversary of Columbus’s arrival in the Americas. Details: The Pledge was published in a magazine in 1892; it was written to celebrate the 400th anniversary of the discovery of the United States; the Pledge was recited by 12 million schoolchildren.

Paragraph Two—Main Idea: The words of the Pledge changed several times. Details: The changes were “my flag” to “the flag” in 1923; “of the United States” to “of the United States of America” in 1924; “under God” added in 1954. Paragraph Three—Main Idea: It took a long time for the Pledge to be formally recognized. Details: Congress approved the Pledge in 1942; schoolchildren had been reciting the pledge for 50 years; many schoolchildren still recite the pledge.

Go Further
Student page 112 Have students brainstorm new holidays. Write the holidays on the board. Have students discuss the holidays. Have students tell a partner a main idea statement about one holiday and then three related details.

Assessment
Student self-assessment page 112 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify main idea and details in text?
**Week 23 • Activity 113**

**Materials**
Student page 113
Paper and pencil for each student

**Concept**
Use parts of speech and word relationships to build vocabulary.

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

- **syllable**—an uninterrupted unit of speech (*Cat* has one syllable, while *cattle* has two.)
- **noun**—a word that names a person, a place, or a thing (*Marco*, *Ohio*, *shoe*)
- **verb**—a word that tells an action (*thinks*, *walks*, *sings*)
- **adjective**—a word that describes a noun (*small*, *round*, *lanky*)
- **adverb**—a word that describes a verb an adjective, or another adverb and tells how, when, where, or how much (*boldly*, *daily*, *regularly*)

**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 word correctly in a sentence.

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 or prefix to your word? If yes, score 10 points.

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

**Today’s Challenge**
**Student page 113** Provide help to students having difficulty completing the sentences by giving them alternative sentences that provide more obvious context clues for the missing word.

**Answers for student page 113:**
1. close
2. specific
3. universe
4. nutritious
5. clothes
6. wondered
7. appointed
8. watermelon
9. partly
10. upstairs

**Go Further**
**Student page 113** Have students make a list of words in the box and then identify the part of speech that each word is.

**Answers for student page 113:**
1. close—verb
2. specific—adjective
3. universe—noun
4. nutritious—adjective
5. clothes—noun
6. wondered—verb
7. appointed—verb
8. watermelon—noun
9. partly—adverb
10. upstairs—noun

**Assessment**
**Student self-assessment page 113** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students understand parts of speech and word relationships?
Building Words

Week 23 • Activity 114

Materials
Student page 114
A set of Letter Cards (a, e, 2g, h, o, p, r, y) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in geography to build homophones and words with the suffixes -y and -er: the hard and soft sounds for the letter g, and r-controlled vowels.

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 e, o, and r together to form the word ore. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on the board and on an index-card-sized piece of paper so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

• Add a p to ore to make a word that means “a tiny opening in the skin.” (pore)
• Exchange the o in pore for an a, and rearrange the letters to make a word that names a kind of fruit. (pear)
• Make a homophone for p-e-a-r by rearranging the letters to make a synonym for cut. (pare)
• Replace the r in pare with a letter to make a word that names what words are printed on. (page)
• Add an r to page to make a word that is a synonym for beeper. (pager)
• Drop the p in pager and rearrange the remaining letters to make a synonym for anger. (rage)
• Add a p and rearrange the letters to make a word that names a kind of fruit that comes in bunches. (grape)
• Replace the e in grape with a letter to make a word that is a visual way to show information. (graph)
• Replace the a, p, and h in graph with e, o, and g. Rearrange the letters to make a word that means “to stuff with food.” (gorge)
• Drop the second g in gorge to make a word that stands for “blood that is spilled.” (gore)
• Replace the e in gore with a y to make a word that means “bloody.” (gory)
• Use all nine letters to make a word. (geography)

Draw students’ attention to the word geography. Explain that the word part geo is from the Greek word that means “earth,” and graph is from the Greek word meaning “writing.” Note how when these word parts are combined, they form a word that literally means “writing about the earth.” Ask for examples of other words having the Greek roots geo (geography, geology) or graph (photograph, biography).

Point to the words gore and gory. Remind students that when the suffix -y is added to a word it can mean “full of.” So, gory means “full of gore.”

Today’s Challenge
Student page 114 Have students use the clues to unscramble the words. Allow time for students to compare their final lists.


Go Further
Student page 114 Have students write a tongue twister with a hard g or soft g sound. Give an example, such as “glum goats gobbling grass.”

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 phonic and structural elements to read and spell words?
Rule Out 2  

Week 23 • Activity 115

Materials
Student page 115

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

Get Started
Ask students what a main idea in a text is. (the most important idea) Ask what supporting details are. (information that tells about the main idea) Often the main idea can be found in a sentence. When the main idea is not stated, the reader must use the details to figure it out. Tell students that identifying the main idea and details in nonfiction helps readers understand what they read.

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 paragraph and question to students.

The words of the “Star Spangled Banner” reflect what their author Francis Scott Key saw and felt during a great naval battle. Key wrote the words in 1814, when the United States and Great Britain were at war. The British attacked Fort McHenry off the coast of Maryland. The battle lasted all day and most of the night. Knowing that American defenses were not strong, Key feared for his countrymen. All that he could see were “the rockets’ red glare, the bombs bursting in air.” When dawn finally arrived, Key could not see the fort because of fog. He did not know who won the battle. Then, all at once, the fog cleared and Key could see that the “flag was still there.”

What is the main idea of the paragraph?

A. Key could not tell who won the battle of Fort McHenry.
B. Key knew American defenses were not strong.
C. Key used what he saw and felt to write the “Star Spangled Banner.”
D. Key wrote the “Star Spangled Banner” in 1814.

Ask a volunteer to choose an answer that he or she knows is wrong, and tell why the answer is wrong. For example, a student might say that D is wrong because it is a detail about the “Star Spangled Banner.” Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (C) from the remaining choices. Be sure students understand why C is correct. (This sentence is the main idea because it holds together all the other sentences.)

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

Student page 115 Have students read the paragraph and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.


Go Further
Student page 115 Have students choose one of the silly laws and write about why it may have become a law in the first place.

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 distinguish the main idea from details?
Materials  
Student page 106

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

Get Started  
Read the following story aloud to students. The first time, alternate reading it word-by-word, arbitrarily grouping the words. Break the sentences into fragments, and run sentences together. The second time, read the story with logical groupings of words. Ask students to comment on the difference.

"But what if the marshal takes Nalle out the back?" someone in the crowd of African Americans asks. "He'll be gone and we won't even see it."

"Harriet Tubman would never let that happen," someone else in the crowd answers.

It is 1860 in the town of Troy, New York. The crowd is standing in front of a downtown building. Inside, in the United States Commissioner’s office, Charles Nalle, an escaped slave, has been returned to his master. The master’s wagon is waiting in front to take Nalle away.

Finally officers appear at the front door. “Make way!” they shout. “Make a lane to the wagon so we can bring Nalle out.” The crowd begins to part.

Inside, as the U.S. marshal brings Nalle down the stairs, Tubman, wearing a sunbonnet, blocks the back door to make sure that Nalle isn’t taken out the back.

Tell students that the story you have just read is historical fiction. Explain that although the story is based on a true event, the dialogue is imagined by the author. In historical fiction, an author may take liberty with dialogue and bits of plot but cannot make up important events. If some students have studied Harriet Tubman, invite them to share what they know about her with the group. (Tubman was the most famous leader of the Underground Railroad. She helped hundreds of African Americans flee from slavery in the South to the free states of the North and to Canada.)

Tell students that a reader should not read words one by one. Nor should a reader group words arbitrarily. Explain that a text has a certain logic for grouping words. Display the following sentence:

Inside, in the United States Commissioner’s office, Charles Nalle, an escaped slave, has been returned to his master.

Have students select words that logically belong together. (Inside,/ in the office of the United States Commissioner,/ Nalle,/ an escaped slave,/ has been returned/ to his master.) Ask students how they identified which words to group together. (There are punctuation clues: the commas set off the words.)

Today’s Challenge  
Tell students that they will read a passage of historical fiction based on what happened to Charles Nalle. Partners will read the story silently to get an understanding of what happens and how to group words together. Students then decide how they will divide up the reading of the story.

Student page 116 Give students time to read the story aloud. Suggest that they mark off groups of words that they think should be chunked together.

Go Further  
Student page 116 Have students write dialogue for Tubman and Nalle when they are knocked to the ground. Suggest that students mime Tubman putting her hat on Nalle.

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 appropriate phrasing?
Week 24 • Activity 117

Materials
Student pages 116, 117

Concept
Enhance comprehension by identifying story elements, such as setting, character, and plot (problem and solution).

Get Started
Have students define setting, characters, and plot in their own words. (Where and when a story takes place, the people in a story, the events of a story) Point out that most plots begin with a problem that needs to be solved. As they develop, plots unfold possible paths to a solution and then present the solution. Knowing the story elements helps students remember the story and compare it to other stories.

Read the story on page 116 of this Instructor's Guide. Explain to students that the questions you will ask them are the kinds of questions that they should ask themselves in order to identify elements of a story. They should even ask themselves some of these questions before reading a story in order to get their minds set.

• Where does the story take place? (Troy, New York)
• When does the story take place? (1860)
• Who are the characters in the story? (Charles Nalle, Harriet Tubman, a crowd of African Americans, the U.S. Marshall, Nalle's master)
• What is the problem in the story? (The escaped slave, Charles Nalle, might be taken out the back door.)
• How is the problem solved? (Harriet Tubman blocks the back door.)

Today's Challenge

Student page 117 Have students read the passage on student page 116. Then have them complete the chart on student page 117.

Answers for student page 117: Setting—Troy, New York Characters—Charles Nalle, Harriet Tubman, a U.S. Marshall, Nalle's master, a crowd of African Americans. Plot—Nalle, an escaped slave, is about to be taken away by his master. Tubman grabs Nalle away. She asks the crowd to surround her and Nalle as she takes Nalle to the river. Tubman puts her sunbonnet on Nalle to disguise him. Problem—Nalle must be freed from his master and a U.S. marshals and then taken to the river to escape. Solution—Tubman tells the crowd to surround her and Nalle to protect them, and she disguises Nalle by putting her hat on him.

Go Further

Student page 117 Have students describe the characters, setting, and plot for an escape story that they would like to write. Steer students away from writing about slaves. If they like, students can use what they’ve read in a story, watched on a television show, or seen in a movie to help them.

Assessment

Student self-assessment page 117 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements?
Week 24 • Activity 118

Materials
Student page 118
One word card for each student, plus one extra
Tape

Concept
Build vocabulary by understanding the meanings
of idioms.

Get Started
Before the session, prepare a word card (index-card size
or so) for each of the ten idioms below (without the
meanings) or ones of your own choosing. For the ten
suggested idioms that follow, the meanings are shown
in parentheses.

He hit the bulls-eye. (He got it right.)
She’s feeling blue. (She’s sad.)
She has a green thumb. (She has a talent for
gardening.)
I eat broccoli once in a blue moon. (I hardly
ever eat broccoli.)
Use a little elbow grease! (Work with more
physical strength or effort.)
I’m sitting on top of the world. (I’m happy.)
Are you pulling my leg? (Are you fooling me?)
He’s as cool as a cucumber. (He’s calm and not
at all nervous.)
You’re the apple of my eye. (I like you a lot.)
Put on your thinking cap. (Think carefully.)

Instructions for Playing What’s My Word?
Play the game in a slightly different way from the
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. If
students have difficulty with the idiom, offer a hint
as to its meaning.

Today’s Challenge
Student page 118 Have students choose from
the box a word or words that define the idiom.
Suggest that they use context clues in the sentences
to help them.

Answers for student page 118: 1. B  2. A

Go Further
Student page 118 Students will choose two
idioms and use them in sentences. Remind students
to look to the sentences in the activity as a model.

Assessment
Student self-assessment page 118 Have
students check one of the three choices to describe
how they feel about this activity.

Assessment tip Do students understand idioms?

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.
Building Words

Week 24•Activity 119

Materials
Student page 119
Sum of the Parts Cards (Week 24 Activity 119)

Concept
Build multisyllabic words from the following suffixes
and combining forms: auto, bio, cast, cloud, geo,
graph, graphy, phone, scope, smell, tele, vise, vision, y.

Get Started
Distribute the 18 Sum of the Parts Cards for Week 24.
Each student should receive at least one card.
If you have more students than cards, play the game
more than once. If you have fewer students than
cards, remove the corresponding number of cards,
perhaps saving the extras for a second round of
the game.

Instructions for Playing Sum of the Parts
Ask students to look at their cards and find one or more
students with whom they can combine their cards to
make a word. Before students play the game, you
may wish to demonstrate how word parts and suffixes
go together to make words such as television and
cloudy. When as many words as possible have been
made, have the students stand in position while you
record the words on the board. Depending on the
combination of word parts, there may be some
cards left over. Play the game again to get different
combinations. Word combinations will vary according
to how many of the cards were used in the game.
When you have finished the game, put the cards into
an envelope or bag labeled “Week 24 activity 119.”

Possible word combinations are many but include the
following: autograph, biography, autobiography, telecast,
geography, cloudy, telescope, telephone, telegraph,
telescope, and smelly. Discuss with students the
meaning of auto (“self”) and bio (“life”). Ask students
the meaning of the suffix -graphy. (“writing”) Then
have students define the words biography (“writing
about a life”) and autobiography (“writing about one’s
own life”).

Today’s Challenge
Student page 119 Students will figure out the
meanings of words using root meanings to help
them. Don’t require exact definitions. What’s
important is that students understand that
recognizing the roots of words can help them go a
long way toward figuring out the meanings of words.

Answers for student page 119: The following
are possible definitions. 1. telegram: a message sent
by telegraph to someone far away 2. zoology: study
of animals 3. megaphone: device for making the
voice louder 4. telescope: instrument for seeing
far away 5. biology: science of living things
6. phonograph: device that reproduces sound from
records 7. telephone: instrument for talking to
people far away 8. photograph: picture made with
a camera using light 9. anthropology: science of
people 10. geography: study of Earth

Go Further
Student page 119 Students will write a sentence
that needs to be completed with one of the words in
the box. They will have their partner complete the
sentence. Give students this example: I took a _____
with my new camera. (photograph)

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 know the meanings of
words formed by combining structural elements?
Rule Out 2

Week 24 • Activity 120

Materials
Student page 120

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

Get Started
Ask students what setting is in a story. (where and when a story takes place) Ask what characters are. (the people in a story) Ask students what plot is. (the events of a story) Point out that most plots have a problem and solution. Tell students that identifying story elements helps a reader follow the story more easily.

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 story and question to students.

On March 23, 1849, in Richmond, Virginia, Henry Brown, a slave, climbed into a crate that Samuel Smith, a white shoemaker, had built for him. “Good luck,” Smith said, as he closed the crate. He printed an address on it, marked “This Side Up” on the top, and transported the crate to the Post Office. After a 27-hour, 350-mile bumpy journey in the baggage compartment of a train, the crate was delivered to the home of William Still in Philadelphia. “This is the package I was expecting,” Still announced to friends, as he pried the box open. “How do you do, gentlemen,” Brown said, unfolding his 5-foot-8-inch, 200-pound body from the crate. “Welcome to freedom,” Still replied.

Which is one of the plot events?
A Brown has his master’s shoes repaired.
B Brown cannot breathe in the crate.
C Brown needs a plan to escape slavery.
D Brown is placed in a crate.

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, although Smith is a shoemaker, Brown doesn’t bring him shoes. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining choices. Be sure students understand why D is correct. (Brown’s being placed in a crate is a plot event described in the story.)

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

Student page 120 Have students read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 120: 1. D 2. C

Go Further
Have students tell the plot of the historical fiction passage by retelling just three events. To help them, ask students to identify the beginning, middle, and end of the passage.

Assessment
Student self-assessment page 120 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements in a passage?
Week 25 • Activity 121

Materials
Student page 121

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

Get Started
Read aloud the following review. First, read it with a formal tone, in a restrained and even stiff manner. Then read it with a warmer and more relaxed tone. You may even want to make your gestures more casual. Ask students to comment on the difference.

I’m not a big fan of science fiction movies. But Green Planet won me over right from the start. The way the cows in the pasture rose up, floated into the sky, and then zoomed into space was way cool. For the longest time, we think the cows are being kidnapped and taken to another planet. It turns out that the cows are being returned to their home. Now that’s a cool twist.

The cows’ planet is a lot like Earth—except the cows rule! Once home, the cows do all these things they could never get to do on Earth—like talk on the phone, play guitar, do yoga, play video games, and hang out at the mall. I always suspected that cows were smarter than we think. This movie gets a “two udders up” rating from me.

Tell students that this is a film review of a made-up movie. Ask students what the tone of the review is. (The tone is fairly conversational. Some of it sounds as if a person is talking to you.) Have students identify words that make the tone of the review casual and friendly. (way cool) Tell students that when you read a passage like this out loud, you can have a little fun with it. It’s almost as if you’re talking to a friend.

Today’s Challenge
Tell students that today they are going to work with a partner to read aloud a review of a made-up performance. Have partners read the review silently. Have them discuss the tone of the review and how it will affect the way they read. Have partners decide which parts each will read.

Bring in a movie or play review from a newspaper or magazine. Read and show it to the class. This will help students understand how today’s activity relates to real life.

Student page 121 Remind students that familiarity with the review will allow them to turn their attention to how they want to present the review. Have partners decide on the tone in which they will read the review. Suggest that they rehearse reading the review before presenting it to the class.

Go Further
Student page 121 Have each student write and tell one thing that partners did exceptionally well in their performance.

Assessment
Student self-assessment page 121 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students read with a tone that conveys the author’s meaning?
Week 25 • Activity 122

Materials
Student pages 121, 122

Concept
Distinguish facts from opinions.

Get Started
Have students brainstorm facts and opinions. Ask: Who has a fact? Who has an opinion? Display the facts and opinions. Ask students what a fact is. (a statement that can be proven to be true) Ask what an opinion is. (a statement that cannot be proven) Tell students that learning to distinguish between fact and opinion helps a reader evaluate what the author writes.

Today’s Challenge
Student page 122 Have students look at student page 122 and read the directions. Suggest that they try to absorb the information on first reading and then complete the chart.

Answers for student page 122: Answers will vary. Facts—The play was put on by the Drama Club; the play is called Cold Feet; the play was a hit on Broadway; the story is about two shy people; musicals have their own rules. Opinions—The play is not good; the songs are terrific; the story is charming; the singing is mostly good; the performers were embarrassed by singing.

Go Further
Student page 122 Have each student write a review of a movie or a television program. Tell students to include both facts and opinions in their reviews. Then have students exchange reviews with partners and sort facts from opinions.

Assessment
Student self-assessment page 122 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students distinguish facts from opinions?
Week 25 • Activity 123

Materials
Student page 123
Word Maze Cards (Week 25 Activity 123)

Concept
Build vocabulary through understanding word meanings and relationships—prefixes, suffixes, synonyms, antonyms, and homophones.

Get Started
Review with students the meaning of these words:

prefix—a word part, such as pre-, re-, or dis-, added to the beginning of a word to form a new word

suffix—a word part, such as -er, -ment, or -less, added to the end of a word to form a new word

synonym—a word that has the same or almost the same meaning as another word (rich/wealthy)

antonym—a word that has the opposite meaning of another word (hot/cold)

homophone—a word that sounds the same as another word but is spelled differently and has a different meaning (ceiling, sealing)

Today’s Challenge
Distribute the 18 Word Maze cards for Week 25. Each student should receive at least one card, but since all cards need to be distributed, some students may need to have more than one card. Use the cards to play Word Maze. During the game, you may need to support or guide students by reminding them of the definitions above. When you finish the game, put the cards into an envelope or bag labeled “Week 25 Activity 123.”

Instructions for Playing Word Maze Ask students to look at their cards. 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 Today’s Challenge on student page 123. If students are having difficulties, have them work in pairs.

Answers for student page 123: Possible answers (except for 3 and 8, which are the only answers): 1. retry, reenter 2. angry, irritated 3. seen/scene, oversees/overseas 4. government, instrument 5. neat, organized 6. skinny, slender 7. unlikely, unimportant 8. soar/sore, overdo/overdue 9. homeless, cloudless 10. hide, cover

Go Further
Student page 123 Before asking their partners to write a synonym for a word and an antonym of a word, have students write their own synonyms and antonyms. This will help ensure that they’ve chosen words for which a synonym and antonym can be found. Students’ synonyms and antonyms may vary. Check that the words are spelled correctly.

Assessment
Student self-assessment page 123 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use their understanding of word meaning and word parts to read and spell new words?
Building Words

Week 25 • Activity 124

Materials
Student page 124
A set of Letter Cards (a, b, c, 2e, i, l, n, o, t)

Concept
Use the letters in noticeable to build words with the prefix en- and the suffix -able.

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 a, c, and t together to form the word act. Then give the following clues to make the words. 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 en- to the beginning of act to make a word that means “to make into law.” (enact)
• Remove the a, c, and t in enact and add -able to make a word that means “to make able.” (enable)
• Drop the en- at the beginning of enable to make a word that means “can do.” (able)
• Add a t to able to make a word for a piece of furniture with a flat top on legs. (table)
• Replace the t in table with a c to make a word that names a wire rope. (cable)
• Replace the c and a in cable with no to make a word that names someone of high rank. (noble)
• Add the letters r and a to noble, and rearrange the letters to make an adjective that means “outstanding.” (notable)
• Replace the able in notable with i, c, and e to make a word that means “pay attention to.” (notice)
• Now use all ten letters together to make a word. (noticeable)

Draw students’ attention to the spelling of the words notable and noticeable. Ask what the words have in common. (The suffix -able) Ask what are the base words to which the suffix has been added. (note and notice) Finally, ask how the words notable and noticeable are different. (The final -e in note is dropped when the suffix is added, but the final -e in notice is retained when the suffix is added.) Help students recognize that if the e in notice were dropped, noticeable would be pronounced noticable.

Today’s Challenge
Student page 124 Tell students to fill in one sentence with a word and the other sentence with the word plus the prefix en- or the suffix -able. Offer this example: I wanted to _____ the movie listings. But the newspaper was not _____ because I had left it out in the rain. The answers are read and readable.


Go Further
Student page 124 Have students use the sentences in the activity as a model to write a sentence with a missing word and a sentence with the missing word plus en- or -able. Then have partners complete each other’s sentences. Students can use the same words as those in the activity or can come up with their own words.

Assessment
Student self-assessment page 124 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use phonics and structural elements to make new words?
Week 25 • Activity 125

Materials
Student page 125

Concept
Distinguish fact from opinion on multiple-choice tests.

Get Started
Ask students what a fact is. (a statement that can
be proven to be true) Ask what an opinion is. (a
statement that someone believes or thinks is true)
Tell students that distinguishing between facts and
opinions is critical for evaluating a text.

Remind students that Rule Out Two is a technique
that helps them when they take multiple-choice tests. The
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.

Al Hirschfeld was an artist who was famous for his
theatrical drawings. Printed in The New York Times,
these drawings captured the spirit of a play better
than any review ever could. Hirschfeld’s drawings
appeared in The New York Times for over 70 years!
For most of those years, his fans would search the
drawings to find the hidden word “Nina,” the name
of Hirschfeld’s daughter. Hirschfeld died in 2003 at
the age of one hundred. He will be greatly missed.

Which statement is an opinion?

(A) Hirschfeld’s drawings were famous.
(B) Hirschfeld’s drawings were published in The
(C) Hirschfeld died in 2003 at the age of
one hundred.
(D) Hirschfeld’s drawings captured the spirit of a
play better than reviews could.

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 can be proven that Hirschfeld’s drawings
were published in the The New York Times. Discuss

the choice and reasoning. Ask a second volunteer to
rule out another incorrect answer, and proceed in the
same way. Then ask students to choose the correct
answer (D) from the remaining two choices. (D is
correct because the statement is the author’s belief
that Hirschfeld’s drawings were more effective than
reviews.)

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

Student page 125 Have students read the passage
and work through the questions, ruling out two
answers, giving reasons, and then choosing the
correct answer. When a group has completed both
questions, the members should bring you their papers
for scoring. Discuss errors with individuals or the
group, as needed.

Answers for student page 125: 1. D 2. D

Go Further
Have students choose a food or drink and write two
facts and two opinions about it. If there’s time, have
students read what they’ve written to a partner, and
have the partner distinguish between the facts and
opinions.

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 distinguish between
fact and opinion?

125
Week 26 • Activity 126

Materials
Student page 126

Concept
Use natural phrasing to convey information in text.

Get Started
Read the following passage aloud to students. The first time, read it awkwardly, breaking up sentences into abrupt, distinct elements. The second time, read it fluently with attention to the natural grouping of words.

“Alligators live mostly in swamps,” Alex said proudly to his mom and dad.
“Crocodiles, too,” said his sister Dina, smiling.
“The alligator has eighty teeth,” said Alex. “Even though the crocodile has a much longer snout, it has only sixty-six teeth.”
“But you can’t see any of them unless he opens his mouth. Look!” said Dina, pointing to the crocodile in the nearby tank. “You can see some of the crocodile’s teeth sticking out of his lower jaw.”
“Alligators use their teeth to catch and eat fish, turtles, snakes, and other animals that live in the swamps,” said Alex.
“So do crocodiles,” said Dina.

Explain that even though this is a passage with characters and dialogue, the information is factual. It is important for the reader to make the information clear so that the listener can absorb it. One way to do this is to “chunk” words together that naturally go together. Display the following:

“Look!” said Dina, pointing to the crocodile in the nearby tank.

Ask students which words and phrases naturally go together. (Look!”/ said Dina,/ pointing to the crocodile/ in the nearby tank.) Ask how they know. (by identifying punctuation clues and phrases that begin with words like to and in) Remind students that grouping together words that don’t belong can mislead the listener. In fact, misgrouping words can even mislead a silent reader! If students find that they sometimes misgroup words, suggest that they reread for better understanding.

Today’s Challenge
Tell students that today groups are going to read a passage that contains factual information. Group members will read the passage silently to understand the meaning.

Student page 126 Have students work with their group. Give them time to read the passage silently. Have them discuss “chunking.” Then have students mark natural groupings of words.

Go Further
Student page 126 Have students read the following sentence in different ways: You mean a frog could bite me? Have them describe how the meaning changes with each reading. Tell students that emphasizing different words in the sentence can help them find different interpretations.

Assessment
Student self-assessment page 126 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use natural phrasing of words to convey information?
Week 26 • Activity 127

Materials
Student pages 126, 127

Concept
Compare and contrast information.

Get Started
Have students compare and contrast two objects in the classroom. Ask students what comparing is. (telling how two things are alike) Then ask students what contrasting is. (telling how two things are different) Explain that it is important to carefully read a text that compares and contrasts because this can help the reader evaluate the information.

Display a Venn diagram. Label the left circle “Alligators,” the center circle “Both,” and the right circle “Crocodiles.” Tell students that they will help you fill out the Venn diagram using information from a passage that you are going to read to them.

Read the passage on page 126 of this Instructor’s Guide. Have students listen carefully for similarities and differences between alligators and crocodiles.

Ask students how alligators and crocodiles are alike and different. Have students tell you where to record information on the diagram.

Today’s Challenge
Student page 127 Have students look at student page 127. Have students read the directions and explain them in their own words. Then tell students to fill in the Venn diagram, as they just did for this activity, to compare and contrast the two kinds of amphibians.

Answers for student page 127: Both—are amphibians; begin as tadpoles that breathe with gills; have lungs as adults; eat insects using long, sticky tongues; make “ribbit” sounds. Frogs—slimy, smooth skin; teeth in top jaws; jump. Toads—dry, warty skin; no teeth; walk.

Go Further
Student page 127 Have students tell a story about a frog and a toad based on information in the passage. You may want to suggest a story in which the frog or the toad tricks the other or a story in which another animal mistakes the frog for the toad or the toad for the frog.

Assessment
Student self-assessment page 127 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students compare and contrast information?
Week 26 • Activity 128

Materials
Student page 128
One pair of word cards for every four students

Concept
Use meaning clues to determine a word.

Get Started

Before the session, prepare two word cards (index-card size or so) of the same word for every four students in your group. (Two pairs of students each get the same word card.) See student page 128 for some ideas.

Remind students how to play Guess the Word. As one student gives clues, the other student will try to guess the word. Since two student pairs play at a time, each pair will be trying to guess the same word. In that way, clues are given by both pairs simultaneously.

Instructions for Playing Guess the Word

Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. Select the team that will 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 128 Students will use at least eight of the ten words to write a story. Have them brainstorm ahead of time to come up with story ideas.

Answers for student page 128: Students’ stories will vary. However, all words should be used correctly.

Go Further

Student page 128 Have students read their stories to a partner. Encourage partners to give each other positive and constructive feedback. If there’s time, have students illustrate one event in their story and show their picture to their partners.

Assessment

Student self-assessment page 128 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning clues to identify a word? Can students use words correctly in sentences?
Building Words

Week 26 • Activity 129

Materials
Student page 129
A set of Letter Cards (a, d, 2c, g, h, i, n, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in nearsighted to build words with the phonogram -ight.ight pronounced long i; eight pronounced long a; -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 putting e, r, s, and t together to form the word rest. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on the board so that students can check the spelling and you have a list of the words on display.

• Add ed to the end of rest to make the past tense of the word. (rested)
• Keep the s, e, and d. Now rearrange the letters, and add i, g, and n at the end to make a word that means “to fashion or create.” (design)
• Take away the s and d in design. Add an h. Rearrange the letters to make a word that tells a sound that a horse makes. (neigh)
• Drop the n in neigh. Add a t to make a word that names a number that is less than 9 but more than 7. (eight)
• Drop the e in eight and add an n to make a word that is an antonym of day. (night)
• Drop the n in night and add an r to make a word that is a synonym for correct. (right)
• Drop the r in right and add an s to make a word that is a synonym for spectacle. (sight)
• Drop the t in sight and add ed to make a word that tells the past tense of “to let out a deep breath.” (sighed)

• Drop the ed in sighed to make a word for a sound that is made when you are weary. (sigh)
• Exchange the gh in sigh for a d and an e to make a word that is a homophone for s-i-g-h-t-e-d. (side)
• What word can you make using all eleven letters? (nearsighted)

Break apart the word nearsighted. Ask students what kind of word it is. (a compound word) Ask what two words make it up. (near and sighted) Ask students to figure out what it means. (“able to see things that are close”) Tell students that when the letter i is followed by gh, the i usually stands for its long sound and the gh is silent (sight). Note how ed sometimes is a syllable (rested) and sometimes is not a syllable (sighed).

Today’s Challenge
Student page 129 Have students complete each sentence to provide clues for the words in dark print. Then have them write a sentence using the word. You may want to have partners work together to complete this page.

Answers for student page 129: 1. find, quit 2. find, nervous 3. pay, way 4. scare, find 5. pay, phase Students’ sentences will vary.

Go Further
Student page 129 Have students use some of the words in a crossword puzzle. Suggest that they use at least two words across and two words down. Partners should solve each other’s puzzles.

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 take apart a word using the phonic and structural elements learned in this lesson?

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**Rule Out 2**

**Week 26 • Activity 130**

**Materials**
Student page 130

**Concept**
Compare and contrast details in text on multiple-choice tests.

**Get Started**
Ask students what comparing is. (telling how two things are alike) Ask students what contrasting is. (telling how two things are different) Authors often use words that help the reader notice a comparison or a contrast. *Like, same as, and similar* show comparison. *Unlike, different from, and opposite* show contrast. Recognizing and keeping track of similarities and differences helps a reader understand and follow the text.

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

The blue whale is the largest animal that ever lived. Yet, even it is at risk of being attacked by the orca, or killer whale. Both whales breathe air at the surface of the water through blowholes located at the top of their heads. Both whales use sound to communicate with other whales in their species. The blue whale’s sound is the loudest animal sound. Louder than a jet, it can be heard for hundreds of miles. Blue whales are an endangered species. They were over hunted for many years. Orcas, in contrast, are quite plentiful.

How are the orca and the blue whale alike?
- A. Both were overhunted.
- B. Both make a sound that can be heard for hundreds of miles.
- C. Both are endangered species.
- D. Both use sound to communicate.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that B is wrong because, although both whales make sounds, only the blue whale’s sound can be heard for hundreds of miles. Discuss the choice and reasoning. Ask for a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (D is correct because the passage tells how both whales use sound to communicate.)

**Today’s Challenge**
Place students in groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and receive an individual score. Then explain how points will be scored in today’s activity. Each student will receive 10 points for each answer (up to 2 answers) that was ruled out for a good reason (a maximum of 20 points) and 10 points for choosing the 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. Group members should bring you their papers for scoring. Discuss errors with individuals or the group, as needed.

**Answers for student page 130:** 1. C 2. C

**Go Further**
**Student page 130** Place students in small groups to discuss how two games are alike and different.

**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 compare and contrast details in text?
Read Out Loud

Week 27 • Activity 131

Materials
Student page 131

Concept
Read aloud dialogue with a tone appropriate to express characters’ feelings.

Get Started
Read the following passage aloud in two different ways. First, read it in a flat tone with little expression. Then read it again showing the way the characters feel.

“Class, we have a new member,” Ms. Emerson announced. “Stand up, Katie, and meet your new classmates.”

Katie stood up and said hello in a voice that was almost a whisper.

“Gosh,” Kiesha said to herself as she squirmed in her seat. “I remember when I was introduced to the class. I was so embarrassed that I wanted to crawl into a hole.”

After class, Kiesha went over to Katie. “This is a great school,” Kiesha said. “You’ll really like it here.”

“I hope so,” Katie said quietly. “It’s so weird. One minute I feel invisible, and the next minute I feel as though everyone is staring at me.”

Kiesha nodded her head. “I know,” she said. “I just moved here last year, and I felt the same way that you do.”

Ask students the following:
• Which reading was more like the way people talk?
• In which reading did you care more about the characters?
• In which reading were you more involved?

Have students discuss experiences that they’ve had like Katie’s and Kiesha’s. Ask: How did you sound when you were in a situation like Katie or Kiesha’s? Tell students that they can use their own experiences to more fully understand a character and the way the character sounds. When they incorporate this understanding in their reading, they make a character sound more realistic, more “alive,” which helps the listener comprehend the passage. Students should also use this kind of expression “in their heads” when they read silently.

Today’s Challenge
Tell students that today they are going to work with a partner to read aloud a passage with dialogue. Have each partner read the passage silently so that he or she can think more about how the character should sound. Then have partners agree on which parts they will read aloud.

Student page 131 Allow time for each group to read the passage to the class. Remind listeners to demonstrate good listening behaviors, such as keeping their eyes directed toward the speaker and sitting still.

Go Further
Student page 131 Have students write dialogue between Oswaldo and Grandma when they greet each other. Ask: Would Oswaldo tell his grandmother that he was nervous? Think about it before you begin. Remind students of the importance of using punctuation to convey what the characters are feeling.

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 expressively to convey characters’ feelings?
Week 27 • Activity 132

Materials
Student pages 131, 132

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 aloud the passage on page 131 of the Instructor’s Guide. Ask students to connect the text . . .

To their own experiences:
• Have you ever experienced a situation like the one that Kate or Kiesha found themselves in? What happened? How did you feel? What was the outcome? If you haven’t had this experience, how do you imagine it might feel?

To other stories:
• Does the situation remind you of one you have read about? How is it the same? How is it different?

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

Today’s Challenge
Student page 132 Have students look at student page 132. They are to fill in the chart with their connections to the passage found on student page 131. Before students begin, ask them to discuss trips that they’ve taken. Ask: How would you feel about traveling by yourself?

Answers for student page 132: Responses will vary, but students should include personal experiences or knowledge, other stories or books, and responses and feelings about the passage.

Go Further
Student page 132 Have students tell a partner about a trip they took with someone. Have the partners discuss how the trip would have been different if they’d gone by themselves. You can also ask students about a trip that they took by themselves and how it would have been different if they’d gone with others.

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 make connections with text?
Week 27 • Activity 133

Materials
Student page 133
Paper and pencil for each student

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

Get Started
Review with students the meanings of these terms:

- **syllable**—an uninterrupted unit of speech (Car has one syllable, while cattle has two.)
- **noun**—a word that names a person, place, or thing (friend, highway, pencil)
- **verb**—a word that tells an action (walk, skates, studied)
- **adjective**—a word that describes a noun (salty, hot, slender)
- **adverb**—a word that tells how, when, or where about a verb (silently, soon, everywhere)
- **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 five questions, have students look at their word and answer the questions. The points to award for “yes” answers are shown below. At the end of the exercise, give students an extra 10 points if they can use their words correctly in a sentence. Here are the questions to ask:

1. Does your word have 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 50 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 133** Tell students to fill in the blanks with the appropriate part of speech. Point out that this is a recipe and word choices, no matter how silly, should relate to food and cooking.

**Answers for student page 133:** Students’ answers will vary, but they should reveal an understanding of the parts of speech. You may want to suggest that they write short, simple recipes for sandwiches or desserts.

Go Further

**Student page 133** Ask students to suppose they are on a cooking show. Have them read their recipe as they would to an audience.

**Assessment**

**Student self-assessment page 133** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do students understand the 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 prefixes (en-), suffixes (-able, -ed, -ible), and base words (act, break, circle, close, collapse, collect, flex, pour, read, sigh, sight).

Get Started
Distribute the 18 Sum of the Parts Cards for Week 27. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts Ask students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. Word combinations will vary according to how many of the cards were used in the game. When you have finished the game, put the cards into an envelope or bag labeled “Week 27 Activity 134.”

Before students play the game, you may wish to demonstrate how word parts, suffixes, and endings go together to make words such as collapsible and circled. Remind students to place the word part cards to reflect any spelling changes, such as placing the -ible card over the e in collapse.

Possible word combinations are many but include the following: acted, enact, enacted, breakable, encircle, circled, encircled, enclose, enclosed, close, collapsible, collected, collectable, collapsed, flexible, poured, readable, sighed, sighted.

Challenge students to use more than two cards to make a word; for example, en + act + ed makes enacted.

Today’s Challenge
Student page 134 Students will use prefixes, suffixes, and base words to create new words. Because the suffixes -able and -ible are easily mixed up, make dictionaries available so that students can check their words.

Answers for student page 134: Answers will vary. Possible words: enforced, enforce, enforceable, trusted, entrust, entrusted, believed, believable, endear, endeared, endanger, endangered, encourage, encouraged, enjoy, enjoyable, understandable.

Go Further
Student page 134 Have students choose two words they wrote and write a definition for each word. Have students check their definitions against those in the dictionary. Then have children write the dictionary definition and give both definitions to a partner to see if the partner can guess which is the dictionary meaning.

Assessment
Student self-assessment page 134 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students combine prefixes, suffixes, and base words to make new words?
Week 27 • Activity 135

Materials
Student page 135

Concept
Identify words with prefixes and suffixes on multiple-choice tests.

Get Started
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 “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 prefix.

Amos was lighting the last of the candles on the birthday cake. His sisters, Lisa and Rosalie, were nervously rearranging the flowers. Aunt Lucy and Uncle Jake were fussing over the cards and gifts. Everyone wanted everything to be just right. They heard Mom and Dad approaching the door. The door opened. “Surprise!” they all shouted, as Mom and Dad entered the room. Mom, startled but quite pleased, was quickly encircled by the well-wishers.

Which one of the following words contains a prefix?
A. well-wishers
B. uncle
C. entered
D. encircled

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because although en- looks like a prefix, tered is not a base word. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (D) from the remaining two choices. (En- is a prefix because circled is a word.)

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

Student page 135 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.


Go Further
Student page 135 Have students write two words that have both a prefix and a suffix. Examples include: indispensible, unpleasantness.

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 words with prefixes and suffixes?
Week 28 • Activity 136

Materials
Student page 136

Concept
Read aloud with fluency to convey the meaning of a factual passage.

Get Started
Read the following passage aloud in two different ways. The first time, stumble over scientific words, such as microscopic and stomata, as well as long words, such as inhabitants and petroleum. Work out the pronunciations of these words as you proceed. You can even sound confused and start sentences over. Then read the passage confidently and smoothly. Ask students to comment on the difference in the readings.

Air and water are vital to a plant’s survival. Plants have microscopic openings called stomata that enable them to take in air. A lack of water causes the stomata to close up in order to conserve water that is stored in the plant. The longer the stomata are closed, however, the less air the plant is able to breathe. The loss of air causes the plant to wilt and die.

You can observe this chain of events yourself by doing a simple experiment. Cover a leaf on a plant with petroleum jelly. The petroleum jelly clogs up the stomata. The leaf cannot breathe in carbon dioxide and release oxygen. As the leaf’s circulatory system fails, the leaf wilts and finally dies.

Tell students that when they read aloud a passage that contains scientific language and concepts, they should learn how to pronounce the words and fully understand the meaning of the text. Point out that when a reader stumbles over words and is confused about the meaning, it’s difficult for the listener to follow along. Display the following:

Air and water are vital to a plant’s survival. Plants have microscopic openings called stomata that enable them to take in air.

Have volunteers identify words that they might have trouble pronouncing and information that they might need to clarify before reading these sentences to others.

Ask: How should a reader prepare to read a factual passage? (familiarize himself or herself with the text) What are ways to familiarize yourself with a text? (Look up words. Reread to fully understand meaning.) Tell students that after they have taken time to become familiar with the pronunciation and meaning of a text, they should practice reading the text out loud.

Today’s Challenge
Tell students that today they are going to work with a partner to read aloud a passage about the rain forest. Have partners read the passage silently and underline words and concepts that they don’t understand. Partners will look up words that they don’t know and discuss the meaning of the passage.

Student page 136 Have partners discuss any words and concepts that they don’t understand. Tell partners that they should understand the text so thoroughly that they should be able to answer questions about it after their reading.

Go Further
Student page 136 Have students write two things that other partners did well when they read the passage out loud. Students should consider smoothness, accuracy, and expression.

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 expression appropriate for the passage?
Week 28 • Activity 137

Materials
Student pages 136, 137

Concept
Enhance comprehension by understanding cause-effect relationships.

Get Started
Ask students what a cause is. (something that makes other things happen) Ask what an effect is. (what happens) Point out that sometimes clue words such as cause, because, and as a result of can alert a reader to a cause-effect relationship between events. At other times, clue words are not present. The reader has to figure out what happened and why it happened. Explain that identifying a cause-effect relationship between events helps the reader understand more fully and remember the text.

Read the passage on page 136 of this Instructor's Guide. Have students listen for cause-effect relationships. Explain that sometimes there is a cause-effect chain, in which an effect becomes a cause. Then display the following sentences:

The petroleum jelly clogs up the stomata. The leaf cannot breathe in carbon dioxide and release oxygen. As the leaf's circulatory system fails, the leaf wilts and finally dies.

Ask the following questions and write down the responses in a cause-effect chain chart. Ask: What is the cause of the stomata being clogged up? (application of petroleum jelly) What is the effect of the leaf being clogged up? (The leaf cannot breathe.) Note that the effect itself becomes a cause. What is the effect of the leaf not being able to breathe? (The leaf wilts and dies.)

Tell students that they just made a cause-effect chain.

Today's Challenge
Student page 137 Have students read the passage on student page 136 and complete the chart. Remind them that sometimes restating a sentence helps to clarify cause and effect. Give this example: "The leaf cannot breath in the carbon dioxide. The leaf wilts and dies." The second sentence can be rewritten to say "As a result, the leaf wilts and dies." Restating the sentence in this way makes the cause-effect relationship clearer.

Answers for student page 137: Box 2: Increased carbon dioxide causes destruction of sun-blocking gases. Box 3: Destruction of sun-blocking gases causes temperatures to rise. Box 4: Warmer temperatures cause ice caps to melt. Box 5: Melting ice caps cause the sea level to rise. Box 6: Rising sea levels cause flooding.

Go Further
Student page 137 Help students see that the last effect in the passage (rising sea levels can cause major flooding around the world) can also be a cause. Have students guess a likely effect of this cause. Then have students read their ideas to a partner. This effect can, in turn, also be seen as a cause, for which the partner can write an effect.

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 understand cause-effect relationships?
Words Games

Week 28 • Activity 138

Materials
Student page 136
One word card for each student, plus one extra
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, plus one extra. Use any words that are familiar to students. You might want to use words that you have heard in students’ conversations about school or during their after-school activities. You might also ask them what they’re studying in other classes and use content area words.

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

- Does the word have to do with a specific category? (Is it a word connected to maps?) For example, is it a word like longitude?
- Is it a word that’s made up of two smaller words? (Is it a compound word?) For example, is it a word like horseshoe?
- Does the word have the opposite meaning of another word? (Is it an antonym?) For example, up and down have opposite meanings.
- Does the word have the same or similar meaning as another word? (Is it a synonym?) For example, big and huge have similar meanings.

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 When the group has finished playing the game, have students complete Today’s Challenge on student page 138. Make dictionaries available to students who need them.

Answers for student page 138: Possible answers: 1. mature: adult/childish 2. offend: insult or displease/compliment or satisfy 3. trivial: unimportant/important 4. intelligent: smart/unwise 5. exceptional: extraordinary/ordinary 6. cowardly: fearful/brave 7. awkward: clumsy/graceful 8. pleasant: enjoyable or nice/unpleasant or disagreeable 9. offbeat: unusual or strange/conventional or normal 10. modest: bashful or shy/bold or confident

Go Further
Student page 138 Have students complete items 11–13 and share their understanding of the meanings of a few of the words from the activity. Students’ examples will vary.

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 build vocabulary by using word meaning and structure?
Building Words

Week 28 • Activity 139

Materials
Student page 139
A set of Letter Cards (2e, g, m, 2n, o, r, t, v) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in government to build words with more than one syllable, words with the long o vowel sound (CVCe, open syllable), and words with r-controlled vowels.

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 e, n, and r together to form the word ever. Then give the following clues to make the words. Keep the pace brisk. After each word is made, write it on the board so that students can check the spelling and you have a list of the words on display.

- Add an r to ever to make a word that means “always.” (ever)
- Add an n to ever to make a word that is an antonym of ever. (never)
- Rearrange the letters in never to make a word that completes this sentence: “It takes a lot of ______ to admit you are wrong.” (nerve)
- Take away the n and e from nerve. Add a t and rearrange the letters to make a word that names a kind of sea bird and that rhymes with fern. (tern)
- Add the letters m and o to tern. Then rearrange the letters to make a word beginning with m that can mean “tutor” or “coach.” (mentor)
- Exchange the n and t in mentor for a u. Rearrange the letters to make a word that names someone who is the opposite of a person who stands still. (mover)
- Drop the m in mover to make a word that is a synonym for finished. (over)
- Add a t to the end of over to make a word that means “done out in the open.” (overt)
- Exchange the t in over for a g. Rearrange the letters to make a synonym for orchard. (grove)
- Add an n to grove and rearrange the letters to make a word that is a synonym for rule. (govern)
- Now, put all ten letters together to make a word. (government)

Tell students that the suffix -ment can mean “action or process,” as in “the action of governing” (govern) or “state of quality of,” as in “the state of being amused” (amusement).

Say the words never, ever, and mover. Note that when the last syllable of a word ends in er, the syllable is unstressed. Say overt. Note that when a syllable is open (ends in a vowel), it usually has a long vowel sound. When a syllable is closed (ends in a consonant), the vowel sound is usually not long.

Today’s Challenge
Student page 139 Students will sort words for two vowel sounds: long o and vowel + r. Say the word homework, emphasizing the long o and vowel + r sounds.

Answers for student page 139: Long o: limestone, enclose, propose, diagnose, veto, linoleum Vowel + r: determine, earned, deserved, world, sterner, twirl Other: iron, above, soothe, topple, revolve

Go Further
Student page 139 Students will make up clues for one of the words in the activity.

Assessment
Student self-assessment page 139 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words correctly?
Week 28 • Activity 140

Materials
Student page 140

Concept
Determine the cause and effect of events in a passage on a multiple-choice test.

Get Started
Ask students what a cause is. (something that makes other things happen) Ask what an effect is. (what happens) Tell students that determining cause and effect helps readers see how events are related—an event doesn’t merely follow another; an event is directly produced by another.

Remind students that Rule Out Two is a strategy that will help them when they take multiple-choice tests. When a question has several answer choices, it helps to be able to “rule out” some of the answers. Read the following passage and question to students.

Pollution from chemicals dumped into the stream poisoned the fish. The infected fish were eaten by beavers and otters that lived upstream. The poison in the fish entered the bloodstream of the beavers and otters, causing them to be ill. Humans who caught and ate the infected fish also became ill.

What caused the beavers and otters to become ill?
A. They swam in polluted streams.
B. They ate fish poisoned by pollution.
C. They lived too close to chemical plants.
D. They were infected by humans who were ill.

Ask a volunteer to choose an answer that she or he knows is wrong and to tell why the answer is wrong. For example, a student might say that A is wrong because the passage never mentioned anything about river animals swimming in polluted streams. Discuss the choice and reasoning. Ask a second volunteer to rule out another incorrect answer, and proceed in the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is the most logical answer. (When the beavers and otters ate the fish, the poison went into their bloodstream.)

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

Student page 140 Have students read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 140: 1. C 2. D.

Go Further
Have students work with a partner to illustrate and label a cause-effect chain. Tell students to include at least one effect that becomes the cause of another event. Students may want to show events that could go wrong at a picnic. Example: The hot dogs get burned. Everybody was very hungry. Everybody had to go and buy sandwiches.

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 recognize cause-and-effect relationships?
Read Out Loud

Week 29 • Activity 141

Materials
Student page 141

Concept
Use punctuation clues to read expressively and fluently.

Get Started
Read the following passage out loud in two ways. First, rush through it, ignoring the punctuation marks (commas, dashes, periods) that indicate a pause. Then read the passage aloud expressively, letting the punctuation marks guide you as to when to pause. Have students comment on your readings. Ask which reading they were better able to understand.

The key to a successful potluck party, no doubt, is having people bring their favorite food dish. I don’t mean you should be like Justin. He brought his favorite meal — soggy cereal and banana. Just kidding! He brought a very tasty chicken à la Nana, made with his mom’s help. And that’s the point. Make what you like best, but be sensible. And don’t worry about people liking your food.

Last night, I watched Justin and everybody else sharing the food they brought. I could see they had no doubt about what was really important — coming together to have a good time. Not that I have forgotten, of course, what was most important — all the money we raised for the library.

Display these sentences:

The key to a successful potluck party, no doubt, is having people bring their favorite food dish. I could see they had no doubt about what was really important — coming together to have a good time.

Ask students what words (aside from to and a) are the same in both sentences. (“no doubt”) Ask volunteers to read each sentence without the words “no doubt.” Which sentence still makes sense? (the first sentence) Explain that commas often set off what is less important in a sentence. Make the point that punctuation marks help both oral and silent readers to better understand the meaning of text.

Briefly review all the punctuation marks in the paragraph and what they signal. End with the thought that it is important for an oral reader to preview text with an eye towards the punctuation. Being familiar with the punctuation will help the reader read aloud fluently.

Today’s Challenge
Tell students that today they are going to work with a partner to read a passage. Have partners read the passage silently for understanding. Then have each student practice reading aloud his or her lines before reading to the group. Remind students to use the punctuation marks as indicated.

Student page 141 Explain that partners will read a passage that is a thank-you speech about a potluck party. Direct partners to divide up the parts. Allow time for partners to prepare the passage. Remind all students to show good listening behavior, such as looking at the readers and being quiet and attentive.

Go Further
Student page 141 Have students include at least four events. Encourage them to provide details. You might want to suggest that they begin with the moment they stepped off a bus, were dropped off by car, or walked onto the school property.

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 use punctuation clues to help them read expressively and fluently?
Week 29 • Activity 142

Materials
Student pages 141, 142

Concept
Enhance comprehension by identifying sequence of events.

Get Started
Review that sequence is the order of events as they happen. Remind students that sometimes they can find sequence by recognizing clue words, such as first, next, or last. Other times, however, there are no clue words. Identifying sequence enables the reader to relate events by time.

Read the passage on page 141. Help students identify the sequence of events of Justin's day. As students suggest the order of events, display and number them:

1. Justin prepared food with his mother.
2. Justin brought food to the potluck party.
3. Justin shared in the food that people brought.

Ask students to add clue words to make the order of events even clearer. Tell them that when they are silently reading, especially when they are reading a long passage, they might want to stop a moment to go over quickly the sequence of events. This will make it easier to remember the text.

Today's Challenge

Student page 142 Have students read the passage on page 141. Then have them write seven events in sequence. Remind students that the activity doesn't ask for the events as they are presented in the passage but as they happened.

Answers for student page 142: 1. People set up. 2. People welcomed people. 3. People brought food. 4. People ate. 5. People performed. 6. The Grand Finale Auction was held. 7. People cleaned up.

Go Further

Student page 142 Have students decide which event could not have happened before people ate and which events could have been switched to before people ate. This activity will show students how some events are tightly and logically linked and others aren't. If needed, give students a separate sheet of paper to write their answers.

Answers for student page 142: Accept answers students can justify. Possible answers: People can't clean up until others have eaten. The auction (not the Grand Finale Auction, of course) and the entertainment could have been held before people ate.

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 identify sequence of events?
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—compound words, prefixes, suffixes, synonyms, and antonyms.

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

compound word—a word made from two or more smaller words (underground, pocketbook)

prefix—a word part added to the beginning of a base word to form a new word (un-, re-, en-)

suffix—a word part added to the end of a word to form a new word (-ment, -ness)

synonym—a word that has the same or almost the same meaning as another word (smart/intelligent)

antonym—a word that has the opposite meaning of another word (scared/brave, tall/short)

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 188.

Student page 143
When the group has finished playing the game, have students complete Today’s Challenge on student page 173.


Go Further
Student page 143
Have students make up word crosses for two words. Then have them provide clues for their partners to complete the word crosses.

Assessment
Student self-assessment page 143
Have students check one of the three choices to describe how they feel about this activity.

Assessment tip
Can students use their understanding of word meaning and word parts to read and spell new words?
Building Words

Week 29 • Activity 144

Materials
Student page 144
A set of Letter Cards (2a, 2c, n, r, 2s, w) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in awareness to make words with r-controlled vowels (ear, er), prefix re-, and suffix -er and to recognize syllables.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) Show students how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling together the letters e, a, n, and r to make near. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting).

• Take away the n and s in answer. Add another a. Then rearrange the letters to make a word that describes knowing about something. (aware)
• What word can you make with all nine letters? (awareness)

Explain that the suffix -ness means “the state or condition of.” Ask students what awareness means. (“the state or condition of being aware”) Offer other examples of “ness” words: for example, friendliness, sadness, brightness.

Today’s Challenge
Student page 144 Students will read an incomplete sentence that contains an underlined word. They will use their understanding of that word to help them complete the sentence. Students’ sentences will vary.

Go Further
Student page 144 Students share and compare the sentences they completed for Today’s Challenge. Encourage them to notice which of their responses are alike and which are different. Have them think and talk about why that may be.

Assessment
Student self-assessment page 144 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use the phonic and structural elements practiced in this lesson to read and spell words correctly?
Week 29 • Activity 145

Materials
Student page 145

Concept
Identify the sequence of events in text on multiple-choice tests.

Get Started
Ask students what sequence is. (the order in which events happen) Tell students that identifying sequence helps readers understand how events are related in time. Readers who know how events are ordered can more easily remember text.

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

Early people probably invented the idea of boiling food. This means they put food into a pot and cooked it in water over a fire. Chances are, however, that cooking food was invented by accident. The first time might have been when someone accidentally dropped food into a fire. Wow! It tasted better. Then people started roasting their food over an open fire.

Which event happened last?
A. Early people fried food in heated oil.
B. Early people boiled food in a pot.
C. Early people dropped food in a fire.
D. Early people roasted food over a fire.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because dropping food in a fire was the first event. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (Although it is the first event described in the passage, it was the last to happen.)

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

Student page 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. D 2. C

Go Further
Ask students to work in pairs. Each student will recount a trip, telling at least four events in sequence. Then the partners will retell the stories. Suggest that partners retell the events using clue words, such as first, next, and last, to help them keep the events in order.

Assessment
Student self-assessment page 145 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify the sequence of events in text?
Week 30 • Activity 146

Materials
Student page 146

Concept
Read aloud with expression to convey characters’ feelings.

Get Started
Read the following text aloud flatly. Then read it aloud with expression, taking your cues from words such as “said eagerly” and “said excitedly.” Ask students to listen carefully for the differences in the reading.

Alexis looked down at her old, shaggy sheep dog lying on the porch. “Hey, Mom,” Alexis said eagerly, “let’s bring Deke along on the hike.”

“You can’t take Deke,” Alexis’s mom said sadly. “He’s too old, now. He won’t be able to keep up.”

Alexis bent down to Deke. He raised his brows. “Come on, Deke,” Alexis said excitedly. “Let’s go for a hike.”

Deke lifted his head up a bit, and then let it drop back. “Deke, you used to jump around like popcorn,” Alexis said to him, as she petted the soft hair falling over his face. “Now you’re just an old couch potato.” Alexis sighed. “I guess you’re right, Mom,” she said, “as usual.”

Tell students theyLe say that they can more fully express what the characters are feeling if they know how the characters sound. Ask: What words in the text help you know how the characters sound? (words such as “said eagerly” and “said sadly”) What is the effect of reading a text with appropriate expression? (It brings text to life by showing what the characters are feeling.) Tell students that it’s also important to use their own experiences to understand what a character is feeling and how a character sounds. Have students put themselves in the place of the characters. Ask: What would you feel in this situation? Tell students that when a reader expresses the feelings of the characters, it is easier for the listener to become involved.

Today’s Challenge
Tell students that today they are going to work in groups to read aloud a story. The text includes dialogue and narration. Organize students into groups of four (one will be narrator). Direct them to silently read through the story, divide up the lines, and practice reading their lines aloud. Allow time for groups to experiment with different readings.

Student page 146 Remind students that dialogue is the exact words of the character and should be read in a tone of voice that fits the character. Narration should be read in a neutral tone. Remind all students to show good listening behavior, such as sitting still and not talking during the performance.

Go Further
Student page 146 Have students write one thing that one group did especially well. Then have students write one thing all the groups could do to improve. Have students read and discuss their feedback.

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 aloud with expression to convey characters’ feelings?
**Week 30 • Activity 147**

**Materials**
Student pages 146, 147

**Concept**
Enhance comprehension by visualizing.

**Get Started**
Tell students that authors use imagery, metaphors, and similes to help readers visualize. Explain that an image not only represents something you can see but can also represent something you can hear, smell, taste, or feel. In other words, imagery can appeal to all the senses—sight, sound, smell, taste, and touch. A metaphor makes a comparison between two unlike things. For example, if you say, “Our car is a dinosaur,” you don’t mean you ride on the back of a dinosaur down the street. You are just comparing the car to something that is very old. It is a way of saying that the car is old-fashioned. A simile makes a comparison using the words like or as. “Our car is like a dinosaur.” Remind students that an author’s imagery represents sense experience. Tell students that a reader who visualizes images can more fully enjoy and understand the text.

Read to students the passage on page 146 of this Instructor’s Guide. Ask students what they visualized. (Possible images include: seeing Deke lying on the porch, feeling Deke’s soft hair, hearing Alexis sighing.) Then ask students to identify the simile (Deke was like popcorn) and the metaphor (Deke is a couch potato).

**Today’s Challenge**

**Student page 147** Students will read the story on student page 146. Then they will try to visualize its images. They will record images, similes, and a metaphor in a chart.

**Answers for student page 147:** Possible answers follow. **Images**—sight: puffs of steam, blue trail on map; sound: van rumbling away, talking with doubt in voice; touch: clasp arms, feel cold air. **Similes**—steam like smoke from an old-fashioned train, hikers warm as toast. **Metaphor**—The trail is a beast.

**Go Further**

**Student page 147** Have students choose one of the sight images they recorded in the organizer. Ask each student to create a mental picture of the image and then to draw it.

**Assessment**

**Student self-assessment page 147** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use descriptive language (imagery, metaphors, and similes) to comprehend and effectively visualize a passage?
Week 30 • Activity 148

Materials
Student page 148
One pair of word cards for every four students

Concept
Use meaning clues to determine a word.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word for every four students in your group. (Two pairs of students each get the same word card.) See student page 148 for some ideas or use words that students are exposed to in school.

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, clues are received from both teams.

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

Today’s Challenge
Student page 148 Remind students of the concept of a Magic Square. Tell them that when they put the numbers for the correct answers in the lettered areas in the box, the numbers will add up to the same number across and down.

Answers for student page 148:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12</td>
<td>B</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>E</td>
</tr>
<tr>
<td>G</td>
<td>7</td>
<td>H</td>
</tr>
</tbody>
</table>

The magic number is 27.

Go Further
Student page 148 Have students write clues for three words. Then have a partner guess the words. If the partner can’t guess a word, have students write a second or even a third clue.

Assessment
Student self-assessment page 148 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning clues to identify words?
Building Words

Week 30 • Activity 149

Materials
Student page 149
Sum of the Parts Cards (Week 30 Activity 149)

Concept
Understand word structure by building words from prefixes (un-), suffixes (-ly, -ment, and -ness), and 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 combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. Word combinations will vary according to how many of the cards were used in the game. When you have finished the game, put the cards into an envelope or bag labeled “Week 30 Activity 149.”

Challenge students to make words that have two suffixes (hopefully) or that have a prefix and a suffix (unkindly).

Possible combinations are many but include the following: amazement, amusement, disappointment, embarrassment, goodness, goodly, hopefully, unhopeful, kindly, unkindly, kindness, unkindness, playfully, playfulness, unselfish, unselfishly, selfishness, unselfishness, selfishly, seriously, seriousness, tenderly, tenderness.

Today’s Challenge
Student page 149 Review the prefix un- (“not” or “the opposite of”) and the suffixes -ly (adverb form of an adjective), -ment (“action or process of” or “state or quality of”), and -ness (“state or condition of”).

Answers for student page 149:
1. abandonment 2. admiringly 3. agreement 4. unnoticed 5. sensitively, sensitiveness 6. undeclared 7. boastfully, boastfulness 8. surely, unsurely, unsure, sureness 9. fortunately, unfortunate, unfortunately, fortunateness

Sentences will vary but should correctly use the words.

Go Further
Have students explain how the meaning of one base word changed when they added a prefix or suffix.

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 base words and words parts to create new words?
Rule Out 2

Week 30 • Activity 150

Materials
Student page 150

Concept
Visualize text using imagery, metaphors, and similes on multiple-choice tests.

Get Started
Ask students what images in text represent. (things you can see, hear, smell, taste, or feel) Ask students what a metaphor does (compares two unlike things) and what a simile does (compares two unlike things using like or as). Remind students that visualizing text can help them understand their reading.

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

Rocks come in many forms. You can see these forms in layers beneath the earth. The rock layers look something like layers in a cake.

Which statement is a simile?

A) The rock layers are beneath the earth.
B) Some cakes have layers.
C) The rock layers look like cake layers.
D) Rocks come in many forms.

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 doesn’t compare unlike things using like or as. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only answer that compares two unlike things using like or as.)

Today’s Challenge

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

Student page 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.


Go Further

Student page 150 Have students compare two unlike things and share their comparisons with a partner. As needed, discuss the example: The swift eagle is lightning in the sky.

Assessment

Student self-assessment page 150 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use imagery, metaphors, and similes to visualize text?
Week 31 • Activity 151

Materials
Student page 151

Concept
Read aloud with even pacing to convey the author’s meaning.

Get Started
Read the following text in two different ways. First alternate rushing headlong through the text with dawdling over it—jumble words together and then slow down, letting your voice trail off. Then read the text at an even, unhurried pace. Ask students which reading was easier to follow.

Attention, please! Passengers on Five Star Airways flight 1004 holding tickets in rows 25 and higher should report to Gate 214. The flight is ready for boarding. We’ll be boarding today by row numbers. If you are seated in rows 1 to 24, please do not board at this time. Remain in the waiting area. We will call you shortly. Again: Passengers on Five Star Airways flight 1004 holding tickets in rows 25 and higher should report to Gate 214. Thank you for flying Five Stars Airways.

Ask students what the author’s purpose is. (to inform passengers about a flight departure) Have students compare readings. Ask: Which reading was more realistic? Why? (The second was more realistic because it was read in a clear voice at an even pace.) What would happen if an announcement at an airport were made at too fast and then too slow a pace? What would happen if the words were garbled? (The passengers might be frustrated and confused. The garbled words might lead them to the wrong place or cause them to miss their flight.)

Stress that a reader conveying information, especially information filled with facts, needs to read clearly and at an even pace. This will help listeners understand the information. Suggest to students that they practice reading a text aloud until they feel comfortable reading it at a consistent, natural pace.

Today’s Challenge
Tell students that today they are going to work in groups to read another announcement about air travel. Place students in groups of three. Have students read the co-pilot’s speech silently for understanding. Have them decide who will read which lines. Then have students practice reading their lines aloud until they feel confident about reading them at an even pace. Remind students to use the punctuation marks to help them better communicate the information when they read aloud.

Student page 151 Explain to students that the announcement contains information given by an airline pilot to passengers. Allow time for groups to prepare and present the announcement. Remind all students to show good listening behavior, such as looking at the students who are reading.

Go Further
Student page 151 Using the skills they practiced, have students write out and then read aloud a greeting to visitors of the school.

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 an even pace to convey the author’s meaning?
Week 31 • Activity 152

Materials
Student pages 151, 152

Concept
Use the main idea and important details to create a summary.

Get Started
Tell students that a summary includes a main idea statement and only the most important details. Recall that the main idea is what a text is mostly about. Explain to students that being able to summarize a text enables a reader to see the text as a whole and to quickly give others an idea of what the author said.

Read the following passage to students.

In the 1850s, Sir George Cayley accomplished what had seemed impossible. He built a glider that carried a man a short distance through the air. After this, people tried to make powered flying machines. Otto Lilienthal steered a hang glider through the air, but the glider did not have power of its own. Many inventors built gliders with engines. But they did not work. Finally, in 1903, the brothers Orville and Wilbur Wright succeeded. With Orville at the controls, their airplane, powered by a lightweight gasoline engine, flew. The flight lasted only twelve seconds. But our lives were changed forever.

Discuss the passage with students. Help them identify the main idea and make it into a statement. Then have them identify the most important details. Display the following main idea statement and important details:

The invention of the airplane was a long process.
- In the 1850s, somebody built a glider that carried a man through the air.
- Somebody flew a glider with steering.
- People tried to invent gliders that flew on their own power.
- In 1903, the Wright brothers succeeded in inventing a self-powered airplane.

Model creating a summary:

The invention of the airplane was a long process. Starting in the 1850s, people tried flying in gliders, but these flying machines were not powered. Finally, in 1903, the Wright brothers succeeded in inventing a self-powered airplane.

Tell students that a summary is a restatement in a reader’s own words and does not include the reader’s opinions.

Today’s Challenge
Student page 152 Have students read the announcement on student page 151. Then have them list information on student page 152. Explain that they should first identify the main idea and important details, and then write a summary using that information. Remind students that in some passages, the main idea is not directly stated. In such instances, readers must determine the main idea by asking, “What are all the sentences about?”

Answers for student page 152: Main Idea—Information about flying is interesting and can lessen a flyer’s fears. Most Important Details—The aircraft carries many people and flies a long distance. It flies over clouds to avoid bad weather. Weather radar can warn pilots to change course or altitude to avoid bad weather. Air is pumped into the plane.
Summary—Summaries will vary.

Go Further
Student page 152 Have students share their summaries with partners. Have students compare and contrast their summaries.

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 use the main idea and important details to create a summary?
Word Games

Week 31 • Activity 153

Materials
Student page 153
Paper and pencil for each student

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

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

- **syllable**—an uninterrupted unit of speech (for has one syllable; fortunate has three.)
- **noun**—a word that names a person, place, or thing (pilot, sky, plane)
- **verb**—a word that tells an action (digest, build, think)
- **adjective**—a word that describes a noun (foolish, quick, tender)
- **adverb**—a word that 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 five questions, have students look at their word and answer the questions. The points to award for “yes” answers are shown below. At the end of the exercise, give students an extra 10 points if they can use their word correctly in a sentence. Here are the questions to ask:

1. Does your word have three or more syllables? If yes, score 10 points.
2. Is your word a noun or 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 50 if students can use their word correctly in a sentence.) Determine which student(s) has the highest score. Have that student(s) write the word on the board and tell how he or she scored the points.

Today’s Challenge
Student page 153 Have students read the numbered words. Then have them mark the categories that correctly apply to each word.

Answers for student page 153:

<table>
<thead>
<tr>
<th>Word</th>
<th>3 or more Syllables</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Prefix/Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. entertainment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>2. contest</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. unguarded</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>S, P</td>
</tr>
<tr>
<td>4. maintain</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. deepness</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>6. model</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. enforceable</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>S, P</td>
</tr>
<tr>
<td>8. elegantly</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>9. consider</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. routinely</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>

Go Further
Student page 153 Have students choose the word unguarded or consider and write as much about the words as they can. For example, students might write that unguarded has three syllables, has a prefix, has a suffix, and is an adjective.

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, d, 2e, 2i, l, n, p, r, s, t) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in presidential to make words with the prefixes en- and pre- and to distinguish between open and closed syllables.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) Show students how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters i, l, s, and t together to make list. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting).
- Add an e and an n to list to make a word that tells what someone does to join the army. (enlist)
- Keep the e and n and remove all the other letters. Add t, a, i, and l to en to make a word that means “will require.” (enlist)
- Remove the e and n and add an r to make a word that names what a jury watches. (trial)
- Remove the t and r and add a d to make the word that tells what you do when you tune in a radio station. (dial)
- Add the prefix pre- to make a word that means “dial in advance.” (predial)
- Remove the p and r and add an n. Rearrange the letters to make a word that means “the act of denying.” (deny)
- Put the letters back. Take seven letters to make a word that means “to make believe.” (pretend)
- Remove the p and add an s and an i. Rearrange the letters to make a word that means “a person who lives in a place.” (resident)
- Add i, a, and l to make a word that means “having to do with homes or residences.” (residential)
- Now use all twelve letters to make a word that means “having to do with the president.” (presidential)

Today’s Challenge
Student page 154 Students will add a prefix to a base word, write the new word, write how many syllables the new word has, and then use the new word in a sentence.

Answers for student page 154: 1. prehistoric, 2. encircle, 3. prejudge, 4. enclose, 5. enable, 6. prewar, 7. endanger, 8. entitle, 9. preview, 10. preheat

Go Further
Student page 154 Have students list three things that are prehistoric. Provide time for partners to compare their lists. Examples include cave paintings, stone tools, mammoth bones, and dinosaurs.

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 structural elements practiced in this lesson to read and spell words correctly?
Week 31 • Activity 155

Materials
Student page 155

Concept
Use the main idea and important details to create a summary.

Get Started
Ask students what a summary is. (a short statement of the main idea) Ask what is used to create a summary. (the main idea and the most important details in a text) Remind students that a summary does not include their opinions. Tell students that the ability to summarize shows an understanding of the text. A summary also helps a reader remember a text and quickly inform others about it.

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

Today’s pilots use modern technology to help them fly. Computers tell them the plane’s altitude. Computers also show pilots the weather for miles around, enabling them to prepare for any bad weather ahead. Pilots even use modern technology when they don’t fly! If the weather is so cloudy or foggy that the pilots can’t see, the computers fly the plane.

Which information does NOT belong in a summary of the passage?
(A) Pilots use modern technology to fly a plane.
(B) Computers can fly a plane.
(C) The weather ahead can be bad.
(D) Computers tell the altitude and weather.

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 gives information that is a main idea. Ask a second volunteer to rule out another incorrect answer and proceed the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only answer that tells an unimportant detail from the passage.)

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

Student page 155 Have students read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 155: 1. C 2. C

Go Further
Student page 155 Have students write a summary of the passage. Ask them to write the summary in their own words.

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 use the main idea and important details to create a summary?
Week 32 • Activity 156

Materials
Student page 156

Concept
Use pacing and tone to read aloud expressively.

Get Started
Tell students to listen as you read a story about a loon, a beautiful water bird. Read the story twice. First, read it in a bland, casual way, as if you don’t care. In a second reading, introduce appropriate pacing and tone. When you read about the descent into the lake, quicken the pace and show the fear in Dark Night’s voice.

How the Loon Got Its Necklace
One night, Dark Night, the blind medicine man of an Inuit tribe, went to Father Loon to ask him for sight. “Climb onto my back,” said Father Loon, “and hold on tight.”

With Dark Night on his back, Father Loon flew high into the air and then dove down into the lake. As they plunged deep into the dark water, Dark Night was afraid. “I am going to drown,” he said to himself. They finally started upwards. When they resurfaced, Dark Night could see. He was joyous.

Father Loon brought Dark Night to the water’s edge. “Here,” said Dark Night, taking off his shell necklace. “This is my greatest treasure. I want you to have it.” He placed the necklace around Father Loon’s neck. The shells fell apart into tiny, sparkling pieces, becoming white markings that glittered against the black feathers of Father Loon’s neck.

Father Loon laughed four times with delight and flew off into the night. And that is how loons got their beautiful white neckband.

Encourage students to comment on the two different readings. Ask leading questions, such as: Why do you think I made the pace faster in the second reading? In which reading did you have a sense of what the characters were feeling? Suggest to students that to prepare for reading aloud, they should think about which parts of a story should be read more slowly or faster. Students should also take time to think about what the characters are feeling and how they sound.

Today’s Challenge
Tell students that today they will work in small groups to read an Inuit folk tale. Have each group member read the folk tale silently. Have students exchange ideas about tone and pacing. Ask students who the Inuit (IHN yoo iht) people are. (The Inuit, also called Eskimos, are people who live in and near the Arctic in parts of Greenland, Russia, Canada, and Alaska.)

Student page 156 Explain that students will be reading an old Inuit folk tale. As students prepare, encourage them to spend some time just thinking about what the old woman feels and how she sounds. Remind all students to show good listening behavior, such as not moving in a restless, nervous way.

Go Further
Student page 156 Have students work with their groups to make up their own story about an animal helping a person. Suggest that students use a separate sheet of paper for writing their story. Have each group read their story to the rest of the students.

Assessment
Student self-assessment page 156 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use pacing and tone to read expressively?
Thinking About Reading

Week 32 • Activity 157

Materials
Student pages 156, 157

Concept
Identify story elements (plot, characters, setting) to create a summary.

Get Started
Have students define each of these terms: characters, setting, and plot. They should explain in their own words that the characters are the people in a story, the setting is where and when the story takes place, and the plot is the story events. Recall that a summary of a story gives just the most important points. It should include the main characters, setting, and key events. Tell students that in the process of summarizing a story, a reader comes to understand the essential elements of a story.

Read the following passage to students.

Iyola, an Inuit, lives in Alaska, inside the Arctic Circle. The snowmobile is a very important part of her life. Her Dad has a snowmobile business. He sells and rents snowmobiles. Her entire family—Dad, Mom, and two brothers—drive the family snowmobile. Today Iyola started to learn to drive the snowmobile. She was a quick learner. By noon she was driving around the backyard.

Ask students to identify the characters (Iyola, Dad, Mom, and two brothers), the setting (modern day Inuit community in Alaska), and the plot (Iyola learns to drive the family snowmobile). Then read the summary below.

Iyola lives with her family in Alaska. The snowmobile is important to their lives. Today Iyola started to learn how to drive the family snowmobile.

Have students confirm that the summary includes the characters, setting, and most important events.

Today's Challenge
Student page 157 Have students read the folk tale on student page 156. Then have them complete the chart on page 157. Students will use the answers to the questions to write a summary of the folk tale.

Answers for student page 157: Main
Characters—old Inuit woman, polar bear, villagers
Setting—somewhere very cold, probably the Arctic; long time ago
Events—Old woman finds a polar bear cub on the ice; she raises the polar bear; the polar bear hunts for her; villagers want to kill the polar bear; old woman returns the polar bear to the ice.
Summary—Answers will vary but should include the key story elements.

Go Further
Student page 157 Have students write a summary of their favorite story. Then have them read the summary to a partner.

Assessment
Student self-assessment page 157 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements (plot, characters, setting) to write a summary?
Materials
Student page 158
One word card for each student, plus one extra
Tape

Concept
Build vocabulary by using meaning and structural clues.

Get Started
Before the session, prepare a word card (index-card size) for each student. Use any words that are familiar to students. You might want to use words that you have heard in students’ conversations about school or during their after-school activities. You might ask them what they’re studying in other classes and use content-area words, or you might choose to use some of your own favorite words.

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

- Does the word have a prefix (such as en- or re-)?
- Does the word name a person, place, or thing? (Is it a noun?)
- Does the word have an antonym (a word with the opposite meaning, like day is to night)?
- Does it begin with a letter that is before M in the alphabet?
- Does it have more than two syllables?
- Can you use it to tell about faraway places? (Or insert another topic linked to social studies.)
- Can you make this word plural (a word that is more than one)?

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

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

Today’s Challenge
Student page 158 Have students write the words in the correct categories.

Answers for student page 158: Animal—caribou, heron, walrus, otter, yak, seal Vegetable—kale, okra, turnip, spinach, carrot Mineral—copper, flint, gold, graphite, quartz

Go Further
Student page 158 Have students write two more words for each category. Then ask students to explain why their words belong in each category.

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 build vocabulary by using meaning and structural clues?
Building Words

Week 32 • Activity 159

Materials
Student page 159
A set of Letter Cards (2a, c, e, i, n, o, t, u, v) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in evacuation to make words that include the root vac and to differentiate between accented and unaccented syllables.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) Show students how to line up the cards at the top of their work area so that they can see the array of letters.
Model how to make a word by pulling the letters a, e, i, o, n, and t together to make action. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add a u to action. Rearrange the letters to make a word that means “carefulness.” (caution)
- Take the a and u out of caution. Add an e. Rearrange the letters to make a word that fits this sentence: Give us at least two weeks ______ before you leave. (notice)
- Change the t in notice to a v to make a word that means “beginner.” (novice)
- Take out the n and o in novice. Add a t. Rearrange the letters to make a word that means “to make someone give up his or her home or business place.” (evict)
- Now put all the letters back. Take six letters to make a word that describes a house when it is empty of people. (vacant)
- Take the n out of vacant, and add an e to make a verb that means “to leave a house.” (vacate)
- Remove the e from vacate. Add three letters to make the word for “a long period of fun away from school or work.” (vacation)
- Use all ten letters to make a word. (evacuation)

Tell students that the root vac means “to make empty.” Discuss its meaning in vacant, vacate, vacation, and evacuation.
Say vacant and vacation to students, stressing the accented syllables. Ask which syllables are accented. (vacant, vacation) Point out to the students that although the words are similar, the accented and unaccented syllables are different.

Today’s Challenge
Student page 159 Have students complete the sentences in the passage by choosing from the list of words. Remind students that the root vac means “to make empty.”

Answers for student page 159: 1. vacate or evacuate 2. immediately 3. absorbed 4. vacation 5. evacuation 6. evacuate or vacate 7. protection 8. vacancy 9. vacant 10. vacuum

Go Further
Student page 159 Have students use three words with the root vac to tell a story to a partner. Tell students that the story can be made up and that they can be the main character in the story.

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 structural elements practiced in this lesson to read and spell words correctly?
Week 32 • Activity 160

Materials
Student page 160

Concept
Identify story elements to create a summary of text on multiple-choice tests.

Get Started
Remind students that a summary of a story is a short statement that tells about the most important story elements—the main characters, chief setting, and key events. The ability to create a summary shows that a reader understands the essential elements of a story.

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

Kalajuk spoke Inuktut, the beautiful Inuit language. In the mid-1800s, religious people came from far away to Inuit lands. They taught Kalajuk to read and write Inuktut. But most of her reading and writing was done from memory. That’s because paper is very hard to get in the Inuit lands. There are so few trees.

Which sentence belongs in a summary of this story?

A. Inuktut is a beautiful language.
B. There are very few trees in Inuit lands.
C. The story takes place in modern times.
D. Kalajuk learned to read and write.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that C is wrong because the story takes place in the 1800s. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (It is the only answer that tells an important story element—a key plot event. The other choices give wrong information or are minor details.)

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

Student page 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. B

Go Further
Have students write a summary of the passage they just read. Encourage students to share and compare their summaries.

Assessment
Student self-assessment page 160 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students identify story elements to create a summary?
Week 33 • Activity 161

Materials
Student page 161

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

Get Started
Read the following news-report skit in two ways. First, read the news report in a matter-of-fact way at a slow pace. Then, read the news report with the urgency of television reporters swept away by a breaking news event. Keep the pace quick throughout. Ask students to listen carefully to the tone and pacing.

News Report
Lian: (holding a microphone) We’ve just arrived outside the science lab. Inside, we’ve just been told, is a scene of wild disorder, noise, and confusion. Can you hear all that banging, clanking, and crashing? Can you hear all the animals screeching and squealing?

Alexis: (holding a microphone) Just minutes ago, Mrs. Sherman’s class arrived at this spot and heard the animals’ cries and things being knocked over. When students opened the door, they saw that the science class was a wreck. Broken beakers were on the floor. Stools were upended.

Lian: (holding a microphone) Now we’re going to go in to take a look for ourselves. Here we go!

Ask students how they might feel if they had just arrived at a place where something was damaged or destroyed. What would they sound like if they were asked to describe what happened? Ask students what your tone of voice was like when you read. Was it friendly? Was it angry? (The tone was filled with tension.) Ask students what about the pace showed tension? (The pace was fast.)

Remind students that reading with appropriate tone and pacing brings a text to life. It makes the text seem real to the listener. It gets the listener involved, which helps him or her understand the text better.

Today’s Challenge
Tell students that today they are going to work in pairs to read aloud the rest of this news report. Organize students into pairs. Direct them to read through the news report silently. Have them decide who will read which lines. Have them practice reading their lines aloud. Allow time for partners to experiment with different readings.

Student page 161 As partners prepare, ask them if the pace of their reading will remain the same throughout. Ask them if the tone of their reading will change, if not in kind then in degree. Remind all students to show good listening behavior, such as sitting still and watching the performers.

Go Further
Student page 161 Have students write how the guinea pig escaped. Then have them read aloud the explanation as a news report to a partner. Suggest that students use appropriate tone and pacing.

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 tone and pacing?
Thinking About Reading

Week 33 • Activity 162

Materials
Student page 162

Concept
Enhance comprehension by using context to determine word meaning.

Get Started
Remind students that context clues are the words around an unfamiliar word or a word with more than one meaning. Tell students that context words can help them figure out the meaning of a word they don’t know or which meaning of a word is being used.

Read the following sentences.

Today’s disaster in the lab caused great property damage. It will take days, if not weeks, to fix the lab. Much lab equipment needs to be replaced.

Model using context to determine the meaning of the word disaster. How can I figure out the meaning of the word disaster if I don’t know what it means? I can look at the words that follow it. They say that the result of the disaster was great loss of property, the lab needs to be fixed, and equipment need to be replaced. So a disaster must be a happening that causes great harm.

Then read the following sentences.

“The first step, though,” Mrs. Hartsoe said, “is to give the lab a thorough cleaning with a disinfectant, which will kill any germs.”

Ask students what the meaning of disinfectant is and how they know. (A disinfectant is a substance used to kill germs. It is defined in the next part of the sentence.)

Today’s Challenge

Student page 162 Have students read and complete the sentences.


Go Further

Student page 162 Have students think of a word that relates to a faraway place. Have them write the word in a sentence with context clues. Tell them they can use two sentences, if needed. Have students exchange the sentence or sentences with a partner. Have the partner tell the meaning of the word and tell how he or she knew. Give students an example: Spain is spectacular. Going there is like going to a great show.

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 determine the meanings of words from context clues?
Week 33 • Activity 163

Materials
Student page 163
Word Maze Cards (Week 33 Activity 163)

Concept
Build vocabulary by understanding word meanings and relationships—synonyms, homophones, and parts of speech.

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

- **synonym**—a word that has the same or almost the same meaning as another word (stress, tension)
- **homophones**—two words that sound alike but have different spellings and meanings (waist, waste)
- **part of speech**—the function a word has in the sentence (A noun names a person, place, or thing; a verb tells an action; an adjective describes a noun.)

Today’s Challenge
Distribute the 18 Word Maze cards for Week 33. Each student should receive at least one card, but since all cards need to be distributed, some students may need to have more than one card. Use the cards to play Word Maze. During the game, you may need to support or guide students by reminding them of the definitions above or explaining the definition of a word. When you have finished the game, put the cards into an envelope or bag labeled “Week 33 Activity 163.”

Instructions for Playing Word Maze
Ask students to look at their cards. Ask one student to read the question that is written on his or her card. Next, ask, “Who has the card with the answer to the question just read?” Ask that student to read the answer and then read the question 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 189.

Student page 163
When the group has finished playing the game, have students open their books to complete the Today’s Challenge activity on student page 163. Encourage students to write silly sentences.

Answers for student page 163: Sentences will vary, but the homophones should be used correctly.

Go Further
Student page 163
Have students identify the part of speech of each of the homophones in the activity.

Answers for student page 163:
1. noun/noun or adjective
2. noun or verb/noun
3. verb or noun/adjective or verb
4. noun/noun
5. noun/noun

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

Week 33 - Activity 164

Materials
Student page 164
Sum of the Parts Cards (Week 33 Activity 164)

Concept
Build words from the following Latin roots and word parts: *act, loc, mem, vac, ant, ate, ation, sum, re, ber, o, orial, ory, ion, or.*

Get Started
Distribute the 18 Sum of the Parts Cards for Week 33. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

Instructions for Playing Sum of the Parts
Ask students to look at their cards and find one or more students with whom they can combine their cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations. Word combinations will vary according to how many of the cards were used in the game.

Before students play the game, introduce the meanings of the following Latin roots: *loc = “place”; mem = “remember”; vac = “empty”; act = “do.”* Discuss how we build words from these Latin roots by adding word parts. Give an example: *loc + ate = locate.*

Possible combinations are many but include the following: *action, actor, react, location, locate, locator, relocate, memory, remember, memorial, vacant, vacate, vacation, vacuum.*

Today’s Challenge

Student page 164 Remind students of the concept of a Magic Square. Tell them that when they put the numbers for the correct answers in the lettered areas in the box, the numbers will add up to the same number across, down, and diagonally.

Answers for student page 164:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

The magic number is 21.

Go Further

Student page 164 Have students write a sentence that needs to be completed with a word that has a Latin root. Have students complete their partner’s sentence. Students can use the words in this lesson or other words with Latin roots. Check that all missing words are Latin-based words and are used correctly.

Assessment

Student self-assessment page 164 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use structural elements to read and spell words?
Week 33 • Activity 165

Materials
Student page 165

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

Get Started
Ask students: What kinds of words might you not know the meaning of? (unfamiliar words and words with more than one meaning) Remind students that context words can help them figure out the meaning of an unfamiliar word or which meaning of a word is being used.

Review that Rule Out Two is a technique that will help students when they take multiple-choice tests. When students read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers. Read the following sentence to students, emphasizing the word left. Then read the question and answer choices.

On that morning, Brandon left home without his coat.

In which of the following sentences does the word left have the same meaning as in the sentence just read?

A) I was thinking with my left brain.
B) The outfielder moved slowly to left field.
C) Marvin turned left onto the bridge.
D) Haily left the lunchroom after 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 C is wrong because left indicates a direction while in the example, left is the past tense of leave. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (D) from the remaining two choices. Be sure students understand why D is correct. (Left in this sentence is the past tense of leave.)

Today’s Challenge
Place students into groups of 2, 3, or 4. Students will be able to consult with members of the group, but each student will complete the page and will receive an individual score.

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

Student page 165 Have students read the sentences and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed all three questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed. Before students begin, remind them that some words have more than one meaning. Remind students that context clues are the best way to determine the meaning of the underlined words in the sentences.

Answers for student page 165: 1. D 2. C 3. C

Go Further
Student page 165 Students will provide definitions for the two meanings of the word close.


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 use context clues to identify the correct meaning of words?
Week 34 • Activity 166

Materials
Student page 166

Concept
Read aloud fluently to convey the author’s purpose.

Get Started
Read aloud the following passage in two ways. First, read it with pauses and repetitions at a slow and labored pace. At times, also mumble and disregard punctuation. Then, read the passage fluently—at a moderate pace, pronouncing words carefully and distinctly and observing punctuation. Suggest to students that they listen to the differences in how information in the text is presented.

President Lincoln died at 7:22 a.m. on April 15, 1865. He had been shot the night before by John Wilkes Booth while attending a play at Ford’s Theater in Washington. General Lee had surrendered to General Grant in Virginia only a few days before, on April 9th, ending the Civil War. So Lincoln barely had time to rejoice over the end of the fighting.

Millions of people mourned Lincoln’s death. Even his enemies acknowledged that he was a kind and generous man. Lincoln’s greatest achievements were preserving the Union and extending freedom.

Ask students what the author’s purpose is. (to inform) Have them confirm that the passage contains facts about Lincoln. Ask: Which of my readings was better for absorbing information? (the second reading) Why? (The information was read at a uniform pace. The words were spoken clearly. Correct punctuation was observed.) Remind students to practice reading aloud until they are comfortable with the text. Familiarity with text eliminates the need to figure out words when reading aloud to the entire group. It also makes it easier to make every word audible and to carefully follow punctuation.

Today’s Challenge
Tell students that today they are going to work in groups to read aloud a passage about Lincoln. Organize students into groups of three. Direct groups to read through the passage silently, to divide up the lines, and to practice reading aloud. Then invite the groups to read the passage to the rest of the students.

Student page 166 Before students begin, remind them that the passage that they will read has a lot of information. Ask them to think about how they can best present the information. Remind all students to show good listening behavior, such as remaining silent during the reading.

Go Further
Student page 166 Have students write two facts about Abraham Lincoln from the passage. Ask them to read their sentences to partners.

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 fluently to convey the author’s purpose?
Week 34 • Activity 167

Materials
Student pages 166, 167

Concept
Enhance comprehension by identifying the sequence of events.

Get Started
Tell students that sequence is the order in which events take place. Explain that recognizing sequence can be especially helpful when reading history, which is a record of past events. Remind students that identifying sequence enables the reader to relate events by time. Knowing which events follow each other helps the reader keep track of events.

Read aloud the passage on page 166 of this Instructor’s Guide. Suggest to students that they keep track of the events as they listen. Afterward, ask them to recount the order of events as the events happened—_not_ as they are related in the text. (Lee surrendered to Grant. The Civil War ended. Lincoln was assassinated. People mourned him.) Point out that sometimes events in a text must be rearranged in order to put them in a sequence.

Today’s Challenge
Student page 167 Students will read the passage on student page 166 and then write a sequence of its events. They will record the events by year in a time line.

Answers for student page 167: Answers may vary somewhat. 1860—Southern leaders threaten to leave Union if Lincoln wins election for President; Lincoln wins election for President. 1861—Lincoln takes office; eleven southern states leave Union and form the Confederacy; Confederates attack in South Carolina, starting the Civil War; Confederates win at Bull Run. 1862—Confederates win at Fredericksburg. 1863—Lincoln declares the slaves are free; Confederates win at Chancellorsville; Union wins at Gettysburg. 1864—Union soldiers gain control of the war. 1865—Union is victorious; slavery ends.

Go Further
Student page 167 Ask students to identify words that helped them determine sequence. Remind them that sequence clues can be dates or time words.

Answers for student page 167: Possible answers: “not long after,” “in 1861,” “this was the beginning,” “earlier in 1863”

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 identify the sequence of events in nonfiction?
Week 34 • Activity 168

Materials
Student page 168
One pair of word cards for every four students

Concept
Use meaning clues to determine a word.

Get Started
Before the session, prepare two word cards (index-card size or so) of the same word for every four students in your group. (Two pairs of students each get the same word card.) See student page 168 for some ideas, or use words that students are exposed to in school.

Remind students how this game is played. As one student gives clues, the other student will try to guess the word. Since two student pairs play at a time, each pair will be trying to guess the same word. In that way, clues are given by both pairs in the same round.

Instructions for Playing Guess the Word
Place students in pairs by counting off in twos. Two teams of two students come forward. Each pair of students sits with partners facing each other. Hand a word card to the person on each team who will be giving the clues. Select the team that will 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 until a total of six clues (three for each team) have been given, at which point the audience can offer guesses. At the end of this turn, two new teams play.

Today’s Challenge
Student page 168 Students will search for ten words in a word search puzzle.

Answers for student page 168: Students should circle the ten words from the box.

Go Further
Student page 168 Challenge students to find three compound words in the word box. If necessary, explain that westward is not a compound word because in this case -ward is a suffix, not a word.

Assessment
Student self-assessment page 168 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning clues to identify a word?
Week 34 • Activity 169

Materials
Student page 169
A set of Letter Cards (a, e, i, l, m, n, o, p, r, s) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in impersonal to make words that include the long o sound (CVCe).

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) Show students how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling the letters s, o, and n together to make son. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting.)

- Add a p, e, and r to son to make a word that means "a human being." (personal)
- Remove the s in person and rearrange the letters to make a word that means "lying face down" or "liable to do something." (prone)
- Replace the p in prone with an l. Rearrange the letters to make a word that means "someone who likes to be alone." (loner)
- Take away the r and add an a to make a word that tells what a loner likes to be. (alone)
- Keep the a, o, and n in alone. Add an e and an r. Rearrange the letters to make a word for a device that uses sound waves to find underwater objects. (sonar)
- Now put all the letters back. Use five letters to make a word that means "a person who avoids spending money." (miser)
- Start over again. Use the letters a, e, i, l, p, and s to make a word that means "a slight mistake." (lapse)
- Add an n, o, and r to lapse. Rearrange the letters to make a word that means "private" or "just for you." (personal)
- Use all ten letters to make a word. (impersonal)

Tell students that the prefix im-, like il- and in-, means "not." Post and compare the words illegal, immodest, and intolerable.

Today’s Challenge
Student page 169 Students will read a list of given words and clues. Then they will use the clues to add a letter or take away one or two letters from the given words to make new words.


Go Further
Student page 169 Have students write two items like those in the activity. Students’ items will vary but should be modeled after the items on the student page.

Assessment
Student self-assessment page 169 Have students check one of the three choices to describe how they feel about this activity.

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

Week 34 • Activity 170

Materials
Student page 170

Concept
Identify the sequence of events in nonfiction text on multiple-choice tests.

Get Started
Ask students what a sequence is. (the order of events as they happen) Remind students that events are often told out of order for effect. Putting events in their proper sequence can help a reader better understand and remember the events.

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

The American Civil War is one of many wars that the United States has fought. The first American war was the War for Independence fought against Great Britain. In 1783, the United States defeated Great Britain and won its independence. Starting a new country takes time, however. It took until 1787 for Americans to write a constitution. Two years later, George Washington became the first President.

What event happened directly after the United States defeated Great Britain?

A George Washington became President.
B Americans fought the Civil War.
C Americans wrote a constitution.
D The United States fought many wars.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a student might say that D is wrong because it describes events that did not occur directly after the United States defeated Great Britain. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only answer that tells what happened right after the American victory.)

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

Student page 170 Have students read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed 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. A 2. A

Go Further
Have students tell about a movie that they saw recently. If they prefer, they can tell about a story that they read or a television program that they watched. Just be sure they tell the events in correct sequence.

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 identify the sequence of events in nonfiction?
Week 35 • Activity 171

Materials
Student page 171

Concept
Use natural phrasing to convey information in text.

Get Started
Ask students to listen carefully as you read in two ways. First, read the following oral report with choppy, word-by-word phrasing, stumbling at the beginning of some sentences and rereading them. Then, model how to read the passage with appropriate, natural phrasing and no stumbling.

In 1585, Sir Walter Raleigh was given permission by the Queen of England to start a colony in the New World. He sent about 100 colonists with food and supplies to Roanoke Island, which is off the coast of what is now North Carolina. Because of a war with Spain, England couldn’t send anyone to check on the colony until 1590. Then John White, an English adventurer, went in search of the island. He found that the colony had been abandoned. There was no sign of life in the settlement. The only clue left behind were the letters CRO carved on one tree and the word Croatoan carved on another. Since then, the settlement has been known as the Lost Colony of Roanoke.

Today’s Challenge
Tell students that today they are going to work in groups to read a report about another English colony. Organize students into groups of three. Have students read the oral report silently for understanding; then they can divide up the lines and read aloud as a group.

Student page 171 Allow time for groups to prepare and present the reading. Urge students to invite questions at the end of their presentations, and remind all students to show good listening behavior, such as listening attentively and raising their hands to ask questions.

Go Further
Student page 171 Talk with students about how TV news reporters present their stories. Note that reporters often read with intensity to convey the importance of the news and to capture the audience’s attention. Then have students read the report as if it were a news bulletin. After students present their reports, talk about how such a reading should not affect phrasing. Certain words should be grouped together, no matter how they are read.

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 use phrasing to convey information?
Today's Challenge

Student page 172 Have students read the oral report on student page 171. Point out that they should use this passage to complete the activity on student page 172. Students should jot down the main idea and details they think are most important. Then they should use that information to write a summary of the passage. Summaries should use students’ own words. Remind students that in some passages, the main idea is not directly stated. When this happens, readers must determine the main idea by asking, “What are all the sentences about?”

Answers for student page 172: Possible answers follow. Main Idea—King James I wanted to establish England’s first permanent colony in the New World. Most Important Details—Three ships sailed on a difficult journey. The passengers settled in Virginia. The site was a poor choice. More than half the settlers died in the first year. Summary—English colonists sailed to the New World in the early 1600s to establish the first permanent colony in Jamestown, Virginia. Bad conditions made the site a poor choice and resulted in the death of more than half the colonists the first year.

Go Further

Student page 172 Have students work in pairs. Have one student tell about a favorite hobby, and have the other write a brief summary of what he or she heard.

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 use the main idea and details of a passage to summarize it?
Week 35 • Activity 173

Materials
Student page 173
Paper and pencil for each student

Concept
Build vocabulary by identifying word relationships and characteristics—part of speech, meaning, and structure.

Get Started
As needed, review the following terms used in today's game and student activity.

**adjective**—a word that describes a person, place, or thing (silly, beautiful, shiny)

**antonyms**—words that have opposite meanings (soft/hard, top/bottom)

**synonyms**—words that have the same or similar meanings (gaze, stare, glance, peek)

**plural noun**—a word that names more than one person, place, or thing (passengers, cities, ships)

**verb**—a word that tells an action (swat, dance)

3. Can you make your word plural? (Can you make it name more than one?) If yes, score 10 points.
4. Does your word have an antonym? (Can you think of a word with the opposite meaning?) If yes, score 10 points.
5. Does your word have a synonym? (Can you think of a word with the same or a similar meaning?) If yes, score 10 points.

Have students find their total scores. Determine which student(s) has the highest score. Invite that student(s) to share the word and explain how he or she scored the points.

Today's Challenge
**Student page 173** Students will use the words from the box to complete analogy sentences. You may wish to point out that each word relationship is either a synonym or an antonym.

**Answers for student page 173:**
1. comical
2. protect
3. brave
4. separate
5. misery
6. relaxed
7. enormous
8. seldom
9. contract
10. vacate

Go Further
**Student page 173** Ask students to think of a word that has a synonym and an antonym. Have partners challenge each other with the prompt word and then compare the synonyms and antonyms each generated.

Assessment
**Student self-assessment page 173** 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 synonyms and antonyms?
Week 35 • Activity 174

Materials
Student page 174
A set of Letter Cards (a, c, d, e, g, i, o, r, s, u) for each student (9 or fewer) or pair of students (up to 18 students)

Concept
Use the letters in discourage to make words with the prefix dis- and the verb ending -ed and to make homophones and homographs.

Get Started
Distribute a set of letter cards to each student or pair of students. (You might keep each letter type in its own envelope for easier sorting and collecting.) Show students how to line up the cards at the top of their work area so that they can see the array of letters. Model how to make a word by pulling together the letters c, r, u, d, and e to make crude. Then give the following clues to make the words. After each word is made, write it on an index-card-sized piece of paper and on the board so that students can check the spelling and you have a list of the words on display. (The cards can be used for sorting).

- Add an s to crude. Rearrange the letters to make a word that means “having bad luck.” (cursed)
- Take away the d in cursed. Add an i. Now rearrange the letters to make a word that means “pleasure trip on a ship.” (cruise)
- Replace ui in cruise with aa. Rearrange the letters to make an antonym of smooth. (coarse)
- Change the a in coarse to a u to make a homophone that means the same as class. (course)
- Add a d to course. Rearrange the letters to make a word that is a synonym for scrubbed. (scoured)
- Put all the letters back. Use five letters to make a word that means “acted with great anger.” (raged)
- Take off the d in raged. Add the letters c, o, and u to make a word that means “bravery” or “confidence.” (courage)
- Add dis to courage to make a word that means “to convince someone against” or “to make someone less confident.” (discourage)

Explain that the prefix dis- means “not” or “opposite of” and that the verb ending -ed makes a verb past tense. In addition, discuss the difference between homophones (course and course) and homographs (rec ord and re CORD). Homophones are words that sound alike but have different spellings and meanings. Homographs are words that have the same spelling but different meanings and sometimes different pronunciations.

Today’s Challenge
Student page 174 Students will write sentences that show they know the two meanings of the homographs.

Student page 174 Answers will vary. Be sure students use the words correctly and provide context clues for discerning the meanings of the words.

Go Further
Student page 174 Students will read aloud their sentences to a partner. Make sure students pronounce the words correctly. Give these examples for the word refuse, putting stress on the correct syllables. I threw the refuse into the trash can. I refuse to accept defeat.

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 correctly?
Week 35 • Activity 175

Materials
Student page 175

Concept
Use the main idea and details of a passage to summarize it on a multiple-choice test.

Get Started
Remind students that main ideas tell what a passage is mostly about. Supporting details give more information about the main idea. Explain that a good summary will reflect the main idea and a few important details.

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

Sir Walter Raleigh was a favorite of Queen Elizabeth I. After making Raleigh a knight, Queen Elizabeth gave him the right to colonize in America. Raleigh spent a fortune sending expeditions to America. Although none succeeded, Raleigh’s efforts helped later colonists. The most notable failure was the Lost Colony at Roanoke, which disappeared entirely. Later, Raleigh led an expedition to South America to look for gold.

Which sentence belongs in a summary of the passage?
A. Raleigh led an expedition to South America.
B. Raleigh was a favorite of Queen Elizabeth.
C. Raleigh’s unsuccessful expeditions to America helped future settlers.
D. Raleigh searched for gold.

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 Raleigh’s expedition to South America is not an important detail. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (C) from the remaining two choices. Be sure students understand why C is correct. (It is the only answer that states the main idea: Raleigh’s expeditions weren’t successful, but they helped future colonists.)

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

Student page 175  Have students read the passage and work through the questions, ruling out two answers, giving reasons, and then choosing the correct answer. When a group has completed both questions, the members should bring you their papers for scoring. Discuss errors with individuals or the group as needed.

Answers for student page 175: 1. A  2. D

Go Further
Have partners work together to identify the passage’s main idea, find two supporting details, and write a summary.

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 use the main idea and details of a passage to summarize it?
Week 36 • Activity 176

Materials
Student page 176

Concept
Use typography, slang, and sound words to increase fluency and expression in oral reading.

Get Started
Read the following passage aloud. First, read it without expression, and include the character names and stage directions. Then, read just the dialogue, using the expression suggested by emotional cue words and stage directions. Emphasize the casual, friendly tone the two friends would use with each other. Use the way words look to convey their sound; for example, *Brrriinngg! Brrriinngg!* should be stretched out and *GOT* should be stressed.

Narrator: *Brrriinngg! Brrriinngg!*
Jesse: *(answering the phone formally)* Hello. This is the Crayton home.
Barak: *(casually)* Hey, Jesse. How’s it going?
Jesse: *(casually now)* Pretty good, Barak. What’s happening?
Barak: *(excitedly)* I just saw the most amazing movie. You’ve just GOT to see it.

Today’s Challenge
Tell students that today they will work in groups to read the rest of this phone call skit. Have each group member read the skit silently and underline words that give clues about how to read. Have students exchange their ideas about how specific lines should sound. Review that the character names and stage directions are not read aloud. Students can then divide up the lines in the skit and perform it for the whole group.

Student page 176 Explain that, in this phone call, two good friends talk about a movie and make plans to get together. Encourage students to think about how they speak with close friends. This will help them find the appropriate tone of voice, especially for the slang. The phone call also gives emotional cues in the stage directions and uses capital letters for words that should be stressed. As students prepare, remind them to change the volume or tone of their voices in response to these cues. Also remind all students to good listening behavior, such as looking at the speaker and not interrupting.

Go Further
Student page 176 Have students identify words in the phone call that suggest the casual, friendly relationship between Jesse and Barak. Remind students that these words help the reader to know how to read aloud to convey the character’s feelings.

Assessment
Student self-assessment page 176 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Do students use typography, slang, and sound words to read fluently and with expression?
Week 36 • Activity 177

Materials
Student pages 176, 177

Concept
Enhance comprehension by using story elements (plot, characters, setting) to summarize a passage.

Get Started
Review that story elements include plot (the story events), characters (the people or animals in a story), and setting (the time and place of a story’s events). Explain further that one way to express these elements is in summary form. A story summary tells the main events, gives enough setting detail to place the story, and identifies the main characters. It does not repeat every word and every event in the story. Read the following passage to students.

Frank the dachshund is walking down the sidewalk with his friend Hank the hamster. Hank is carrying a tiny umbrella to protect himself from the pouring rain. He is also riding on Frank’s nose to keep his feet dry. Frank, of course, is getting soaked and feeling a bit used. When the sun comes out, Hank closes his umbrella, shakes it, and hangs it to dry on Frank’s nose. Frank frowns and knows that once again, he’s been had.

Ask students to identify the characters (Frank the dachshund, Hank the hamster), the setting (rainy day, sidewalk), and the plot (Two friends are walking in the rain. Hank has an umbrella and is keeping dry. Frank is getting soaked. Hank hangs the umbrella on Frank’s nose after the rain stops.). Then read the summary below.

Frank and Hank are walking together. Hank is carrying an umbrella and riding on Frank’s nose to keep dry. When he hangs the umbrella on Frank’s nose after the rain stops, Frank realizes that he’s been used, AGAIN.

Point out how the summary identifies the characters, setting, and plot.

Today’s Challenge

Student page 177 Have students read the skit on student page 176 and then complete the organizers on page 177. Students will use information in each completed organizer to write a summary of the phone call and the movie.

Answers for student page 177: Phone Call
Characters—Jesse, Barak  Phone Call Setting—Jesse’s house and Barak’s house on a school night
Phone Call Plot—Barak tells Jesse about the SpiderGirl movie. Jesse tells Barak about SpiderGirl comics. The boys plan a trip to a comic book store to find SpiderGirl comics. Movie Characters—SpiderGirl, the villain Bangs  Movie Setting—rain forest and Megalopolis  Movie Plot—Girl gets trapped in a spider web and develops the superpowers of a spider. She fights a bad guy and saves the city. Summaries—Students’ summaries will vary, but each should include the key story elements of plot, characters, and setting.

Go Further

Student page 177 Ask students how they determined the setting in each situation. Have them identify clue words that stated or suggested settings.

Assessment

Student self-assessment page 177 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use story elements (plot, characters, setting) to summarize a passage?
Week 36 • Activity 178

Materials
Student page 178
One word card for each student, plus one extra
Tape

Concept
Build vocabulary by using meaning and structural clues.

Get Started
Before the session, prepare a word card (index-card size or so) for each student in your group, plus one extra. Use any words that will be familiar to students. For example, you might collect words from students’ conversations, from their school studies, or from current or seasonal events.

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

- Does the word have any Latin or Greek roots, such as tac or mech?
- Does the word describe a person, place, or thing? (Is it an adjective?)
- Does the word have a homophone (a word with the same sound, but different spelling and meaning) or a homograph (a word with the same spelling, but different pronunciation and meaning)?
- Does it include two or more smaller independent words?
- Does it have an r-controlled vowel in it?
- Can you use it to tell about movies or books (or another topic linked to entertainment)?

• Can you make this word plural?
If students do not narrow in on the word after a reasonable amount of time, offer a hint as to the meaning.

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

Today’s Challenge
Student page 178 Have students write answers to questions about the words provided, in order to identify part of speech, syllables, meaning, and word relationships.

Answers for student page 178: 1.a. 4 b. uneven c. adjective d. regulation 2.a. 5 b. yes, understand c. noun d. understood

Go Further
Student page 178 Students should circle mis- and ir- and note that both prefixes mean something negative.

Assessment
Student self-assessment page 178 Have students check one of the three choices to describe how they feel about this activity.

Assessment tip Can students use meaning and structure clues to figure out a word?
**Week 36 • Activity 179**

**Materials**

Student page 179  
Sum of the Parts Cards (Week 36 Activity 179)

**Concept**

Understand word structure by using word parts (dis-, il-, in-, -ly) and base words (active, agree, appropriate, continue, honest, legal, logical, loyal, modest, perfect, proper) to build words.

**Get Started**

Distribute the 18 Sum of the Parts Cards for Week 36. Each student should receive at least one card. If you have more students than cards, play the game more than once. If you have fewer students than cards, remove the corresponding number of cards, perhaps saving the extras for a second round of the game.

**Instructions for Playing Sum of the Parts** Ask students to look at their cards and find one or more students with whom they can combine cards to make a word. When as many words as possible have been made, have the students stand in position while you record the words on the board. Depending on the combination of word parts, there may be some cards left over. Play the game again to get different combinations.

Review or introduce the meanings of the following prefixes: *dis-* (“not, opposite of”); *il-* (“not”); *im-* (“not”); *in-* (“not”). Recall that the suffix *-ly* turns an adjective into an adverb. Discuss how we build words by adding these word parts to base words. Challenge students to build words by adding both prefixes and suffixes to base words.

Word combinations will vary according to how many of the cards were used in the game. Possible combinations are many but include: *inactive, actively, inactively, disagree, inappropriate, appropriately, inappropriately, discontinue, honestly, dishonest, dishonestly, legally, illegally, illegal, illogical, illogically, logically, modestly, immodest, immodestly, imperfect, perfectly, imperfectly, properly, improperly, improperly, impossible.*

**Today’s Challenge**

**Student page 179** Read the words in the box with students, and have them write the words in the chart according to prefix. Remind students that their sentences should demonstrate the meanings of the words. For example, for *impossible*, students could write, *Sprouting wings and flying is impossible for humans, not just That’s impossible.*

**Answers for student page 179:**

- **Words with *dis-***: disinterested, disobey, displace
- **Words with *in-***: incomplete, indefinite, inefficient
- **Words with *im-***: impatient, impossible, impolite

Students’ sentences will vary, but they should demonstrate the meanings of the words.

**Go Further**

**Student page 179** Remind students that *im-, in-, and il-* are alternate spellings of the same prefix. They all mean “not.”

**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 build words from prefixes, suffixes, and base words?
Rule Out 2

**Week 36 • Activity 180**

**Materials**
Student page 180

**Concept**
Use story elements to summarize a passage on a multiple-choice test.

**Get Started**
Remind students that to create a complete story summary, they should first identify the plot, characters, and setting of a story. These are the important elements of any story summary. Explain further that a summary tells only the main parts of a story. It does NOT tell everything that happens.

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

I just saw a film called *The Dangerous Lives of Street Boys*. The movie takes place in the 1960s in a suburb that could be anywhere in America. Four close friends are the main characters. These boys love to draw comic strips. They invent their own characters, with the superpowers each of them would like to have. In the movie, the boys put their real-life problems into the comic stories.

Which setting information belongs in a summary of this story?
- **A** real-life problems, in comic stories
- **B** 1960s, suburbs anywhere
- **C** four close friends, in a film
- **D** comic book store, last week

Ask a volunteer to choose an answer that he or she knows is wrong and to tell why the answer is wrong. For example, a student might say that D is wrong because it gives information that is not in the story. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask students to choose the correct answer (B) from the remaining two choices. Be sure students understand why B is correct. (It is the only answer that gives accurate details from the story and tells about setting. The other choices offer either inaccurate information or details that are not about setting.)

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

**Student page 180** 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 180:** 1. **D** 2. **C**

**Go Further**
**Student page 180** Ask students to summarize a familiar book or comic book. Remind them to include the main characters, setting, and important plot events.

**Assessment**
**Student self-assessment page 180** Have students check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can students use story elements to summarize a passage?
**Week 1 • Activity 3**

**Questions and Answers for Word Maze Cards** The table below shows the sequence that the questions and answers should follow. Find the starting question. Look across the row for the correct answer. Then go on to the next question below and continue until you reach the end of the table. Then go to the top of the table and read down until you reach the starting question again.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a homophone for <em>g-r-e-a-t?</em></td>
<td>I have <em>g-r-a-t-e.</em></td>
</tr>
<tr>
<td>Who has an antonym of <em>clumsy</em>?</td>
<td>I have <em>nimble.</em></td>
</tr>
<tr>
<td>Who has a synonym for <em>promise</em>?</td>
<td>I have <em>vow.</em></td>
</tr>
<tr>
<td>Who has a synonym for <em>trick</em>?</td>
<td>I have <em>fool.</em></td>
</tr>
<tr>
<td>Who has a homophone for <em>p-r-o-f-i-t</em>?</td>
<td>I have <em>p-r-o-f-i-t.</em></td>
</tr>
<tr>
<td>Who has an antonym of <em>spotless</em>?</td>
<td>I have <em>dirty.</em></td>
</tr>
<tr>
<td>Who has a synonym for <em>shiver</em>?</td>
<td>I have <em>shake.</em></td>
</tr>
<tr>
<td>Who has a homophone for <em>r-u-m-o-r</em>?</td>
<td>I have <em>r-o-o-m-o-r.</em></td>
</tr>
<tr>
<td>Who has an antonym of <em>mature</em>?</td>
<td>I have <em>immature.</em></td>
</tr>
<tr>
<td>Who has a synonym for <em>prosperous</em>?</td>
<td>I have <em>rich.</em></td>
</tr>
<tr>
<td>Who has an antonym of <em>pessimistic</em>?</td>
<td>I have <em>optimistic.</em></td>
</tr>
<tr>
<td>Who has a synonym for <em>locate</em>?</td>
<td>I have <em>find.</em></td>
</tr>
<tr>
<td>Who has an antonym of <em>feast</em>?</td>
<td>I have <em>starve.</em></td>
</tr>
<tr>
<td>Who has a synonym for <em>vacant</em>?</td>
<td>I have <em>empty.</em></td>
</tr>
<tr>
<td>Who has a homophone for <em>p-l-e-a-s</em>?</td>
<td>I have <em>p-l-e-a-s.</em></td>
</tr>
<tr>
<td>Who has a homophone for <em>r-o-l-l</em>?</td>
<td>I have <em>r-o-l-l.</em></td>
</tr>
<tr>
<td>Who has a homophone for <em>s-t-e-a-k</em>?</td>
<td>I have <em>s-t-a-k.</em></td>
</tr>
<tr>
<td>Who has a synonym for <em>brawny</em>?</td>
<td>I have <em>muscular.</em></td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

| Who has a verb that expresses an action that a frog does? | I have hop. |
| Who has a noun that names a vegetable? | I have cucumber. |
| Who has a noun that names something that a baby can ride in? | I have carriage. |
| Who has an adverb that describes how a racer might move? | I have quickly. |
| Who has an adjective that describes dealing with things in an easygoing way? | I have relaxed. |
| Who has a noun that names a place to live? | I have apartment. |
| Who has an adverb that describes when something happened? | I have previously. |
| Who has an adjective that describes someone who is very smart? | I have intelligent. |
| Who has a verb that expresses an action that a bear does in the wintertime? | I have sleeps. |
| Who has a noun that names a place? | I have plaza. |
| Who has an adjective that describes someone who is not afraid? | I have fearless. |
| Who has a verb that expresses an action used in playing basketball? | I have dribble. |
| Who has a proper noun that names a person? | I have Martha. |
| Who has an adjective that can describe a chair? | I have comfortable. |
| Who has an adverb that describes how someone whispers? | I have softly. |
| Who has a noun that names a thing that food is put on? | I have plate. |
| Who has a noun that names something that is used for knitting? | I have yarn. |
| Who has an adjective that describes something that is worn out? | I have tattered. |
### Questions and Answers for Word Maze Cards

| Who has a word that has a prefix and means “able to speak two languages”? | I have *bilingual*. |
| Who has a word that has a suffix and means “the most clever”? | I have *smartest*. |
| Who has a word that has a suffix and means “in a logical way”? | I have *logically*. |
| Who has a word that can make a compound word with *tooth*? | I have *brush*. |
| Who has a word that has a prefix and means “an underwater ship”? | I have *submarine*. |
| Who has a word that has a suffix and means “more than fast, but not the fastest”? | I have *faster*. |
| Who has a form of the word *foolish*? | I have *foolishly*. |
| Who has a word that is a compound word with *night*? | I have *mare*. |
| Who has a word that has a prefix and means “not logical”? | I have *illogical*. |
| Who has a word that has a suffix and means “dark and dim”? | I have *gloomy*. |
| Who has a form of the word *enclose*? | I have *enclosure*. |
| Who has a word that can form a compound word with *stop*? | I have *short*. |
| Who has a word that means “fastest”? | I have *quickest*. |
| Who has a word that has a suffix and means “without end”? | I have *endless*. |
| Who has a form of the word *marvel*? | I have *marvelous*. |
| Who has a word that can form a compound word with *quarters*? | I have *head*. |
| Who has a word that has a prefix and means “bad luck”? | I have *misfortune*. |
| Who has a word that has a suffix and means “the darkest and dimmest”? | I have *gloomiest*. |
### Questions and Answers for Word Maze Cards

| Who has a word that is an antonym of *tiny*? | I have *colossal*. |
| Who has a word that has a suffix and means “having a sense of right and wrong”? | I have *honorable*. |
| Who has a word that has a prefix and means “valuable beyond measure”? | I have *invaluable*. |
| Who has a word that is an antonym of *polite*? | I have *rude*. |
| Who has a word that is a synonym for *vacant*? | I have *empty*. |
| Who has a word that has a suffix and means “great difficulty”? | I have *hardship*. |
| Who has a word that is a synonym for *delicate*? | I have *fragile*. |
| Who has a word that can form a compound word with *sand*? | I have *paper*. |
| Who has a word that has a prefix and a suffix and means “unbearable”? | I have *intolerable*. |
| Who has a word that has a suffix and is an antonym of *frightened*? | I have *fearless*. |
| Who has a word that can form a compound word with *pan*? | I have *cake*. |
| Who has a word that has a prefix and is a synonym for *stop*? | I have *discontinue*. |
| Who has a word that has a suffix and means “without any money”? | I have *penniless*. |
| Who has a word that can form a compound word with *silver*? | I have *ware*. |
| Who has a word with a prefix and a suffix that means “not pleasant”? | I have *disagreeable*. |
| Who has a word that is an antonym of *ridiculous*? | I have *sensible*. |
| Who has a word that has a prefix and means “not satisfied”? | I have *discontented*. |
| Who has a word that has a suffix and means “food that keeps us alive and well”? | I have *nourishment*. |
### Week 17 • Activity 83

**Questions and Answers for Word Maze Cards**

| Who has a word that is an antonym of *worthless*? | I have *precious*. |
| Who has a word that means “worn out”? | I have *exhausted*. |
| Who has a word that has a prefix and a suffix and means “can be taken away”? | I have *removable*. |
| Who has a word that can mean “the inside of the hand” or “a kind of tree”? | I have *palm*. |
| Who has a word that is a homophone for *w-e-i-g-h-t-e-d* and that means “to walk through water”? | I have *w-a-t-e-r*. |
| Who has a word that means “good looking”? | I have *handsome*. |
| Who has a word that means “not sure”? | I have *doubtful*. |
| Who has a word with a suffix and means “the state of being a friend”? | I have *friendship*. |
| Who has a word that is a homophone for *w-h-e-r-e* and means “to have on”? | I have *w-e-a-r*. |
| Who has a word that can mean “something to write with” or “a place to keep a pig”? | I have *pen*. |
| Who has an adverb with a suffix and describes “moving in a sneaky way”? | I have *stealthily*. |
| Who has a word that has a prefix and means “before history was written”? | I have *prehistoric*. |
| Who has a word that has a prefix and a suffix and means “hard to get along with”? | I have *disagreeable*. |
| Who has an adjective that means “more lonely”? | I have *loneliest*. |
| Who has a word that is a homophone for *p-a-i-l*? | I have *p-a-i-l*. |
| Who has an adjective that means “more lonely”? | I have *lonelier*. |
| Who has a word that can mean either “front steps” or “bend down”? | I have *stoop*. |
| Who has a word that has a prefix and means “to use something again”? | I have *recycle*. |
### Questions and Answers for Word Maze Cards

| Who has a word that is an antonym of *imprison*? | I have *release*. |
| Who has a word that is a synonym for *decoration*? | I have *ornament*. |
| Who has a word that is a synonym for *feeble*? | I have *frail*. |
| Who has a word that is a homophone for *c-b-e-a-p*? | I have *c-b-e-e-p*. |
| Who has a word that has a suffix and means “time to be someplace”? | I have *appointment*. |
| Who has a word that is an antonym of *stale*? | I have *fresh*. |
| Who has a word with a suffix and means “clumsy”? | I have *graceless*. |
| Who has a multiple-meaning word that can mean “enclosed space around a house”? | I have *yard*. |
| Who has a word with a prefix that names the place where children between two and five go to school? | I have *preschool*. |
| Who has a word with a suffix and means “cleverly”? | I have *shrewdly*. |
| Who has a word that has a prefix and a suffix and is an antonym of *joy*? | I have *unhappiness*. |
| Who has a word with a suffix and means “very clean”? | I have *spotless*. |
| Who has a word that is a homophone for *n-e-e-d*? | I have *k-n-e-a-d*. |
| Who has a word with a prefix and means “plant in a different place”? | I have *transplant*. |
| Who has a multiple-meaning word that is a synonym for *gift*? | I have *present*. |
| Who has a word with a prefix and a suffix and means “able to be used again”? | I have *recyclable*. |
| Who has a word with a prefix and is an antonym of *shrink*? | I have *expand*. |
| Who has a word with a prefix and is an antonym of *satisfied*? | I have *dissatisfied*. |
### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Who has</th>
<th>I have</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a word that means “to say again”?</td>
<td>repeat.</td>
<td></td>
</tr>
<tr>
<td>a word that means “pride and self-respect”?</td>
<td>dignity.</td>
<td></td>
</tr>
<tr>
<td>a word that is an antonym of trustworthy?</td>
<td>unreliable.</td>
<td></td>
</tr>
<tr>
<td>a word that is a homophone for m-e-d-a-l and means “a piece of metal awarded for winning a race”?</td>
<td>a-l.</td>
<td></td>
</tr>
<tr>
<td>a word that tells what you feel when you can’t do something that you’ve been planning?</td>
<td>disappointment.</td>
<td></td>
</tr>
<tr>
<td>a word that is an antonym of dark?</td>
<td>light.</td>
<td></td>
</tr>
<tr>
<td>a word that is an antonym of joyfully?</td>
<td>unhappily.</td>
<td></td>
</tr>
<tr>
<td>a word with two suffixes and is a synonym for bravely?</td>
<td>fearlessly.</td>
<td></td>
</tr>
<tr>
<td>a word that means “pay for in advance”?</td>
<td>prepay.</td>
<td></td>
</tr>
<tr>
<td>a word that is a synonym for bare?</td>
<td>uncovered.</td>
<td></td>
</tr>
<tr>
<td>a word that is a synonym for luck?</td>
<td>chance.</td>
<td></td>
</tr>
<tr>
<td>a word that is a synonym for reckless?</td>
<td>careless.</td>
<td></td>
</tr>
<tr>
<td>a word that means the opposite of “only once”?</td>
<td>repeatedly.</td>
<td></td>
</tr>
<tr>
<td>a word that means “someone whose job it is to create new clothing styles”?</td>
<td>designer.</td>
<td></td>
</tr>
<tr>
<td>a word that can mean “student” or “part of the eye”?</td>
<td>pupil.</td>
<td></td>
</tr>
<tr>
<td>a word that means “anger toward a person who offended you”?</td>
<td>resentment.</td>
<td></td>
</tr>
<tr>
<td>a word that is an antonym of dawn?</td>
<td>dusk.</td>
<td></td>
</tr>
<tr>
<td>a word that completes the second sentence: I have no confidence that what he says is true. In fact, I find it ____.</td>
<td>unbelievable.</td>
<td></td>
</tr>
</tbody>
</table>
### Questions and Answers for Word Maze Cards

| Who has a word that can form a compound word with *air*? | I have *craft*. |
| Who has an antonym of *bravely*? | I have *cowardly*. |
| Who has a synonym for *sorry*? | I have *regretful*. |
| Who has a word with a prefix and a suffix that means “disliking to be with people”? | I have *unsociable*. |
| Who has a word that can form a compound word with *back*? | I have *paper*. |
| Who has a word with a suffix and means “of no value”? | I have *worthless*. |
| Who has a synonym for *happy*? | I have *delighted*. |
| Who has a word that can form a compound word with *bridge*? | I have *draw*. |
| Who has an antonym of *ordinary*? | I have *unique*. |
| Who has a word that can make a compound word with *off*? | I have *stage*. |
| Who has an antonym of *general*? | I have *specific*. |
| Who has a word with a prefix and means “not knowing about something”? | I have *unaware*. |
| Who has a word that can make a compound word with *house*? | I have *court*. |
| Who has a word with a suffix and means “unsurprising”? | I have *predictable*. |
| Who has an antonym of *forget*? | I have *remember*. |
| Who has a word that can form a compound word with *top*? | I have *mountain*. |
| Who has a synonym for *risk*? | I have *danger*.
| Who has a word with a prefix and means “boring”? | I have *unexciting*. |
### Week 33: Activity 163

#### Questions and Answers for Word Maze Cards

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has a synonym for rugged?</td>
<td>I have uneven.</td>
</tr>
<tr>
<td>Who has an adjective that means “can be depended on”?</td>
<td>I have dependable.</td>
</tr>
<tr>
<td>Who has a verb that means “rely on”?</td>
<td>I have depend.</td>
</tr>
<tr>
<td>Who has a synonym for hasten?</td>
<td>I have hurry.</td>
</tr>
<tr>
<td>Who has a homophone for a-l-t-a-r?</td>
<td>I have a-l-t-a-r.</td>
</tr>
<tr>
<td>Who has a noun that means “word picture”?</td>
<td>I have description.</td>
</tr>
<tr>
<td>Who has a verb that means “to tell about in words”?</td>
<td>I have describe.</td>
</tr>
<tr>
<td>Who has an adjective that means “filled with words that make a picture”?</td>
<td>I have descriptive.</td>
</tr>
<tr>
<td>Who has an synonym for vibrating?</td>
<td>I have shaking.</td>
</tr>
<tr>
<td>Who has a homophone for b-e-r-r-y?</td>
<td>I have b-u-r-r-y.</td>
</tr>
<tr>
<td>Who has a homophone for h-o-r-s-e?</td>
<td>I have h-o-r-s-e.</td>
</tr>
<tr>
<td>Who has a synonym for high-pitched?</td>
<td>I have shrill.</td>
</tr>
<tr>
<td>Who has a homophone for f-o-w-l?</td>
<td>I have f-o-w-l.</td>
</tr>
<tr>
<td>Who has a verb that means “go down”?</td>
<td>I have descend.</td>
</tr>
<tr>
<td>Who has a homophone for b-a-l-e?</td>
<td>I have b-a-l-e.</td>
</tr>
<tr>
<td>Who has a noun that means “someone who comes from a certain ancestor or family”?</td>
<td>I have descendent.</td>
</tr>
<tr>
<td>Who has a proper noun that is a homophone for g-r-e-a-s-e?</td>
<td>I have G-r-e-a-s-e.</td>
</tr>
<tr>
<td>Who has a synonym for seldom?</td>
<td>I have rarely.</td>
</tr>
</tbody>
</table>
ABOUT THE TESTS

The tests in this program are mainly multiple-choice, group-administered assessments designed for convenient classroom use. The Pretest is in the Student Book and the Instructor’s Guide; the Posttest is in the Instructor’s Guide, and you will have to photocopy it for your students. Answers for both tests are in the Instructor’s Guide.

The Pretest and Posttest each cover the strategies and skills practiced in *Afterschool Achievers: Reading Club*:

**Section I: Fluency** Of the three test sections, this is the only one that has to be administered individually. The only way to measure a student’s fluency effectively is to listen to the student read aloud. A rubric is offered for you to assess students’ fluency.

**Section II: Comprehension** This section addresses the comprehension skills and strategies, such as main idea and details, cause-effect, and making connections, practiced in *Thinking About Reading* and *Rule Out Two*.

**Section III: Word Study** The questions in this section focus on vocabulary skills that students practice in the Word Games activities and the phonic and word structure skills that students practice in the *Building Words* activities.

At the end of each section, you will find a correlation chart that links specific test items to activities in the program that address the same skill or strategy.

ADMINISTERING THE TESTS

To prepare to give a test, provide a copy of the test for each student. To administer Section I, see separate instructions on page 192. To administer Sections II and III, follow the simple procedure below. The test can be completed all at 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>
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<td>/20</td>
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<td>2.</td>
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<td>11.</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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<td>15.</td>
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<td>16.</td>
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<td>17.</td>
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<tr>
<td>18.</td>
<td>/10</td>
<td>/20</td>
<td>/20</td>
<td>/50 %</td>
</tr>
</tbody>
</table>
PRETEST

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 instructor is ready to listen to you.

Janel loaded her backpack for her first day at a new school. At the last minute, she threw in her sketch pad and pencils.

When Janel got to school, she looked enviously at all the kids who had obviously known one another for a long time. Janel wondered if she'd ever fit in. A couple of times, she opened her mouth to talk to someone, but nothing came out.

When Janel got to her homeroom, she took out her sketch pad and started to draw the teacher who was fussing with a camera at her desk. By the time the bell rang, the classroom was full. Janel overheard a couple of kids commenting on her drawing. Her face turned red, and she quickly closed the pad.

"Good morning, class," said the teacher when the bell rang. "I had planned to take pictures of all of you for a get-acquainted activity, but my camera is jammed."

"Ms. Polsky, Ms. Polsky," said a boy, waving his hand furiously. "This new girl," he said pointing to Janel, "is a really good artist. Maybe she could draw pictures instead."

Janel slid down in her seat. Her face got even redder than before. But before she could protest, Janel was surrounded by classmates who were admiring her work.

So Janel did quick sketches of all her classmates. Ms. Polsky wrote the students' names on the pictures and hung them up around the room. That's how Janel got to know the names and faces of her classmates—and they got to know hers, too.
Kristy and Derek Carlyn and their friend Uri scrambled out of the car. They were anxious to get moving after the long car trip.

"Whoa," called Mrs. Carlyn. "Slow down and take your bags." The three children did as they were told and went into the house.

While Mr. and Mrs. Carlyn opened the house, Kristy, Derek, and Uri changed into their hiking clothes.

After eating lunch, the children loaded their backpacks with hiking supplies and got ready to leave.

"Be sure you keep your pants tucked into your socks so that you don’t pick up any ticks," warned Mrs. Carlyn.

"And," said Mr. Carlyn sternly, "do NOT stray off the trail!"

"We’ll be careful," chorused the children. And off they went.

Kristy and Derek led the way over the familiar trail. They pointed out trees and birds for Uri who rarely got out of the city. The children were having so much fun that they didn’t notice the old tree branch sticking out of the ground. Derek’s foot got caught in the branch. He stumbled and twisted his ankle.

"OW!" screamed Derek. "My ankle’s stuck."

"Quick!" said Kristy. "Let’s get his boot off before the ankle swells." Uri and Kristy removed the hiking book, wrapped the ankle in a shirt, and half-carried Derek back to the house.

Mr. Carlyn took Derek to the emergency room. After x-raying and taping the ankle, the doctor said, "You just have a slight sprain, Derek. It will be fine in a few days. But," warned the doctor, "no more hiking."

"That’s no problem," said Derek. "One of my hiking boots is lost in the woods!"
1. What kind of person is Kristy?
   A. boastful
   B. shy
   C. quick-witted
   D. uncaring

2. Where does the story take place?
   A. in a car on a trip
   B. on a hiking trail in the mountains
   C. in a hospital room in a big city
   D. in a doctor's office

3. What did the children do right before going on their hike?
   A. They got out of the car.
   B. They went to see the doctor.
   C. They ate lunch.
   D. They got lost in the woods.

4. What caused Derek to sprain his ankle?
   A. catching his foot on a tree branch
   B. slipping in a puddle
   C. walking too fast
   D. watching the birds

5. What is the best summary of the main point of this passage?
   A. It's important to stay on the trail when you go hiking.
   B. Hiking in the mountains is a good form of exercise.
   C. Children need exercise after a long car trip.
   D. It's important to stay calm and keep a sense of humor in an emergency.
6. What do Derek and Kristy have in common?
   A) They both go to the same school.
   B) They both like peanut butter sandwiches for lunch.
   C) They are both familiar with the trail up the mountain.
   D) They both packed trail mix in their backpacks.

7. What could NOT happen when the children return from the hospital?
   A) Mrs. Carlyn will be waiting for them.
   B) A bird will find Derek’s hiking boot and return it.
   C) Derek will stay inside and rest his ankle.
   D) The children will find other activities to keep them entertained.

8. What was the author’s purpose in writing this passage?
   A) to persuade readers to go hiking in the mountains
   B) to inform readers about what to take on a hiking trip
   C) to persuade readers to use sunscreen when they go outdoors
   D) to entertain readers with a story about a hiking trip

9. Which sentence is a statement of opinion?
   A) Hiking is the best and safest form of exercise.
   B) The children were anxious for exercise after the car trip.
   C) Staying calm in an emergency is a good idea.
   D) Accidents can happen even when you are careful.

10. What is a reasonable connection to make to this passage?
    A) I should never eat before exercising.
    B) I don’t like long car trips.
    C) I should never take off my shoes.
    D) I should stay calm and keep a sense of humor in an emergency.
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.

Australia is the only country that is also a continent—and an island. Because it is located entirely in the Southern Hemisphere, Australia is known as “The Land Down Under.” Millions of years ago, Australia got separated from the other land masses. Its isolation from them has caused animals in Australia to develop differently from animals in other parts of the world. Australia has some very unique animals—ones that are not found anywhere else.

Take the koala, for example. This furry little creature may look like a bear, but it’s not. Koalas are marsupials. Marsupials are a special kind of mammal. They give birth to tiny babies that are poorly developed. Most marsupials have pouches where the babies develop. The pouches are located on the mothers’ abdomens. The babies stay in the pouches until they are developed enough to live on their own. Australia has about 150 different kinds of marsupials. Kangaroos, wallabies, and wombats are some well-known ones.

Two other strange Australian animals are the platypus and the echidna (i•KID•nuh). Like marsupials, they are mammals. But they are the only mammals that hatch their young from eggs!

Australia also has some unusual birds. These include black swans, which are not found anywhere else. Australia is also home to two large, flightless birds, the emu and the cassowary. Perhaps the best-known bird in Australia is the kookaburra. It has a loud, harsh call that cannot be mistaken for anything else.

About 140 different kinds of snakes make their homes in Australia. Most of them are poisonous. In fact, the two deadliest snakes in the world are found in Australia. They are the tiger snake and the taipan. Australia also has more than 350 different kinds of lizards. Fortunately, none of them are poisonous.

With so many unusual animals, Australia is the most fascinating country in the world to visit.
11. What was the author’s purpose for writing this passage?
   A) to persuade readers to visit Australia
   B) to entertain readers with a story about koalas
   C) to inform readers about the unusual animals in Australia
   D) to inform readers about the history of Australia

12. When did Australia’s unusual animal life develop?
   A) after the platypus started laying eggs
   B) after Australia split away from other land masses
   C) before the beginning of time
   D) when koalas developed pouches

13. What is the main idea of this passage?
   A) The Earth was one large mass of land millions of years ago.
   B) Kangaroos, koalas, wombats, and wallabies are marsupials.
   C) Most of Australia’s snakes are poisonous, but its lizards are not.
   D) Australia has many unusual animals because of its isolated location.

14. Which of the following is NOT a detail that supports the main idea?
   A) Millions of years ago, the Earth was one large land mass.
   B) Platypuses and echidnas are egg-laying mammals found in Australia.
   C) Most of the snakes in Australia are poisonous.
   D) Australia has many marsupials, which are mammals that raise their young in pouches.

15. Which statement is an opinion?
   A) Australia has about 150 different kinds of marsupials.
   B) Australia is the only country that is also a continent.
   C) The two deadliest snakes in the world are found in Australia.
   D) Australia is the most fascinating country in the world to visit.
16. How do you picture koalas?
   A as birds that can’t fly
   B as small, furry, bearlike creatures
   C as dangerous snakes with fangs
   D as babies curled up in their mother’s pouch

17. What should you do if you find a snake in Australia?
   A Stay away from it because it’s probably poisonous.
   B Pick it up and play with it because it’s probably harmless.
   C Try to return it to its mother’s pouch.
   D Watch to see where it lays its eggs.

18. How are Australia’s snakes and lizards alike and different?
   A Both are reptiles; most of the snakes are poisonous while the lizards are not poisonous.
   B Both have scales; the lizards are poisonous and the snakes are not poisonous.
   C Both are marsupials; lizards have legs and snakes do not.
   D Both are reptiles, but lizards can fly while snakes cannot fly.

19. What could NOT happen?
   A Marsupials will nourish their young in their pouches.
   B People will visit Australia to see its unusual animals.
   C People will get bit by poisonous snakes in Australia.
   D Australia will reconnect with other land masses.

20. What is a logical connection to make when reading this passage?
   A Don’t bother reading anything that isn’t an exciting story.
   B I can learn interesting information from reading nonfiction.
   C There’s no reason to visit Australia because there’s nothing to see or do there.
   D All birds that have wings should be able to fly.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word *rehearse* is a/an _______.
   - A noun
   - B adjective
   - C verb
   - D adverb

2. Which word has three syllables?
   - A employ
   - B employee
   - C unemployment
   - D deploy

3. The plural of *mattress* is _______.
   - A mattress’
   - B mattress
   - C mattresses
   - D matrix

4. A word that has four syllables is _______.
   - A comfortable
   - B uncomfortable
   - C discomfort
   - D comforted

5. A word that has a prefix is _______.
   - A cheat
   - B heating
   - C heater
   - D preheat

6. Our teacher voiced her _______ when she caught us misbehaving.
   - A displeasure
   - B destruction
   - C happiness
   - D summons

7. A word that is a homophone for *waste* is _______.
   - A weights
   - B wakes
   - C waits
   - D waist

8. A word that has a suffix is _______.
   - A represent
   - B present
   - C presentation
   - D preside

9. A word that is a synonym for *courageous* is _______.
   - A kind
   - B polite
   - C generous
   - D brave

10. A word that is an antonym of *forbid* is _______.
    - A allow
    - B dislike
    - C contend
    - D forget
11. Add a letter to *eight* to make a word that names something you measure in pounds and ounces.
   A) eighth  B) height  C) weight  D) wait

12. Choose a word that rhymes with *light*.
   A) flinch  B) fright  C) sign  D) slime

13. Choose the word to which you can add the suffix *-able* to make a word that means “likely to spoil or decay.”
   A) comfort  B) bend  C) perish  D) present

14. Choose the compound word that describes something fascinating or enchanting.
   A) underground  B) spellbinding  C) spearhead  D) wholesale

15. Replace the *ph* in *phone* with two letters to make the past tense of *shine*.
   A) throne  B) choke  C) shave  D) shone

16. Add the prefix *re-* to a word to tell what you do to a worn-down battery.
   A) turn  B) claim  C) charge  D) appear

17. Which word does NOT have the same vowel sound as the other words?
   A) touch  B) couch  C) crown  D) town

18. Add *w* to a word to make a word that tells what you do to get the water out of wet clothes.
   A) rap  B) ring  C) right  D) rack

19. Replace the final letter with *ng* to make a word that names something you use to tie things together.
   A) brim  B) bag  C) strip  D) hat

20. Which word fits this sentence: *I have to leave the house _______.*
   A) immediate  B) immediately  C) mediate  D) immediateness
1. What kind of person is Kristy?
   A) beautiful
   B) shy
   C) quick-witted
   D) uncaring

2. Where does the story take place?
   A) on a hiking trail in the mountains
   B) in a hospital room in a big city
   C) in a doctor's office
   D) in a car on a trip

3. What did the children do right before going on their hike?
   A) They got out of the car.
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   A. Both are reptiles, most of the snakes are poisonous while the lizards are not poisonous.
   B. Both have scales: the lizards are poisonous and the snakes are not poisonous.
   C. Both are marsupials; lizards have legs and snakes do not.
   D. Both are reptiles, but lizards can fly while snakes cannot fly.

19. What could NOT happen?
   A. Marsupials will nourish their young in their pouches.
   B. People will visit Australia to see its unusual animals.
   C. People will get bit by poisonous snakes in Australia.
   D. Australia will reconnect with other land masses.

20. What is a logical connection to make when reading this passage?
   A. Don't bother reading anything that isn't an exciting story.
   B. I can learn interesting information from reading nonfiction.
   C. There's no reason to visit Australia because there's nothing to see or do there.
   D. All birds that have wings should be able to fly.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word rehearse is a/an .
   A. noun    B. adjective    C. verb    D. adverb

2. Which word has three syllables?
   A. employ    B. employee    C. unemployment    D. deploy

3. The plural of mattress is .
   A. mattresses    B. mattress    C. mattress    D. matrix

4. A word that has four syllables is .
   A. comfortable    B. uncomfortable    C. discomfort    D. comforted

5. A word that has a prefix is .
   A. cheat    B. heat    C. heater    D. preheat

6. Our teacher voiced her . . . . . . when she caught us misbehaving.
   A. displeasure    B. destruction    C. happiness    D. summons

7. A word that is a homophone for sour is .
   A. weights    B. waxes    C. waits    D. waist

8. A word that has a suffix is . . . . . .
   A. represent    B. present    C. presentation    D. preside

9. A word that is a synonym for courageous is .
   A. kind    B. polite    C. generous    D. brave

10. A word that is an antonym of forbid is . . . . . .
    A. allow    B. dislike    C. command    D. forget

11. Add a letter to eight to make a word that names something you measure in pounds and ounces.
    A. eight    B. height    C. weight    D. wait

12. Choose a word that rhymes with fight.
    A. flinch    B. fright    C. sign    D. slime

13. Choose the word to which you can add the suffix -able to make a word that means "likely to spoil or decay."
    A. comfort    B. bend    C. perish    D. present

14. Choose the compound word that describes something fascinating or enchanting.
    A. underground    B. spellbinding    C. spearhead    D. wholesale

15. Replace the ph in phone with two letters to make the past tense of shine.
    A. thone    B. choke    C. shave    D. shone

16. Add the prefix re- to a word to tell what you do to a worn-down battery.
    A. turn    B. claim    C. charge    D. appear

17. Which word does NOT have the same vowel sound as the other words?
    A. touch    B. coach    C. crown    D. town

18. Add an - to a word to make a word that tells what you do to get the water out of wet clothes.
    A. rap    B. ring    C. right    D. rack

19. Replace the final letter with ag to make a word that names something you use to tie things together.
    A. bism    B. bag    C. strip    D. hat

20. Which word fits this sentence: I have to leave the house . . . . . . .
    A. immediate    B. immediately    C. mediate    D. inimiceness
### Activity Correlation—Comprehension

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**Pretest 205**
POSTTEST

Name: ______________________________ Date ______________

Section I: Fluency

Directions: Read the following passage silently at least one time. Then read it aloud when your instructor is ready to listen to you.

"O-o-o-o," came the noise from the attic. "O-o-o-o."
"Stop it, Greg," said Beth sternly. "I know that's you."
"O-o-o-o," persisted the voice, followed by a thump-thump.
"Greg," said Beth with a tremble, "I'm going to tell Mom!"

Just then, there was a knock on the door.
"Who's there?" asked Beth, noticeably scared now.
"It's me, Greg," answered her brother. "What's all the racket?"
"Oh, Greg!" cried Beth. "I heard noises. I thought it was you."
"Well," said Greg smugly, "it's just your imagina..."
"O-o-o-o," came the voice again, followed by a thump-thump.

"LET'S GET MOM," screamed Greg and Beth in unison. The two children bolted down the stairs and into the den.

"Mom...," started Beth, gulping.
"...there's something in the attic!" finished Greg, breathlessly.
"Tell me what happened," said Mom calmly. So Greg and Beth described the "o-o-o-o" sounds and the thumping noises.

"I think I know what's wrong," said Mom calmly. "Follow me."
"We'll wait down here," said Greg nervously.
"Don't be silly," said Mom reassuringly. "This may be the only chance you have to see a barn owl—up close and personal."

So the children trudged reluctantly up the stairs behind their mother. Sure enough! There was a barn owl howling, "O-o-o-o" as it thumped against the wall, trying to get out. Mom took a broom and shooed the owl toward the open window until it could fly out.

"There goes one happy—but feathery—ghost," said Mom.

Beth and Greg smiled in relief. And they promised never to try to scare each other again.
Section II: Comprehension Part A

Directions: Read the questions at the end of the passage. Then read the passage. Finally, read the questions again. Fill in the circle before the correct answer.

Unlocking the door, Jake called, “Maxie! Where are you, girl?”

The frisky young golden retriever came bounding into the kitchen. She put her paws on Jake’s shoulders and licked his face.

Jake hugged the dog. Then he said sternly, “Down, girl. Stay.”

Obediently, Maxie sat in her stay position and waited. After walking and feeding Maxie, Jake did his homework. When his mother came home, she opened an envelope from the Service Dog Agency. Jake stiffened and listened as his mother read, “You are scheduled to bring your dog to the center on Saturday, April 7.”

Jake could barely speak over the lump in his throat. “Must I?”

Mrs. Perkins smiled sympathetically at her son. “You know that’s part of the program. We raise the dog for a year, and then we give it back to the agency to train as a service dog.”

Tears welled up in Jake’s eyes. “I know, Mom,” he said. “But Maxie’s my dog dog now. She’s our family.” Mrs. Perkins hugged her son and gently reminded him that raising Maxie was his community service project. He couldn’t go back on his commitment.

When Saturday arrived, Jake reluctantly handed the dog over to her new trainers. With a final hug, Jake said good-by to Maxie.

The next week dragged by. No one greeted Jake when he got home. Jake was tossing Maxie’s favorite ball when the phone rang.

“Hello,” said a boy about Jake’s age. “My name is Darryl. I have the dog you raised for the agency. I’m blind. Your dog is learning to be my eyes. She’s wonderful! What do you call her?”

“M-Maxie,” stammered Jake, barely able to get the word out.

“Maxie’s a great name!” said Darryl. “That’s what I’ll call her, too. What else can you tell me about Maxie?”

When the boys finished talking, Darryl promised to take good care of Maxie. Jake smiled—the first time in a week.
1. What kind of person is Jake’s mother?
   A. silly
   B. shy
   C. sympathetic
   D. uncaring

2. Where does the story take place?
   A. Jake’s school
   B. Jake’s home
   C. Darryl’s home
   D. the service dog agency

3. How was Jake feeling before Darryl’s call?
   A. angry
   B. lonesome
   C. happy
   D. proud

4. What caused Jake to feel sad?
   A. losing Maxie in the park
   B. having to return Maxie to the service dog agency
   C. taking part in a community project
   D. having his mother come home

5. What is the best summary of the theme of this story?
   A. No good deed goes unpunished.
   B. It’s important to exercise your dog.
   C. Don’t open letters if you don’t want to know what’s in them.
   D. Living up to a commitment has its rewards.
6. What do Jake and Darryl have in common?
   A. Both boys are blind.
   B. Both boys go to the same school.
   C. Both boys love Maxie.
   D. Both boys like to walk in the park.

7. What could NOT happen if Jake and Darryl get to meet?
   A. Maxie will start talking to both of them.
   B. Darryl and Jake will talk about Maxie.
   C. Jake and Darryl will become friends.
   D. Jake and Darryl will play with Maxie.

8. What is the author’s purpose in writing this story?
   A. to inform readers about how to raise a dog
   B. to persuade readers to do community service projects
   C. to entertain readers with a story about living up to a commitment
   D. to inform readers about dogs for blind people

9. Which is a statement of opinion?
   A. Jake was unhappy about having to give up Maxie.
   B. Darryl cared about Maxie and promised to care for her.
   C. Maxie was the best guide dog ever raised.
   D. Mrs. Perkins was sympathetic to Jake’s feelings.

10. What is a reasonable connection to make to this passage?
    A. No one should have a dog.
    B. It’s a good idea to walk and feed your dog.
    C. I should live up to any commitments I make.
    D. I wouldn’t give up my pet for anything.
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.

If someone called you a Renaissance man or woman, would you be flattered or insulted? You should be flattered. Being called a Renaissance person is the highest compliment you can get. It means you are very intelligent and excel in a variety of areas. The term Renaissance man is often applied to Leonardo da Vinci. He was an Italian artist who actually lived during the Renaissance in Europe.

Leonardo was born in the small town of Vinci. When he moved to Florence to study art, he took the town name as his last name. Leonardo became well known for his portrait painting. You’ve probably heard of his most famous portrait—the Mona Lisa.

Leonardo da Vinci was, however, much more than an artist. He was also a sculptor, an architect, a musician, a mathematician, an engineer, a scientist, and an inventor. Da Vinci was constantly experimenting with things. Sometimes it got him into trouble. Da Vinci experimented with the paints he used for his mural The Last Supper. He made paints that would dry fast on plaster. Unfortunately, the fast-drying paints also absorbed moisture. As a result, the paint crumbled and faded. Today few of the bright colors and fine details that made The Last Supper famous can be seen.

As a scientist, da Vinci studied the human body by dissecting corpses. His drawings were so accurate that they were used to teach anatomy. He was also light years ahead of his time in mechanical inventions. He actually drew designs for a flying machine and a submarine in the 1400s!

Da Vinci kept daily journals of everything he did and observed. But, if you’d like to study any of his writings, you need a mirror. Da Vinci was left handed, so everything he wrote is reversed. Despite this problem, Leonardo da Vinci is the probably best example of a Renaissance man that there is.
11. What was the author’s purpose for writing this article?
   A to persuade readers to visit Italy
   B to entertain readers with a humorous story about da Vinci
   C to inform readers about why da Vinci is a Renaissance man
   D to inform readers about the importance of the Renaissance

12. When did Leonardo take da Vinci as his last name?
   A right before he died       C when he moved to Florence
   B when he was born           D after he painted the Mona Lisa

13. What is the main idea of this article?
   A Da Vinci dissected corpses to make anatomy drawings.
   B Da Vinci invented the first flying machine and submarine.
   C Da Vinci was an important artist who painted the Mona Lisa
      and The Last Supper.
   D Da Vinci can be called a Renaissance man because he was
      extremely intelligent and excelled in many areas.

14. Which of the following is NOT a detail that supports the main idea?
   A Da Vinci was a failure as an artist because he used paints that
      crumbled and faded.
   B As a inventor, da Vinci drew designs for a flying machine
      and a submarine long before their time.
   C Da Vinci was an important artist who painted the Mona Lisa.
   D Da Vinci was an artist, a sculptor, an architect, a musician, a
      mathematician, an engineer, a scientist, and an inventor.

15. Which statement expresses an opinion?
   A Leonardo became well known for painting portraits.
   B The paint Leonardo used for The Last Supper faded.
   C Leonardo da Vinci is the probably best example of a
      Renaissance man that there is.
   D Leonardo was born in the small town of Vinci.
   A as a quiet man who sat still, thinking
   B as very busy man who was constantly trying new things
   C as a busy man who never finished anything he started
   D as a brilliant mathematician who solved problems all day

17. What effect did using fast-drying paint have on *The Last Supper*?
   A The colors stayed as bright as the day they were put on.
   B The paint crumbled and faded over time.
   C It made people forget about the *Mona Lisa*.
   D It made people dislike *The Last Supper*.

18. How are the *Mona Lisa* and *The Last Supper* alike and different?
   A Both are famous; the *Mona Lisa* is well preserved, while *The Last Supper* is faded.
   B Both are murals; the *Mona Lisa* is well preserved, while *The Last Supper* is faded.
   C Both are portraits; the *Mona Lisa* is faded, while *The Last Supper* is well preserved.
   D Both are famous; the *Mona Lisa* is faded, while *The Last Supper* is well preserved.

19. What could NOT happen?
   A Portraits and murals will continue to be popular art forms.
   B People will go to see the *Mona Lisa* and *The Last Supper*.
   C People will continue to admire da Vinci’s accomplishments.
   D Leonardo da Vinci will teach art classes at your school.

20. What is a logical connection to make when reading this passage?
   A I’m glad I didn’t live during the Renaissance.
   B It’s a good idea to develop interests in a variety of areas.
   C Left-handed people excel in art.
   D Experimenting with paint is not a good idea.

*212* Posttest
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word surround is a/an __________.
   A noun   B adjective   C verb   D adverb

2. Which word has three syllables?
   A probate   B probable   C probability   D improbable

3. The plural of duty is __________.
   A dutys   B dutyes   C duties   D dutis

4. A word that has four syllables is __________.
   A produce   B production   C productive   D reproduction

5. A word that has a prefix is __________.
   A possible   B impossible   C positive   D positively

6. Mara was saving her money to buy a new bike that was __________.
   A expensive   B contemptible   C shameless   D trustful

7. A homophone of piece is __________.
   A peach   B please   C peas   D peace

8. A word that has a suffix is __________.
   A uncover   B recover   C discovery   D discover

9. A synonym for awkward is __________.
   A frightening   B clumsy   C immense   D colorful

10. An antonym of polite is __________.
    A calm   B gracious   C rude   D kind
11. Add a consonant to light to make a word means “small in size.”
   A tight  B flight  C slimy  D slight

12. Choose a word that rhymes with frown.
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   A frustrate  B suggest  C protect  D elect

14. Choose the word that names a queasy feeling you might get on a boat.
   A shipwreck  B seasick  C farsighted  D masthead

15. Replace the b in bench with a consonant digraph to make a word that names a tool used to turn nuts and bolts.
   A ranch  B stench  C blanche  D wrench

16. Add the prefix pre- to a word to name an exam that is taken before material is taught to see how much students already know.
   A tend  B war  C test  D date

17. Which word does NOT have the same vowel sound as the other words?
   A plaid  B weigh  C paid  D shade

18. Add sh to the beginning of a word to make a word that names a cutting tool like scissors, only larger.
   A in  B elf  C ears  D ark

19. Add the suffix -er to a word to make a word that names someone who dreams a lot.
   A dream  B beam  C pretend  D fight

20. Which word fits this sentence: This is the __________ room I’ve ever seen!
   A messy  B messiness  C messier  D messiest
1. What kind of person is Jake's mother?
   A) silly
   B) shy
   C) sympathetic
   D) unsympathetic

2. Where does the story take place?
   A) Jake's school
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   C) Da Vinci was an important artist who painted the Mona Lisa.
   D) Da Vinci was an artist, a sculptor, an architect, a musician, a mathematician, an engineer, a scientist, and an inventor.

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   A) Leonardo became well known for painting portraits.
   B) The paint Leonardo used for The Last Supper faded.
   C) Leonardo da Vinci is the probably best example of a Renaissance man that there is.
   D) Leonardo was born in the small town of Vinci.

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   C) Left-handed people excel in art.
   D) Experimenting with paint is not a good idea.
### Section III: Word Study

**Directions:** Fill in the circle before the word that best completes each sentence.

1. The word *surround* is a/an
   - A noun
   - B adjective
   - C verb
   - D adverb

2. Which word has three syllables?
   - A probable
   - B probable
   - C probability
   - D improbable

3. The plural of *duty* is
   - A duties
   - B duvets
   - C duties
   - D duris

4. A word that has four syllables is
   - A produce
   - B production
   - C productive
   - D reproduction

5. A word that has a prefix is
   - A possible
   - B impossible
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   - A expensive
   - B contemptible
   - C shameless
   - D trustful

7. A homophone of *piece* is
   - A peach
   - B please
   - C pass
   - D peace

8. A word that has a suffix is
   - A uncover
   - B recover
   - C discover
   - D discover

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   - A frightening
   - B clumsy
   - C immense
   - D colorful

10. An antonym of *polite* is
    - A calm
    - B gracious
    - C rude
    - D kind

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### Name: __________________ Date: __________

11. Add a consonant to *light* to make a word that means "small in size."
   - A tight
   - B flight
   - C slimy
   - D slight

12. Choose a word that rhymes with *frown.*
   - A grown
   - B noun
   - C phone
   - D flown

13. Add the suffix -tion to make a word that names what you would feel if you were kept from reaching a goal or carrying out a plan.
   - A frustrate
   - B suggest
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   - A shipwreck
   - B seaick
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15. Replace the *f* in *flesh* with a consonant digraph to make a word that names a tool used to turn nuts and bolts.
   - A ranch
   - B stench
   - C blanche
   - D wrench

16. Add the prefix *pre-* to a word to name an exam that is taken before material is taught to see how much students already know.
   - A trend
   - B war
   - C test
   - D date

17. Which word does NOT have the same vowel sound as the other words?
   - A plaid
   - B weigh
   - C paid
   - D shade

18. Add *sk* to the beginning of a word to make a word that names a cutting tool like scissors, only larger.
   - A in
   - B off
   - C cars
   - D ask

19. Add the suffix -er to a word to make a word that names someone who dreams a lot.
   - A dream
   - B bearm
   - C pretend
   - D fight

20. Which word fits this sentence: *This is the __________ room I've ever seen!*
   - A mess
   - B messiness
   - C messier
   - D messiest

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### Activity Correlation—Comprehension

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