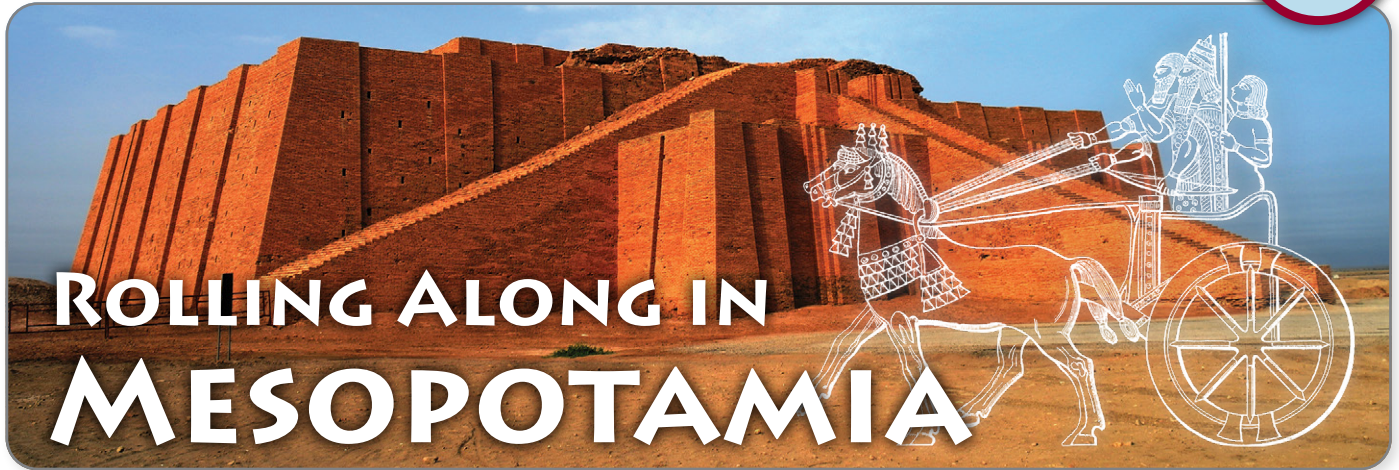


Closed, Single Syllable

Teacher Copy of the Passage



1 Shopping for goods is usually easy. Often, you hop in a car, pedal a bike, or take a bus to the nearest store that sells what you want to buy. Today you can even shop from home thanks to the Internet. Just place your order online, pay, and wait for your purchase to arrive by truck.

The ease of buying and transporting goods is made possible by technological development.

One development has made the biggest impact on people's lives, however, not in the way you think. It's not the computers or cell phones that we use every day. It's something rather basic that was designed thousands of years ago in ancient Mesopotamia—the wheel.

15 Centers of Trade

Perhaps you've never heard of Mesopotamia. That is because what was once Mesopotamia is now modern-day Iraq. The name Mesopotamia comes from two ancient words: meso, meaning "between," and potamos, meaning "river." This describes its location between the Tigris and Euphrates rivers.

Mesopotamia is where the first **permanent** human **settlements** appeared sometime around 14,000

25 BCE. People settled there because the rich, fertile soil produced abundant crops. Over time, these farming communities grew to be cities, the largest of which was Uruk. At one point, Uruk had 50,000 people living there!

30 Of course, not all the people who lived in the cities were farmers. Some were stone masons, who carved statues and ornate columns. Some were metalworkers, who shaped gold and copper to create elaborate works of art. Others were potters, who created dishes, vases, and jars.

Farmers, masons, metalworkers, and potters met in marketplaces to trade goods they had for goods they wanted. The **status** of cities as centers of trade grew. Soon people from all over came to barter as well. There was a problem though. How could these people transport large quantities or heavy items from one city market to another? People who lived along the rivers could use boats to move big loads through

the waterways. But what about the rest of the journey
45 on land?

All About the Curve

The answer was inspired by a device used in every
potter's workshop. Potters turned clay into pots by
continuously spinning a lump of clay on a hard, flat
50 disk. The disk, or wheel, spun on a stick attached to
its center. Some Mesopotamians were inspired by
this design. Perhaps a device with the same circular
shape could be used to continuously move loads
across the ground.

55 The first **venture** in wheeled transport appeared
around 3500 BCE. This early design used rollers
made from logs. Mesopotamians fastened smaller
tree trunks together to make a big roller. They would
place the front end of a heavy load on top of one roller
60 and then push. The curved surface would roll the
object forward. Then they would put a second large
roller under the load as it moved forward and repeat
the process. They would keep shifting the rollers to
the front to keep the load moving.

65 The rollers were a definite improvement over
dragging heavy loads along the ground. It was still
hard work, though, to keep lugging and placing the
rollers where needed. And sometimes the load being
carried slid sideways off the rollers. This early design
70 obviously needed improvement!

Groovy Pegs

The Mesopotamians noticed that the edges of
containers being rolled started to cut grooves into the
rollers. Perhaps they could deepen the grooves in the
75 rollers to hold containers in place and to keep them
from slipping sideways. Indeed, once they made this
change, the loads stayed in place and rolled along
more efficiently. Still, the rollers were very heavy and
maneuvering them was labor intensive.

80 The Mesopotamians wanted to work smarter, not
harder. They thought about how a potter's wheel
worked. The stick attached to a potter's wheel center
wasn't the same width as the disc. It was a thin pole.
Therefore, the Mesopotamians trimmed the middle
85 section of the roller to be more like the stick of a
potter's wheel. It was thin, but the two outside parts,
or wheels, remained wide in diameter. It looked like a
potter's wheel was attached to each end of the roller.
Now the rollers weighed much less and were easier
90 to handle.

To keep the thin middle section of the roller in
place, two pairs of pegs were attached to the left
and right undersides of the container. The thin
section, called an axle, fit neatly between the pegs
95 and stayed in place beneath the load. And voila! The
Mesopotamians now had a two-wheeled cart. This
wheel-and-axle design became the model for all
wheeled vehicles.

A "Wheel-y" Great Invention

100 Separate cultures and civilizations made their own
changes to the Mesopotamian design. The Greeks
created a wheelbarrow using just one wheel. The
Romans designed chariots pulled by a team of
horses. Some places added another axle to make a
105 four-wheeled wagon.

Today every vehicle on the road uses this technology
invented thousands of years ago. But wheels and
axles are not only used for transportation. They are
also used in thousands of other objects to make work
110 easier. An electric fan is a wheel. So is a pizza cutter
and a doorknob.

So, the next time you open the door to accept a
pizza delivery, think of the ancient Mesopotamians.
Thanks to them, you not only have hot food brought
115 to your home, but you have a way to slice and serve
it too!



Learning Objective

- Students can accurately identify the closed syllable pattern as a strategy for accurately decoding (reading) and encoding (writing) closed syllable words in isolation and in text.
- Students can accurately decode and define domain-specific vocabulary, using syllabication and the morphological structures of words.

DAY 1

Warm Up



3 min

WORD CHAIN

Today we will warm up with a word chain. Get your personal whiteboard and dry erase marker ready. In a word chain, you will begin with 1 word and then spell others in a chain. I'll start by saying a word, and you'll spell the word on your whiteboard, leaving room to write 3 more words under it. Ready? Let's begin.

Note: Remind students to write each new word under the previously spelled word, so that all 4 words are listed vertically by the end of the task.

The first word is lap.

- Word? **lap**
- How do we spell it? **l-a-p** Write it.

Change lap to lip.

- What changes? **/ă/ changes to /i/.**
- How do we spell the new word? **l-i-p**

Write the word lip under lap.

Next, change lip to slip.

- What changes? **Add /s/ to the beginning.**
- How do we spell the new word? **s-l-i-p**

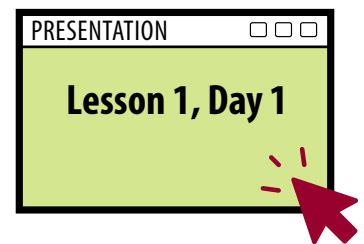
Write the word slip under lip.

Finally, change slip to flip.

- What changes? **/s/ changes to /f/.**
- How do we spell the new word? **f-l-i-p**

Write the word flip under slip.

Let's read all 4 words. Ready? Begin. **lap, lip, slip, flip**



lap
lip
slip
flip

Word Work



SORT WORDS

(Display the 6 Syllable Types poster.) This year, you will become a master at identifying words with all 6 of the syllable types. The 6 Syllable Types poster will be a visual for you to refer to during the school year.

This week we will learn to read and spell words with the closed syllable pattern. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist. Practice the gesture with me. **closed**

(Display vump.)

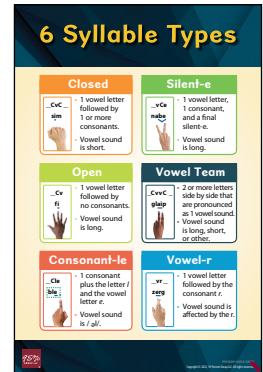
I'm going to look for the closed syllable pattern. To help us focus on the pattern, this activity will use nonsense syllables that are not real words. Watch the steps I use:

- I find the vowel letter or letters by pointing to them. (Point to the vowel letter.) **There is 1 vowel letter followed by 1 or more consonants.** (Scoop your finger under the final consonants.)
- **This syllable follows the closed syllable pattern, and the gesture looks like this.** (Gesture and say "closed.")
- **The vowel sound is /ŭ/.**
- **The syllable is vump.**
- I sort this syllable under the closed syllable column.

(Display moad.)

Let's sort the next syllable together. I'll answer and gesture with you.

- **Look at this syllable. What do I do first? **find the vowels****
 - **Yes, let's pretend to touch the vowel letter or letters.** (Students should use their index and middle fingers side by side to point toward the vowel(s) in the word displayed on the presentation slide.)
- **How many vowel letters? **2****
- **Closed or not closed? **not closed****
 - **Yes, we know this is not a closed syllable because it has more than 1 vowel letter.**
- **Since this is not a closed syllable, we will *not* say the vowel sound or read the syllable.**
- **Where do we sort this syllable? **under the Other Syllables column****



vump

vump




vump



moad

moad




Closed 	Other Syllables
vump	moad



Now it's your turn. Turn to page 3 in your Student Workbook. Decide if each syllable follows the closed syllable pattern or another syllable type. Then, write the word in the correct column. If the syllable is a closed syllable, say the vowel sound and read the word.

Answer Key

Closed 	Other Syllables
vump	moad
jutch	zime
hult	friem
phev	wefe
vosk	kro
amb	laip



Routine for Word Sorts:

- Find the vowel or vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type and gesture?
- For closed syllables, say the vowel sound and read the syllable.
- Where does this word go?

- | | |
|----------|----------|
| 1. jutch | 6. wefe |
| 2. hult | 7. kro |
| 3. zime | 8. vosk |
| 4. phev | 9. amb |
| 5. friem | 10. laip |

Reading



5 min

BUILDING BACKGROUND

For the next 5 days, you will read and learn facts about a historical invention that is still used today.



Turn to page 3 in your Student Workbook. Before I give you more information about our topic for the week, write today's full date in your workbook. Include the month, day, and year when writing the date. (Give students about 30 seconds to write the date.) **Who can tell me what today's date is?** (Write the date on the whiteboard or chart paper.)

(Display map.)

This week you are going to learn about the first *permanent* human settlement in Mesopotamia from the date 14,000 BCE. Mesopotamia was located where modern-day Iraq is today. (Point to the yellow area on the displayed map.)

Look at today's date that you wrote in your workbook. Draw a circle around the year.

(Display the date 14,000 BCE.)

The acronym BCE stands for "before the common era." The year 0 is when the common era began. Because we are in the year _____, (fill in with the current year) we are _____ years "after the common era" began or ACE. (For example, if the year is 2023, you are 2,024 years after the common era began. The extra year is to account for year 0.)



Because the first settlement was in the year 14,000 BCE that means it took place 14,000 years *before* the year 0 or before the common era began. Therefore, we have to add our current year to 14,000. (Do the math on the chart paper or whiteboard where you wrote the year.) **That means the first permanent human settlement took place _____** (fill in with your answer) **years ago.** (For example, if the year is 2023, you will add one year to the current year for year 0. Then add $14,000 + 2,024 = 16,024$. The first permanent human settlement took place 16,024 years ago.)

When reading the dates in this passage, it is important that you remember to add the current year plus one to the BCE dates to fully understand the timeline we are reading about.

(Display pottery wheel.)

Look at this image. This is a pottery wheel and was Mesopotamia's inspiration for one of the most historical inventions, the wheel. Although it would take several years of trial and error to get the wheel to a functional point, the first transportation with the wheel was believed to be in 3500 BCE. Look at the year you circled in your workbook and the year 3500 BCE. Calculate how many years ago the first transportation occurred using the early invention of the wheel? (Give students a few minutes to do the math in their workbook and then call on a few students to respond; e.g., $3,500 + 2,023 + 1 = 5,524$.)

We will read more about the early inventions of the wheel and how it influenced wheels we are familiar with today.



Morphology

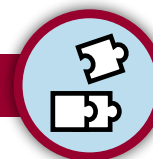
DECODING

(Display Weekly Words.)

Now I will introduce some words you will see in your reading this week.

(Display the Syllable Division Rules poster.) We will look for patterns inside the words so we can decode them. When we **decode** words, we will apply what we learn about the 6 syllable types to accurately read words. In addition to the 6 Syllable Types poster, the Syllable Division Rules poster will be a visual support for you as you learn to decode longer, multisyllable words.

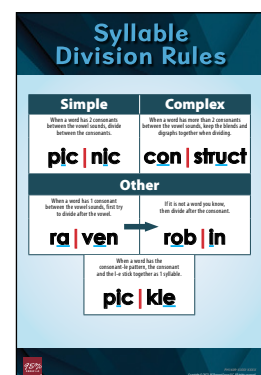
Watch me model how to decode the first word, and then we will decode the next 3 words together.



10 min

Weekly Words

permanent status
settlement venture



(Display permanent.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- The vowel letters are *e-r*, *a*, and *e*.
 - When the consonant *r* follows a vowel letter, we will underline the *r* along with the vowel letter since the vowel plus the *r* spell the vowel sound.
 - There are 3 vowel sounds which means there are 3 syllables.
- Looking at the consonants between the vowel sounds, I will draw lines to divide the word into syllables.
 - There are 2 consonants between the first 2 vowel sounds. (Refer to pic|nic on the Syllable Division Rules poster.)
 - When there are 2 consonants between the vowel sounds, I draw a line between the 2 consonants.
 - I draw a syllable division line between the *r* and *m*.
 - There is 1 consonant between the second and final vowel sounds. (Refer to ra|ven on the Syllable Division Rules poster.)
 - Most often when there is 1 consonant between the vowel sounds, I divide the syllables after the vowel letter.
 - I draw a syllable division line between the *a* and *n*.

To start, I will decode each syllable and then read the word.

First Syllable

- The syllable type is **vowel-r**. (Refer to the 6 Syllable Types poster.)
 - The pattern is 1 vowel letter followed the consonant *r*.
 - The gesture for a vowel-r syllable is the middle finger crossed over the index finger.
- The vowel sound is /er/.
- The syllable is per.

Second Syllable

- The pattern is 1 vowel letter followed by no consonants.
- The gesture for an open syllable is an open hand.
- Although this syllable appears to follow the open syllable pattern, the vowel is pronounced as a *schwa*. **Schwa** is a German word that means “empty.” A schwa vowel sound has been *emptied* of its sound. Often a schwa sound is called a lazy vowel because the vowel is pronounced with a reduced sound. In this syllable the vowel sound is pronounced with a schwa sound, /ə/ (/ü/).
- Syllable? **ma** (/mə/)

permanent 
permanent

per|ma|nent

per|ma|nent


per|ma|nent


Note: In the **95 Phonics Core Program**® the schwa will be indicated by /ə/.

Third Syllable

- The syllable type is closed. (Refer to the 6 Syllable Types poster.)
- The pattern is 1 vowel letter followed by 1 or more consonants.
- The gesture for a closed syllable is a closed fist.
- The vowel sound is /ĕ/.
- Syllable? **nent**

Listen as I say the syllables, then I will ask you to read the word.

- /per/ /mə/ /nĕnt/
- What's the word? **permanent**

Now I will read a sentence using the word permanent: *The marker we used is permanent, so it won't wash off.*

Note: The schwa vowel sound will be taught more explicitly in Lesson 8.

(Display settlement.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? **e, e, and e**
 - In this word, there are 3 vowel sounds. So, how many syllables are in this word? **3**
- Looking at the consonants between the vowel sounds, I will draw lines to divide the word into syllables.
 - How many consonants are between the first 2 vowel sounds? **3**
 - When there are more than 2 consonants between the vowel sounds, I have to decide which letters stick together.
 - Most often when there are double consonants, such as *t-t*, we divide between the double consonants. I draw a syllable division line between *t* and *t*.
 - How many consonants are between the second and final vowel sounds? **1**
 - Most often when there is 1 consonant between the vowel sounds, I divide the syllables after the vowel letter.
 - Where should I draw a syllable division line? **between the e and m**

Help me decode each syllable and then read the word.

per|ma|nent 

settlement

settlement

First Syllable

- Syllable type and gesture? **closed** How do you know? **1 vowel letter followed by 1 or more consonants**
- Vowel sound? /ĕ/
- Syllable? **set**

Second Syllable

- This syllable type is **consonant-le**. (Refer to the 6 Syllable Types poster.)
- The pattern is **1 consonant plus the letter l and the vowel letter e**.
- The gesture is using your index finger to draw a box around the syllable.
- The vowel sound is /ə l/. (This pronunciation is the coarticulation of the schwa vowel sound and the consonant l.)
- Syllable? **tle** (/təl/)

Third Syllable

- Syllable type and gesture? **closed**
- Vowel sound? /ĕ/
- Syllable? **ment**

What's the word? **settlement**

Let's read a sentence using the word settlement: **Our family's first settlement was in Virginia.**

(Display venture.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- The vowel letters are *e* and *u-r-e*.
 - When the consonant *r* follows a vowel letter, we will underline the *r* along with the vowel letter since the vowel plus the *r* spell the vowel sound.
 - The final vowel letter *e* is silent and is part of the vowel-*r* spelling. I circle the letters *u-r-e*, so I remember they work together to spell the vowel sound in this syllable.
 - In this word, there are 2 vowel sounds. So, how many syllables are in this word? **2**
- Looking at the consonants between the vowel sounds, I will draw a line to divide the word into syllables.
 - How many consonants are between the vowel sounds? **2**
 - Yes, most often when there are 2 consonants between the vowel sounds, we will divide the syllables between the 2 consonants.
- Where should I draw a syllable division line? **between the n and t**

Help me decode each syllable and then read the word.

set|tle|ment 

set|tle|ment 

set|tle|ment 

venture

venture

venture

ven|ture

First Syllable

- Syllable type and gesture? **closed**
- Vowel sound? /ĕ/
- Syllable? **ven**

Second Syllable

- Syllable type and gesture? **vowel-r** How do you know? **1 vowel letter followed by the consonant r**
- In this syllable, the reduced long *u* sound pronounced /ə r/ affects the pronunciation of the letter *t*. The *t* is pronounced /ch/.
- Vowel sound? /ə r/
- Syllable? **ture** (pronounced /chə r/)

What's the word? **venture**

Let's read a sentence using the word venture: *He lost a lot of money in a failed business venture last year.*

(Display status.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? **a and u**
 - How many vowel sounds? **2** How many syllables? **2**
- Look at the consonants between the vowel sounds.
 - How many consonants are between the vowel sounds? **1**
 - Most often when there is 1 consonant between the vowel sounds, where do we divide the syllables? (Refer to ra|ven on the Syllable Division Rules poster.) **between the a and t**

Help me decode each syllable and then read the word.

First Syllable


- Syllable type and gesture? **open**
- Vowel sound? /ā/
- Syllable? **sta**


Second Syllable

- Syllable type and gesture? **closed**
- Vowel sound? /ŭ/
- Syllable? **tus**

What's the word? **status**

By adjusting where we divide the syllables, this word can also be pronounced as /stăt/ /ŭs/.

ven|ture 

ven|ture 

status

status

sta|tus

sta|tus



sta|tus



stat|us

Let's read a sentence using the word status: *The king has a high status as a great leader for the people.*

Now let's read each of the Weekly Words together. We will decode each word by syllables and then read the word.

(Display Weekly Words.)

1. per	ma	nent	permanent
2. set	tle	ment	settlement
3. ven	ture		venture
4. sta (or) stat	tus us		st□tus st□tus

Response to Reading



2 min

ESSENTIAL QUESTION

Today you gained background knowledge on the topic of the week—*Mesopotamia and the wheel*. Over the next 4 days, you will read about the invention of the wheel. Also, you will be able to answer the Essential Question:

- *Why was the invention of the wheel important?* (RI.4.1)

DAY 2

Warm Up 3 min



GUESS THE PATTERN

To warm up today, you will “Guess the Pattern” for a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to guess this pattern. Once you have guessed the pattern, write a brief description of it on your whiteboard.

Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

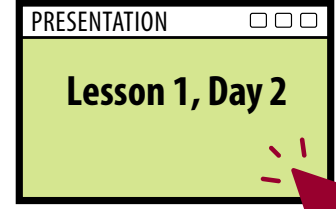
Answer Key

The pattern is: **words with the short i vowel sound.**

Follow up questions:

- Do all these words follow the same syllable pattern? **yes**
- What is the syllable type? **closed**
- How do you know? **The words have 1 vowel letter followed by 1 or more consonants.**

Let’s read aloud all these words. Ready? Begin. **itch, print, blimp, frizz, with, drip, shift, click**



itch	with
print	drip
blimp	shift
frizz	click

Word Work 10 min



SORT WORDS

Today we are practicing how to read words with consonant blends. (Display the Consonant Blends poster.)

Before we begin, I want you to answer this question: **What is a consonant?** (Allow students to share their responses with their table or a shoulder partner.)

- A **consonant** is any letter that is *not* a vowel.
- The vowels are **a, e, i, o, u** and sometimes **y**. **Consonants** are all the other letters in the alphabet.
- **What are examples of consonants?** (Allow students to respond aloud with examples.)

Consonant Blends											
Beginning Blends											
bl-	cl-	dr-	fl-	gl-	pl-	sc-	sp-	tr-			
br-	cr-	fr-	fr-	gr-	pr-	scr-	spl-	hr-			
						sk-	spr-				
						sl-	st-				
						sm-	str-				
						sn-	sw-				
Ending Blends											
-ct	-ft	-ld	-lp	-mp	-nd	-pt	-sk				
	-ff	-ff	-ff	-ff	-nk	-nt	-sp				
	-rk	-rk	-rk	-rk	-nt	-nt	-st				

In a **consonant blend**, there are 2 or 3 consonants side by side and each consonant is pronounced. (Point to the Consonant Blends poster.) On this poster, you will see examples of the spellings for different consonants blends you find in words.

Listen as I say all the sounds in words with a consonant blend. As I finger-stretch each of these words, listen for the 2 or 3 sounds of the consonant blend at the beginning of each word. After I say the sounds in the word, you will say the word. (Model how to finger-stretch as you say the sounds in each word. Do not display the word until after the students have orally identified the word you have segmented.)

- **Ready? The sounds in the first word are /f/ /l/ /i/ /p/. What's the word? flip**
(Display flip.) The initial consonant blend is spelled f-l.
- **The sounds are /b/ /r/ /ă/ /g/. What's the word? brag**
(Display brag.) The initial consonant blend is spelled b-r.
- **The sounds are /s/ /t/ /r/ /ě/ /s/. What's the word? stress**
(Display stress.) The initial consonant blend is spelled s-t-r.

Consonant blends can also occur at the end of words. Listen to the sounds in a few words with a consonant blend at the end.

- **The sounds are /s/ /ě/ /n/ /d/. What's the word? send**
(Display send.) The final consonant blend is spelled n-d.
- **The sounds are /l/ /i/ /f/ /t/. What's the word? lift**
(Display lift.) The final consonant blend is spelled f-t.
- **The sounds are /j/ /ũ/ /m/ /p/. What's the word? jump**
(Display jump.) The final consonant blend is spelled m-p.

Let's review. Words with a consonant blend have (repeat it with me): **2 or 3 consonants side by side and each consonant is pronounced.**

Now let's review the closed syllable pattern because the words in this activity are closed syllables. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist. Practice the gesture with me. **closed**

Note: Finger-stretching is an effective strategy for identifying, saying, and determining the missing phonemes in a word. Finger-stretching is also used to count the sounds in words. How to finger-stretch: Put your hand in a fist and, starting with your thumb, "stretch" 1 finger up for each sound. It is important that the students are seeing you stretch the sounds from left to right to mimic reading directionality.



send
lift
jump



(Display blim.)

I'm going to look for closed syllable pattern words with consonant blends. First, I will determine if the word follows a closed syllable pattern. Then I will identify if the word has a consonant blend in the initial (at the beginning) or final (at the end) position. To help us focus on the pattern, this activity will use nonsense syllables that are not real words. Watch the steps I use:

- I find the vowel letter or letters by pointing to them. (Point to the vowel letter.) There is 1 vowel letter followed by 1 consonant. (Scoop your finger under the final consonant.)
- This syllable follows the closed syllable pattern and the gesture looks like this. (Gesture and say "closed.")
- Now I check to see if there is a consonant blend before or after the vowel letter. There are 2 consonants before the vowel—*b-l*.
- The vowel sound is /i/.
- The syllable is blim.
- I sort this syllable under the closed with an initial consonant blend column.

(Display stefe.)

Let's sort the next syllable together. I'll answer and gesture with you.

- Look at this syllable. What do I do first? **Find the vowels.**
 - Yes, let's pretend to touch the vowel letter or letters. (Students should use their index and middle fingers spread apart in the shape of *v* to point toward the vowel(s) in the word displayed on the presentation slide.)
- How many vowel letters? **2**
- Closed or not closed? **not closed**
 - Yes, we know this is *not* a closed syllable because it has more than 1 vowel letter.
- Since this is not a closed syllable, we will *not* check for a consonant blend, say the vowel sound, or read the syllable.
- Where do we sort this syllable? **under the Other Syllables column**

blim 

blim





blim



stefe

stefe



Closed  with an Initial Consonant Blend	Closed  with a Final Consonant Blend	Other Syllables
blim		stefe



Now it's your turn. Turn to page 4 in your Student Workbook. Decide if each syllable follows the closed syllable pattern with a consonant blend in the initial or final position or follows another syllable type. Then, write the word in the correct column. Finally, if the syllable is a closed syllable, say the vowel sound and read the word.

Answer Key

Closed with an Initial Consonant Blend	Closed with a Final Consonant Blend	Other Syllables
blim	nilt	stefe
struz	ond	oist
swod	gact	wrabes
gless	vust	troaf

Routine for Word Sorts:

- Find the vowel or vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type and gesture?
- For closed syllables, say the vowel sound and read the syllable.
- Where does this word go?

1. struz	6. gact
2. oist	7. swod
3. nilt	8. vust
4. wrabes	9. troaf
5. ond	10. gless

Reading



5 min

READING FOR ACCURACY

Before you read the text in your workbook, let's practice reading the Weekly Words.

(Display the Weekly Words grid.) Prompt students by saying "Word?" at each box.

permanent	status	settlement	venture
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(Display the Closed Syllable Word grid.) Prompt students by saying "Word?" at each box.

Now let's practice reading closed syllable words. Some of these words you will see in your reading today. Remember, in a closed syllable word the vowel is pronounced with its short sound.

spun	stick	spots	lump
trunk	slid	thin	end
pegs	disc	had	fan
but	not	lot	tick

**Teacher Tip**

During **Read & Annotate**, students will identify closed syllable words in the article. It is important to monitor the students during this task to clarify and correct some common mistakes.

Some words appear to follow the closed syllable pattern—1 vowel letter followed by 1 or more consonants—but the vowel letter is *not* pronounced with its *expected* short vowel sound. Words may have a short vowel sound, but if it is *not* the *expected* vowel sound, the word should *not* be underlined as a closed syllable. An example is the word *was*. The word *was* has a short vowel sound but it is unexpected. The vowel *a* is pronounced /ŭ/, instead of the *expected* sound /ă/. Here are a few more examples from this week's text:

- **Irregular high-frequency words:** *want, what, from, of, was, front, put, push*
- **Words with vowels teams that contain a consonant:** *pay, way, day, now, grew, how, they, clay,*
- **Words with a vowel-r syllable pattern:** *for, car, or, words, first, works, art, jars, hard, turn, start, cart*
- **Words spelled with phonogram patterns:** *all, gold, roll, thanks*
- **Words with more than 1 syllable:** *shopping, often, even, Tigris, human, permanent, settlements, settled, abundant, Uruk, columns, copper, potters, dishes, market, object, shifting*

Remind students, if the word has 1 vowel followed by 1 or more consonants, the vowel must be pronounced with its *expected* short vowel sound for it to be identified as a closed syllable.

READ & ANNOTATE

Today you will read an article about how an early invention in Mesopotamia over 5,000 years ago has changed our lives today.

The purpose for your reading today is to **annotate** while you read. When readers annotate, they make notes about their thinking as they read. Annotation can include marking a star next to an important idea in the text, putting a question mark next to something that makes you stop and wonder, writing a C next to text when you have a connection to an idea, or underlining words you don't know and want to look up later. Sometimes readers will even write small notes in the margins of the text to document their thoughts.

(Display sample annotations.)

Here is a sample of a short piece of text with the reader's annotations.

When looking at the reader's annotations, I can tell that the first sentence is an important idea because of the star next to it. I notice the letter C in the right margin. The C means the reader made a connection with this part of the text. The reader underlined words they were unsure of and posed a question in the margin.

Last Chance of Some Species

★ Tragically, some endangered animals are down to their last surviving numbers. The Kihansi spray toad and Pinta Island tortoise can only be seen in zoos because there are no known survivors left in the wild. It would be unconscionable to allow these animals to become extinct. While it may be preferable to release all captive-bred animals into their natural habitats, sometimes this is just not possible. In such cases, well-run zoos are the best hope of survival for the species.

? why is this not possible?



When we read today, we will focus our annotations on identifying 2 things—words with the closed syllable pattern and important ideas. First, we will scan paragraph 1 and highlight any 1-syllable words that follow the closed syllable pattern. After that, we will read the paragraph and mark a star next to any important ideas.

Before we begin, let's review the closed syllable pattern. (Refer to the 6 Syllable Types poster.)

The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**



Turn to page 1 in your Student Workbook and have a highlighter ready. Let's read and annotate the first paragraph of the article together.

(Display "Rolling Along in Mesopotamia".)

First, I will scan the text to identify any 1-syllable words that follow the closed syllable pattern. When I see a closed syllable word, I will gesture and read the word. If the word follows the closed syllable pattern AND the vowel is pronounced with its *expected* short vowel sound, I will highlight it. Watch what I do and highlight closed syllable words with me.

You will notice the text from the article below is not in bold font because you are *not* reading the text at this time. Scan the text by dragging your finger or a pointer under the words, stopping at closed syllable words that have 1 syllable.

Shopping for goods is

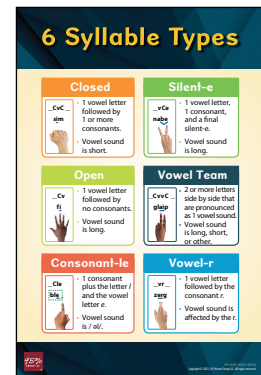
- **Think Aloud:** The word is has 1 vowel followed by 1 consonant, so this is a closed syllable word. I gesture and read the word—*is*. I hear the short *i* sound, so I will highlight the word.

usually easy. Often, you hop

- **Think Aloud:** The word hop has 1 vowel followed by 1 consonant, so this is a closed syllable word. I gesture and read the word—*hop*. I hear the short *o* sound, so I will highlight the word.

in a car, pedal a bike, or take a bus

- **Think Aloud:** The word in has 1 vowel followed by 1 consonant, so this is a closed syllable word. I gesture and read the word—*in*. I hear the short *i* sound, so I will highlight the word.



- **Think Aloud:** The word bus has 1 vowel followed by 1 consonant, so this is a closed syllable word. I gesture and read the word—*bus*. I hear the short *u* sound, so I will highlight the word.

to the nearest store that sells what you want to buy.

- **Think Aloud:** The word that has 1 vowel followed by 1 consonant, so this is a closed syllable word. I gesture and read the word—*that*. I hear the short *a* sound, so I will highlight the word.

- **Think Aloud:** The word sells has 1 vowel followed by 1 consonant, so this is a closed syllable word. I gesture and read the word—*sells*. I hear the short *e* sound, so I will highlight the word.

Now you will continue to scan the next 2 sentences and highlight closed syllable words. Stop after line 6. Don't forget to gesture and read the word before you highlight it. If you do *not* hear the word's expected short vowel sound, it is *not* a closed syllable.

I will give you 2 minutes and then we will check it together. You should find 5 closed syllable words.

(Display the highlighted words.)

Let's read the highlighted words in the last 2 sentences as you check your work.

Answer Key


Today you **can** even **shop** from home thanks to the Internet. **Just** place your order online, pay, **and** wait for your purchase to arrive by **truck**.

Follow up question: In line 3, why is the word *want* not highlighted?

The vowel sound is not pronounced with its expected short *a* sound.

Now put your finger on the first word of paragraph 3 (line 16). I will read the third paragraph aloud and mark a star next the important ideas. Follow along with me as I annotate.

Perhaps you've never heard of Mesopotamia. That is because what was once Mesopotamia is now modern-day Iraq. The name Mesopotamia comes from two ancient words: meso, meaning "between," and potamos, meaning "river." This describes its location between the Tigris and Euphrates rivers.

 **Think Aloud:** I will mark a star next to the third sentence because the important idea from this paragraph is “*The name Mesopotamia comes from two ancient words: meso, meaning “between,” and potamos, meaning “river.”*” The passage’s title includes the word *Mesopotamia* so this must be important.

Now you will read the rest of the article starting at paragraph 4, stopping to annotate the important idea or ideas in each paragraph with a star. If you finish reading before the time is up, reread the article and highlight any closed syllable words you identify. (Students should *not* focus on highlighting pattern words until *after* they have read the article and annotated the important ideas. **Option:** Highlighting the closed syllable words can be an application task assigned during a literacy station or used as a support activity during small group instruction.)



Teacher Tip

Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

1. During whole-group reading time, pull together a small group of students (5 or fewer) who require extra support. Instead of having them read and annotate the entire article, use the process modeled above to read aloud the next paragraph. Continue the same process, reading the article paragraph by paragraph. As you do this, use the gradual release model: Have students read a paragraph or a few sentences by themselves, and then have them pause to share Think Alouds about how to annotate the section. If Think Alouds seem lacking, coach students on what to annotate. Continue this process until time is up. **Note:** The small group may not read the entire article, and this is okay. **The goal is quality over quantity**—strive for accurate reading and practice with supportive annotation.
2. As students read in the whole-group setting, kneel next to specific students and take anecdotal notes about reading habits, strategies, and needs for support.

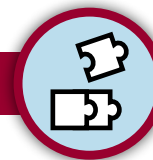
Listen for opportunities to provide corrective and/or positive feedback.

Consistently providing feedback fosters proud, confident readers.

Morphology

DEFINE

Note: A **Morphology Key** can be found in the back of the Student Workbooks. The Morphology Key can be carefully removed from the workbook, folded, and stapled to be used as a reference tool for students throughout the school year. The Morphology Key can also be downloaded from the customer portal.



10 min

Now we will use morpheme meanings to define the Weekly Words from our article. Morphemes are meaningful parts of words. Prefixes, suffixes, Latin roots, and Greek Combining Forms are all examples of morphemes. Morphemes are different than syllables.

(Display construction.)

In the word, *construction*, there are 3 morphemes: *con*, *struct*, and *ion*



Turn to page 4 in your Student Workbook. We will work together to identify the morphemes in our Weekly Words. Then, we will use the meanings of the morphemes to write a definition for each word.

Note: For this activity, the words are divided by morphemes, not syllables.

PERMANENT

(Display sentence.) Read this sentence aloud with me.

After your baby teeth fall out, you grow permanent teeth that should remain for the rest of your life.

The underlined word in this sentence is permanent. What's the word?
permanent

The first morpheme in this word is *per*.

- The morpheme *per-* is a prefix meaning "through or completely."
 - Remember, a prefix occurs at the beginning of a word.
 - Write *per* in the first box under the word permanent.
- The definition of the prefix *per-* is "through or completely."
- Repeat after me.
 - The prefix *per-* means "through or completely." **The prefix *per-* means "through or completely."**


The next morpheme in this word is *man*.

- *Man* is a Latin root meaning "to remain or stay."
 - Write *man* in the middle box next to the prefix *per-*.
- Repeat after me.
 - The Latin root *man* means "to remain or stay." **The Latin root *man* means "to remain or stay."**

The last morpheme in this word is *ent*.

- The morpheme *-ent* is a suffix meaning "action, state, or quality."
 - Remember, a suffix is located at the end of a word.
 - Write *-ent* in the empty box next to *man*.
- Repeat after me.
 - The suffix *-ent* means "action, state, or quality." **The suffix *-ent* means "action, state, or quality."**

Note: For this activity, the words are divided by morphemes, not syllables.

construction
con-struct-ion 

permanent		
per	man	ent
through or completely	to remain or stay	action, state, or quality

What is the word? **permanent**

Using what we know about the meanings of the morphemes, let's build a definition for the word permanent.

- Write your definition for permanent in your workbook. (Monitor students as they write their definition for the word, providing support as needed.)

Before having students check their definition, give them a chance to share ideas with a partner, or ask a few students to share aloud with the class.

Now I will reread the sentence so that you can confirm or correct your definition.

- After your baby teeth fall out, you grow permanent teeth that should remain for the rest of your life.
- Some context clues for the meaning of permanent include the words "remain," and "rest of your life."
- I know that adult teeth are called permanent teeth, and if you take care of them, they are supposed to stay or remain in your mouth through the remainder of your life.
- The correct definition for the word permanent is "the state of remaining through or completely." If you need to edit your definition, do that now.

STATUS

(Display sentence.) Read this sentence aloud with me.

Roderick called to get the status of the pizza delivery because it was 30 minutes late.

The underlined word in this sentence is status. What's the word? **status**

The morpheme status comes directly from the original Latin word which means "condition, position, or state."

- Repeat after me.
 - The word status means "condition, position, or state." **The word status means "condition, position, or state."**

What is the word? **status** Write your definition for status in your workbook.

After your baby teeth fall out, you grow permanent teeth that should remain for the rest of your life.



permanent		
per	man	ent
through or completely	to remain or stay	action, state, or quality
the state of remaining through or completely		

Roderick called to get the status of the pizza delivery because it was 30 minutes late.

status
condition, position, or state

Now I will reread the sentence so that you can confirm or correct your definition.

- *Roderick called to get the status of the pizza delivery because it was 30 minutes late.*
- Some context clues for the meaning of status include the words “called to get,” and “late.”
- Often when you are waiting for a delivery to arrive and it’s late, you will ask what is the *position* (where is it) or the *state* (time of arrival) of the order.
- The correct definition for the word status is “condition, position, or state.”

Roderick **called to get** the status of the pizza delivery because it was 30 minutes **late**.



Response to Reading



2 min

During your reading today, you placed stars in the margins next to ideas you felt were important. *Determining Importance* is a self-monitoring strategy used before, during, or after reading and is critical to support your understanding of what you are reading.

Today I modeled how to stop and *determine importance* as you read. Now it is your turn to summarize the important ideas you identified as you were reading. (RI.4.2)



Turn to page 5 in your Student Workbook.

Here are the steps:

1. Reread the sentence or sentences next to where you put a star.
2. Circle 1 of the stars next to the phrase or sentence you found to be most important.
3. On the lines in your workbook, rewrite the sentence in your own words.
4. If you finish before the timer goes off, repeat the following steps with another important idea you starred while you read.

Answer Key (answers vary)

Possible student responses:

- The soil was full of nutrients to help grow crops.
- People traded goods but transporting the goods, especially if they were heavy, was a challenge.
- The first wheel was made of small tree trunks that were hooked together.
- The pottery wheel influenced the invention of the wheel.

DAY 3

Warm Up



3 min

WORD CHAIN

Today we will warm up with a word chain. Get your personal whiteboard and dry erase marker ready. In this word chain, you will listen to each word and change 1 syllable or morpheme in the word to make a new word. Ready? Let's begin.

Note: Remind students to write each new word under the previously spelled word, so that all 4 words are listed vertically by the end of the task.

The first word is fog.

- Word? **fog**
- How do we spell it? **f-o-g** Write it.

Change fog to log.

- What changes? **/f/ changes to /l/**.
- How do we spell the new word? **l-o-g**

Write the word log under fog.

Next, change log to blog.

- What changes? **Add /b/ to the beginning**.
- How do we spell the new word? **b-l-o-g**

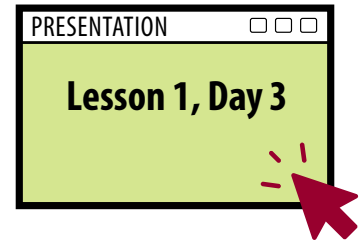
Write the word blog under log.

Finally, change blog to blot.

- What changes? **/g/ changes to /t/**.
- How do we spell the new word? **b-l-o-t**

Write the word blot under blog.

Let's read all 4 words. Ready? Begin. **fog, log, blog, blot**



fog
log
blog
blot

Word Work



10 min

SOUND-SPELLING MAPPING

Now we're going to practice spelling closed syllable words with initial and final blends as well as consonant digraphs. Like consonant blends, **consonant digraphs** have 2 or 3 consonants side by side but unlike a blend where each consonant is pronounced, the consonants in a digraph are pronounced as 1 sound. (Display Digraphs and Unusual Consonants poster.)

At the top of this poster, you will see examples of the spellings for different consonant digraphs you find in words.

Listen as I say all the sounds in words with a consonant digraph. As I finger-stretch each of these words, listen for the consonant digraph in the initial position or the beginning of each word. After I say the sounds in the word, you will say the word. (Model how to finger-stretch as you say the sounds in each word. Do not display the word until after the students have orally identified the word you have segmented.)

- **Ready? The sounds in the first word are /wh/ /i/ /p/. What's the word? **whip****
(Display whip.) The initial consonant digraph /wh/ is spelled *w-h*. The consonant digraph *w-h* only appears in the initial position of syllables or words.
- **The sounds are /sh/ /ě/ /l/. What's the word? **shell****
(Display shell.) The initial consonant digraph /sh/ is spelled *s-h*. The consonant digraph *s-h* can appear in the initial or final position of syllables or words.
- **The sounds are /th/ /i/ /n/. What's the word? **thin****
(Display thin.) The initial consonant digraph /th/ is spelled *t-h*. The consonant digraph *t-h* can appear in the initial or final position of syllables or words.

Consonant digraphs can also occur in the final position of words. Listen to the sounds in a few words with a consonant digraph at the end.

- **The sounds are /m/ /ü/ /ch/. What's the word? **much****
(Display much.) The final consonant digraph /ch/ is spelled *c-h*. The consonant digraph *c-h* can appear in the initial or final position of syllables or words.

Digraphs & Unusual Consonants			
Consonant Digraphs			
ch	ph		
ck	sh		
gh	th		
ng	wh		
Complex Consonants		Silent Letters	
dge		gn	mb
tch		kn	wr

whipshellthinmuch

- The sounds are /s/ /i/ /k/. What's the word? **sick**
(Display sick.) The final consonant digraph /k/ is spelled *c-k*. The consonant digraph *c-k* only appears in the final position following a short vowel sound.
- The sounds are /g/ /r/ /ă/ /f/. What's the word? **graph**
(Display graph.) The final consonant digraph /f/ is spelled *p-h*. The consonant digraph *p-h* can appear in the initial or final position of syllables or words.

Let's review.

- Words with a consonant blend have (repeat it with me): **2 or 3 consonants side by side and each consonant is pronounced.**
- Words with a consonant digraph have (repeat it with me): **2 or 3 consonants side by side pronounced as 1 sound.**

Now let's review the closed syllable pattern because the words in this activity are closed syllables. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist. Practice the gesture with me. **closed**



Watch how I use the sound-spelling boxes. I will write the letters that spell each sound in the boxes. Each box holds only 1 sound.

The word is fresh.

First, I figure out how many boxes I need.

- I finger-stretch and say the sounds—/f/ /r/ /ě/ /sh/.
- There are 4 sounds, so I need 4 boxes. I tap and place a dot in the bottom right corner for each sound I hear—/f/ /r/ /ě/ /sh/.

.	.	.	.		

Now, I write the letters that spell each sound. Remember, each box holds only 1 sound.

- The first sound in the word is /f/. I write the letter *f* in the first box.
- The next sound is /r/. I write the letter *r* in the second box.
- The vowel sound is /ě/. I write the vowel letter *e* in the third box.
- The last sound is /sh/. The sound /sh/ is a consonant digraph spelled *s-h*. Even though the consonant digraph is spelled with 2 letters, *s-h*, it is pronounced with only 1 sound /sh/. The letters *s* and *h* share 1 box because they have 1 sound.
- The sounds are /f/ /r/ /ě/ /sh/.

f	r	e	sh		
.	.	.	.		

sick

graph

- The word is fresh.
 - There is 1 vowel (point to the vowel letter) followed by 1 or more consonants (scoop your finger under the final consonants), so this word follows the closed syllable pattern. (Gesture and say “Closed.”)
 - The word fresh has a consonant blend and a consonant digraph.
 - Notice that the initial consonant blend spelled *f-r* is written in 2 boxes—1 box for /f/ and 1 box for /r/, but the consonant digraph is written in 1 box because the letters *s* and *h* spell 1 sound.

Now it’s your turn.



Turn to page 5 in your Student Workbook. In your workbook you will see more sound-spelling boxes. Let’s spell more closed syllable words with consonant blends and digraphs. Remember, each box holds only 1 sound.

Find the set of sound-spelling boxes next to the number 1. This is where you will spell your first word.

The word is check. Word? **check**

First, we figure out how many boxes we need.

- Finger-stretch and say the sounds with me. /ch/ /ĕ/ /ck/
- How many sounds? **3**
- How many boxes do we need? **3** Say the sounds again and place a dot in 1 box for each sound in the word. /ch/ /ĕ/ /ck/

Now we will write the letters that spell each sound. Remember, each box holds only 1 sound.

- What is the first sound? /ch/ Which letter or letters spell this sound? **c-h** Where do we write the consonant digraph *c-h*? **in the first box**
 - Yes, even though the consonant digraph /ch/ is spelled with 2 letters, *c* and *h*, the letters share 1 box because a consonant digraph makes 1 sound.
- Next sound? /ĕ/ Which letter? **e** Which box? **second**

.	.	.			
---	---	---	--	--	--



- Last sound? **/k/**
 - In the word *check*, the **/k/** sound is spelled with the consonant digraph **c-k** and not the letter **k**.
 - I know this because the **/k/** sound is at the end of a syllable or word and comes after a short vowel sound.
 - Which box or boxes will we write the consonant digraph **c-k**? **third**
 - Yes, even though the consonant digraph **/k/** is spelled with 2 letters, **c** and **k**, the letters share 1 box because a consonant digraph makes 1 sound.
- Syllable type and gesture? **closed** How do you know? **1 vowel followed by 1 or more consonants**
- Word? **check**

ch	e	ck			
----	---	----	--	--	--



The next word is *sprint*. Word? **sprint**

First, we figure out how many boxes we need.

- Finger-stretch and say the sounds with me. **/s/ /p/ /r/ /i/ /n/ /t/**
- How many sounds? **6**
- How many boxes do we need? **6** Tap and place a dot in 1 box as you say each sound in the word again. **/s/ /p/ /r/ /i/ /n/ /t/**

--	--	--	--	--	--

Now we will write the letters that spell each sound. Remember, each box holds only 1 sound.

- What is the first sound? **/s/** Letter? **s** Which box? **first**
- Second sound? **/p/** Letter? **p** Which box? **second**
- Third sound? **/r/** Letter? **r** Which box? **third**
- Fourth sound? **/i/** Letter? **i** Which box? **fourth**
- Fifth sound? **/n/** Letter? **n** Which box? **fifth**
- Last sound? **/t/** Letter? **t** Which box? **sixth (or last)**
- Syllable type and gesture? **closed** How do you know? **1 vowel followed by 1 or more consonants**
- Word? **sprint**
 - Underline the letters that spell the consonant blend or blends in this word.
 - You should have underlined 2 consonant blends in this word—**s-p-r** and **n-t**.

s	p	r	i	n	t
---	---	---	---	---	---

<u>s</u>	<u>p</u>	<u>r</u>	i	<u>n</u>	<u>t</u>
----------	----------	----------	---	----------	----------

Now it's your turn. Here are the steps:

1. I will say a word and you'll repeat it.
2. Finger-stretch the sounds and place a dot in the bottom right corner of the boxes you'll need.
3. Write the letters. Remember that each sound gets its own box.
4. Read the word to yourself.

Answer Key

Words to Dictate	Correct Answers in Student Workbook
1. check	ch. e. ck. [] [] []
2. sprint	s. p. r. i. n. t.
3. craft	c. r. a. f. t. []
4. filth	f. i. l. th. [] []
5. struck	s. t. r. u. ck. []

 Routine for Sound-Spelling Mapping:

- Finger-stretch the sounds.
 - How many sounds?
 - How many boxes?
 - Dot boxes in workbook.
- Sound? Write the letter(s).
(Repeat for each sound.)
- Syllable type and gesture?
- Word?

Reading



8 min

WEEKLY WORDS IN CONTEXT

Note: These additional materials are needed: sticky notes, 3 per student, to be distributed later in the lesson.

Today we are going to reread the article “Rolling Along in Mesopotamia.”



Turn to page 1 in your Student Workbook. Put your finger on the title of the article.

(Display “Rolling Along in Mesopotamia.”)

Listen as I begin at the title and then read the fourth paragraph aloud. As I read, I’m going to pause at 1 of the Weekly Words. Then I’ll model how to define the whole word, based on its morpheme meanings and context clues from the article.

Rolling Along in Mesopotamia

- The **title** of articles helps me to determine what the article will be about.
- Based on the title, I know this article will include information about Mesopotamia.
- I will keep reading starting in paragraph 4 to see how one of the Weekly Words is used in context.

Mesopotamia is where the first permanent human settlements appeared sometime around 14,000 BCE. People settled there because the rich, fertile soil produced abundant crops. Over time, these farming communities grew to be cities, the largest of which was Uruk. At one point, Uruk had 50,000 people living there!

Think Aloud: I am going to underline the word settlement each time I identify it in this paragraph.

- First, I will give you the meanings of the morphemes in the word settlement.
 - The first part of this word comes from the word *settle*. The word *settle* is an Old English word meaning “place in a fixed position.”
 - The last morpheme in this word is *-ment*. The definition for the suffix *-ment* is “act of, state of, or result of an action.”
- What is the word? **settlement**
- Using what I know about the meanings of the morphemes and the context clues from the article, I will build a definition for the word settlement.
 - Listen as I reread the first sentence where the word settlement appears: “*Mesopotamia is where the first permanent human settlements appeared sometime around 14,000 BCE.*”
 - Context clues from this sentence are “*Mesopotamia*” and “*permanent*.”
 - Using the meanings of the morphemes and the context clues, the definition of the word settlement is the “act of placing in a fixed position.”
 - Because we already learned the word *permanent* means “the state of remaining through or completely,” I know that a settlement that is permanent, is a *place* that is in a *fixed position*.
 - I think a synonym for the word settlement could be community, village, or town.

settlement	
settle	ment
place in a fixed position	act of, state of, or result of an action
act of placing in a fixed position	

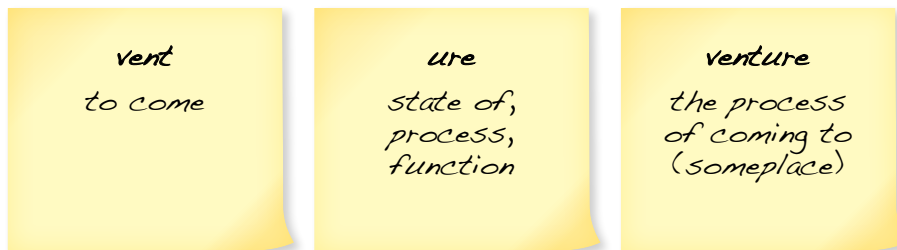
(Each student will need 3 sticky notes.) **Now it's your turn! You will read another paragraph of the article and identify 1 of the Weekly Words—venture. After reading the paragraph," you will use the meaning of the morphemes and the context clues to write a definition for the word venture.**

Follow these steps:

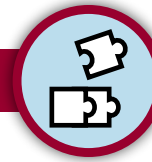
1. Read paragraph 8, lines 55-64.
2. Pause and underline the Weekly Word. The target word is venture.
3. There are 2 morphemes in the Weekly Word. Write each morpheme on a separate sticky note.
4. Write the meaning of each morpheme on its sticky note. Use your Morphology Key to help you.
5. On the final blank sticky note, write your definition for the Weekly Word. Remember to use the meanings of the morphemes along with the clue words from the text to help you.

In a few minutes, you will get the chance to confirm or correct your definition.

Answer Key



Note: Using sticky notes when reading is an effective way for students to self-monitor their understanding as they read. This strategy can be used when reading in all subject areas.

Morphology

7 min

DEFINE

Let's review the Weekly Words. You will use your knowledge of the meanings for the 4 Weekly Words to choose a synonym that best replaces each word in a sentence.



Turn to page 6 in your Student Workbook.

Here are the steps:

1. Read each sentence and look at the Weekly Word that is underlined.
2. Choose the word from the Word Bank that is the best synonym for that Weekly Word.
3. Use the synonym to replace the Weekly Word in the sentence. Then reread the sentence to make sure it still makes sense. If it does not, then try a different word.
4. Once you have found the best synonym to replace the Weekly Word, write the synonym in the box next to the sentence and cross it out inside the Word Bank.
5. You may use each word only once. There are 2 words that will not be used.

(Display Word Bank and Sentences.)

Word Bank	
unchanging invention home	flexible condition quest

Answer Key

Sentences	Synonyms
1. What is the <u>status</u> of the patient with the broken leg?	condition
2. The seating chart is <u>permanent</u> and will be this way all year.	unchanging
3. The <u>venture</u> to find the hidden cave was unsuccessful.	quest
4. The travelers found a jungle island as their new <u>settlement</u> .	home



2 min

Response to Reading

Turn to page 6 in your Student Workbook. In this week's article, the author talks about the trading that took place among the settlers in and around Mesopotamia prior to the invention of the wheel. Using the knowledge you gained in your reading and word study, write 1 or 2 sentences to respond to the prompt in your workbook. Use one of the Weekly Words in your response.

How did trading among the early settlers influence the invention of the wheel? (RI.4.3)

(Display Weekly Words.)

Answer Key (answers vary)

Possible student responses:

- The status of the cities grew, which meant more trading was taking place. The need to move heavy loads of goods influenced the invention of the wheel.
- The settlements of more people around Mesopotamia increased the trading which influenced the invention of the wheel.
- As settlers were venturing out more to trade goods, the need to easily transport heavier trade goods influenced the invention of the wheel.

Weekly Words

permanent	status
settlement	venture



DAY 4

Warm Up



3 min

GUESS THE PATTERN

To warm up today, you will “Guess the Pattern” for a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to guess this pattern. Once you have guessed the pattern, write a brief description of it on your whiteboard.

Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

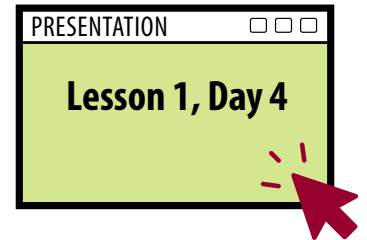
The pattern is: **closed syllable words with short vowel a.**

Follow up questions:

What is a closed syllable? **1 vowel letter followed by 1 or more consonants**

What type of vowel sound is in a closed syllable word? **The vowel sound is short.**

Let’s read aloud all these words. Ready? Begin. **fast, crash, plan, that, back, swam, brand, flap**



fast	back
crash	swam
plan	brand
that	flap

Word Work



10 min

SOUND-SPELLING MAPPING

Now we’re going to practice spelling closed syllable words with **initial and final consonant blends and digraphs.** (Remind students to reference the posters displayed in the classroom to support their spelling of these patterns.)

Let’s review.

- Words with a consonant blend have (repeat it with me): **2 or 3 consonants side by side and each consonant is pronounced.**
- Words with a consonant digraph have (repeat it with me): **2 or 3 consonants side by side pronounced as 1 sound.**

Now let's review the closed syllable pattern because the words in this activity are closed syllables. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist. Practice the gesture with me. **closed**



Turn to page 7 in your Student Workbook. Find the sound-spelling boxes next to number 1.

Let's do the first word together. Remember, each box holds only 1 sound.

The word is *thrift*. Word? **thrift**

First, we figure out how many boxes we need.

- Finger-stretch and say the sounds with me. /th/ /r/ /i/ /f/ /t/
- How many sounds? **5**
- How many boxes do we need? **5** Say the sounds again and place a dot in 1 box for each sound in the word. /th/ /r/ /i/ /f/ /t/

Now we will write the letters that spell each sound. Remember, each box holds only 1 sound.

- What is the first sound? /th/ Which letter or letters? **t-h** Which box? **first**
- Second sound? /r/ Letter? **r** Which box? **second**
- Third sound? /i/ Letter? **i** Which box? **third**
- Fourth sound? /f/ Letter? **f** Which box? **fourth**
- Last sound? /t/ Letter? **t** Which box? **fifth**
- Syllable type and gesture? **closed** How do you know? **1 vowel followed by 1 or more consonants and the vowel sound is short**
- Word? **thrift**

Now it's your turn. Here are the steps:

1. I will say a word and you'll repeat it.
2. Finger-stretch and place a dot in the bottom right corner of the boxes you'll need.
3. Write the letters. Remember that each sound gets its own box.
4. Read the word to yourself.



--	--	--	--	--	--

th	r	i	f	t	
----	---	---	---	---	--

Answer Key

Words to Dictate	Correct Answers in Student Workbook
1. thrift	th . r . i . f . t .
2. smacks	s . m . a . ck . s .
3. slept	s . l . e . p . t .
4. trench	t . r . e . n . ch .
5. blush	b . l . u . sh .
6. whisk	wh . i . s . k .
7. grump	g . r . u . m . p .
8. shreds	sh . r . e . d . s .

 Routine for
Sound-Spelling Mapping:

- Finger-stretch the sounds.
 - How many sounds?
 - How many boxes?
 - Dot boxes in workbook.
- Sound? Write the letter(s).
(Repeat for each sound.)
- Syllable type and gesture?
- Word?

Reading



8 min



Turn to page 1 in your Student Workbook.

Today you will reread the article. Your purpose for reading is accuracy, especially when you come to a Weekly Word. Reading with **accuracy**, means you are reading the words in the text with few or no errors. The word study strategies you will learn this year will help you become accurate readers.

While reading, if you come to a word you're unsure about, use your word study skills—divide the word into syllables and look for patterns or morphemes you recognize. If you finish reading before the time is up, reread any sections that are more difficult for you to read accurately and understand.

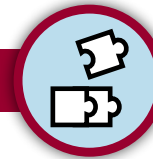
 **Teacher Tip**

Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

1. Pull together a small group of students (5 or fewer) who require extra support. Ask students to whisper read the article to themselves. Lean in close to 1 student at a time. Ask the student to increase his or her reading volume slightly, while reading a short portion of the text. Listen and provide corrective feedback, if needed. Be sure to spend time with each student in the group.
2. As students read in the whole-group setting, kneel next to specific students and take anecdotal notes about reading habits, strategies, and needs for support.

Listen for opportunities to provide corrective and/or positive feedback.


Consistently providing feedback fosters proud, confident readers.

Morphology**7 min****WORD CONSTRUCTION WITH MORPHEME CARDS**

Note: Word Construction is most efficient and engaging when students are working in collaborative groups of 2-to-3 students. Manage materials by having each group share 1 set of morpheme cards and 1 morphology mat. Make 1 student responsible for preparing the green prefix cards, another for preparing the red suffix cards, and another for preparing the yellow root cards. Then have students begin building words with the cards. This is when the academic conversation gets exciting! As students construct new words, have them discuss how to decode and define the words.

The English language has 3 main layers: Anglo-Saxon, Latin, and Greek.

Anglo-Saxon words tend to be short, one syllable words that describe common, everyday things. Some examples of Anglo-Saxon words are *sun, dog, foot, man, woman, house, and beach*. Anglo-Saxon words can be made into multisyllable words by either combining 2 completely separate base words or by adding 1 or more affixes (prefixes or suffixes) to a base word. These are *free* morphemes which means each word can stand alone, yet when combined in a compound word they mean something different. Here is an example of combining 2 Anglo-Saxon words to make a new word: hot + dog = hotdog.

hot + dog = hotdog 

During the first 7 lessons, the primary focus will be to build your vocabulary knowledge by working with the **Latin** layer of language. The Latin layer contains roots, which are different from base words. Base words are words that have meaning and can stand alone without affixes. A root is a part of a word that has meaning but *must* be combined with 1 or more affixes to form a word. By changing the prefixes and suffixes attached to a Latin root, the meaning of the word will change. Unlike Anglo-Saxon words that name common things, Latin words include more advanced content words found in different subject areas.

(Display morpheme cards and morphology mat.)

I will use a Morphology Mat and colored Morpheme Cards to construct different words by changing the affixes attached to Latin roots.

The color of a card helps us remember where to place a morpheme in a word.

- **Green cards** are for **prefixes**, which are found at the beginning of a word.
- **Red cards** are for **suffixes**, which are found at the end of a word.
- **Yellow cards** are for **roots**, which are the foundation of every word we will build.

Before I start constructing words, I will prepare my morpheme cards by labeling them with the prefixes, suffixes, and the root I will use.

(Display labeled morpheme cards.)

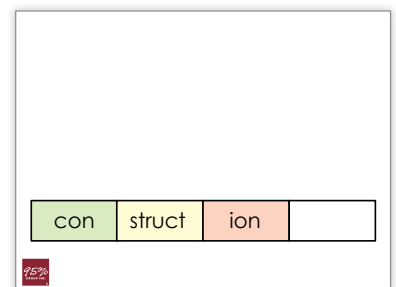
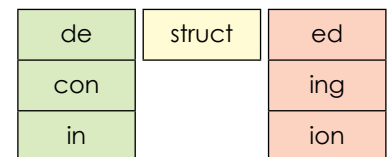
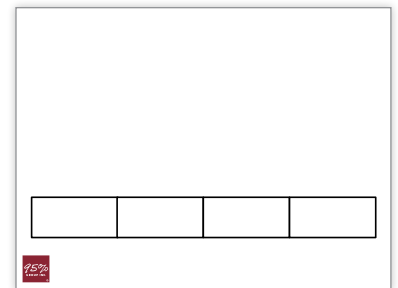
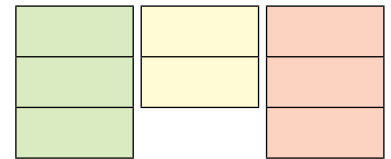
- The prefixes I will use are *de-*, *con-*, and *in-*. I labeled the green cards with these prefixes.
- Next, I labeled the red cards with the suffixes: *-ed*, *-ing*, and *-ion*.
- Finally, I labeled the yellow card with the Latin root: *struct*.



Turn to page 7 in your Student Workbook. Today you will *not* use your morpheme cards or mat, you will help *me* construct words. As we build words, you will record the words in your workbook.

Now watch how I use these colored cards and the morphology mat to build words.

- I start by placing the yellow root card, *struct*, in 1 of the middle rectangles on the mat.
 - I place the root in a middle rectangle so there is space for me to add prefixes *before* the root and suffixes *after* the root.
 - The Latin root *struct* means “to build.”



- Now I choose a green prefix card to add to the mat *before* the root *struct*.
 - I place the green prefix card *con-* on the mat, in the rectangle next to the root *struct*.
 - The prefix *con-* means “together or with.”
- The word is construct. Say it with me. **construct**
 - I can use the meaning of the prefix and the Latin root to define the word construct.
 - Construct means “to build together or with.”
 - Read this sentence using the word construct with me. **They will construct the deck with wood planks.**
- Write the word construct in the table in your workbook.
- Now I am going to choose a red suffix card to add to the mat *after* the root *struct*.
 - I place the red suffix card *-ion* on the mat, in the rectangle next to the root *struct*.
 - The suffix *-ion* means “state of being, quality, or action.”
- The word is construction. Say it with me. **construction**
 - Construction means “the act of building together or with.”
 - Read this sentence using the word construction with me. **My friends and I had fun during the construction of our treehouse.**
- Write the word construction under the word *construct* in your workbook.
- We have created 2 words using the Latin root *struct*—construct and construction.

It's your turn to think of a new word.

1. Review the prefixes and suffixes displayed.
2. Choose 1 of these prefixes or suffixes to add to struct to build a new word.
3. Once you think of a word, write it under the word construction in your workbook. If you think of *more* than 1 new word, write those words as well. (Give students 1 minute to write at least 1 new word.)

After students have had time to build a new word, ask student volunteers to share their new words. Record the students' new words and ask the students to chorally read the list of words.

struct
construct



struct
construct
construction

Answer Key**struct**

construct

construction

Possible words: constructed, constructing, destruct, destructed, destructing, destruction, instruct, instructed, instructing, instruction, deconstruct, deconstructed, deconstructing, deconstruction

Response to Reading**2 min**

Turn to page 7 in your Student Workbook. After the first venture with the wheel, the Mesopotamian people knew that there were components of the wheel that needed to improve. What did the author mean when they wrote, “The Mesopotamians wanted to work smarter, not harder.” Use the sentence stem in your workbook to write 1 or 2 sentences responding to this question. (RI.4.1)

(Display sentence stem.)

The Mesopotamian people wanted to work smarter, not harder because
_____.

Answer Key (answers vary)**Possible student responses:**

The Mesopotamian people wanted to work smarter, not harder because
_____.

- They were having to do so much work with the rollers.
- The rollers were a good start, but they were having to move them as they transported their goods.
- They needed a way for their rollers to continuously move without having to be reset as they transported goods.

DAY 5

Warm Up



3 min

FOLLOW THE PATTERN

To warm up today, you will “Follow the Pattern” of a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to write at least 3 more words that follow this pattern.

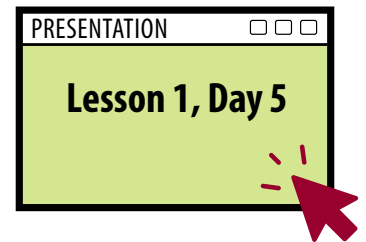
Ready? (Display the pattern description and word list and then set the timer for 2 minutes.) **Begin.**

Answer Key (answers vary)

After students have finished, have them trade whiteboards with a partner and read their partners’ words.

Follow up questions: **What is a closed syllable? 1 vowel letter followed by 1 or more consonants.**

What sound does the vowel make in a closed syllable word? The vowel sound is short.



The pattern is closed syllable words.

bat	gasp
mend	sent

Multisyllable Word Work



5 min

SENTENCE DICTATION

On page 8 of your Student Workbook, there are some lines to write sentences. I’ll tell you a sentence. Repeat it. Then write it, and we’ll check it together.

First sentence: Chad has to invent a plan to construct a deck.

Repeat it with me. **Chad has to invent a plan to construct a deck.**

Now write it.

(Display sentence.)

Now let’s check it. Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

Second sentence: The crash was not bad, but the status of his truck is grim. Repeat it with me. **The crash was not bad, but the status of his truck is grim.** Now write it.

(Repeat the correction procedure above.)





Note: Although there is a designated space in the Student Workbook for Sentence Dictation, you may choose to have students write the sentences on a half sheet of paper. Then you can collect the sentences as a method for monitoring progress.

Reading

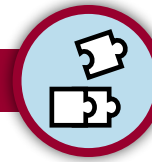


Turn to page 8 of your Student Workbook. As you reread “Rolling Along in Mesopotamia” fill in the chart in your workbook. Several different variations of the wheel are mentioned along with different types of jobs that influenced the early trading within Mesopotamia. As you read about each of the versions, stop and write a brief sentence after each picture to describe its influence in early Mesopotamia.

Answer Key (answers vary)

	<p>The tree trunk log was the first roller used to transport goods and was the first “wheel.”</p>
	<p>The wheel and axle design allowed for goods to be better balanced and for the rollers to not be replaced when transporting goods.</p>
	<p>The wheelbarrow was a variation of the wheel-and-axle design that the Greeks used.</p>
	<p>The electric fan is an item that we use today that was influenced by the wheel.</p>

Morphology



7 min

MORPHEME MANIPULATION

To practice spelling, decoding, and defining previously learned morphemes, we will build words in a chain.



Turn to page 9 of your Student Workbook.

Here are the steps:

1. I will dictate 1 word from our Weekly Word list, and you will write it in the top box.
2. We will review the meaning for each morpheme and then the definition for the word. You will follow along and complete the empty spots in the table located in your workbook. You can use your Morphology Key to help you.
3. Next, we will change 1 morpheme in the word to build a new word with a new meaning.

We will continue this process until we have 4 words in our chain.

Let's begin. The first word is venture.

- The morpheme in this word is vent. Spell it. **v-e-n-t** Write vent in the first box in your workbook.
 - The meaning for the Latin root vent is already written in your workbook. What's the meaning? **to come**
- The last morpheme in this word is -ure. Spell it. **u-r-e** Write -ure next to the Latin root vent in the first box.
 - The suffix -ure means "state of, process, function." Write the meaning for -ure in the empty box next to where you found the definition for vent.
- The definition for the word venture is "the process of coming to (someplace)."
 - The definition for the word venture is in your workbook but 2 key words are missing. What keywords do you need to write to complete the definition? **coming to**
- Here is an example of the word venture in a sentence: *She was scared to venture anywhere near the edge of the canyon.*

Words	Meanings of Morphemes		Definitions of Words
venture		vent: to come	the process of coming to (someplace)

Change the word venture to prevent.

- What morpheme changes? **Drop the suffix -ure and add the prefix pre-**.
- What is the prefix? **pre-** Spell it. **p-r-e** Write it.
 - The meaning for the prefix *pre-* is “before, earlier.” Write the meaning for the prefix *pre-* in the empty box next to prevent.
- What is the Latin root? **vent** Spell it. **v-e-n-t** Write it.
- What is the meaning of the word prevent? **to come before**
 - Write the missing word to complete the definition for prevent.
- Here is an example of the word prevent in a sentence: *Brushing your teeth regularly will prevent cavities.*

Words	Meanings of Morphemes		Definitions of Words
venture		vent: to come	ure: state of, process, function the process of <u>coming to</u> (someplace)
prevent	pre: before, earlier		to come <u>before</u>

Change the word prevent to invent.

- What morpheme changes? **The prefix pre- changes to in-**.
- What is the prefix? **in** Spell it. **i-n** Write it.
 - The prefix *in-* means “in (or upon).” Write the meaning for the prefix *in-* in the empty box under *pre-*.
- What is the Latin root? **vent** Spell it. **v-e-n-t** Write it.
- What is the meaning of the word invent? **to come upon (an idea)**
 - Write the missing word to complete the definition for invent.
- Here is an example of the word invent in a sentence: *I want to invent a robot that will clean my room.*

Words	Meanings of Morphemes		Definitions of Words
venture		vent: to come	ure: state of, process, function the process of <u>coming to</u> (someplace)
prevent	pre: before, earlier		to come <u>before</u>
invent	in: in (or upon)		to come <u>upon</u> (an idea)

Change the word invent to invention.

- What morpheme changes? **Add the suffix *-ion* to the end.**
- What is the prefix? **in** Spell it. **i-n** Write it.
- What is the Latin root? **vent** Spell it. **v-e-n-t** Write it.
- What is the suffix? **ion** Spell it. **i-o-n** Write it in the same box next to *vent*.
 - The definition of the suffix *-ion* is “state of being, quality, or action.” Write the meaning of the suffix *-ion* in the empty white box under the definition for *-ure*.
- What is the meaning of the word invention? **The act of coming upon an idea.**
 - Write the missing word to complete the definition for invention.
- Here is an example of the word invention in a sentence: *The invention of the railroad was a milestone in the history of transportation.*

Words	Meanings of Morphemes		Definitions of Words
venture			the process of <u>coming to</u> (someplace)
prevent	pre: before, earlier	vent: to come	to come <u>before</u>
invent	in: in (or upon)		to come <u>upon</u> (an idea)
invention		ion: state of being, quality, action	the act of coming upon (an idea)

Let's read the 4 words together, starting at the top. **venture, prevent, invent, invention**



5 min

Response to Reading

This week you read the article “Rolling Along in Mesopotamia.” You learned about the invention of the wheel and how it evolved over time.



Turn to page 10 of your Student Workbook, you will respond to the Essential Question: *Why was the invention of the wheel important?* (RI.4.1)

(Display Weekly Words.)

When writing your response, use at least 1 of the Weekly Words.

Answer Key (answers vary)

Possible student responses:

- The Mesopotamians would often venture to other settlements to buy and sell their goods with others. They then needed to transport their goods back to their settlement. Often these things were heavy and hard to carry.
- The status of cities grew as centers of trade grew. This meant that the people would need a way to transport their goods to and from their permanent settlements when they ventured to other cities.
- Today we use the invention of the wheel for many things. For instance, when we venture to other locations, we need to have a way to transport ourselves or things we want to take with us. We can do this by having wheels on our bikes or cars.
- The evolution of the wheel went from being something as simple as rolling logs across the ground to becoming a permanent staple for most forms of transportation.

Weekly Words

permanent	status
settlement	venture



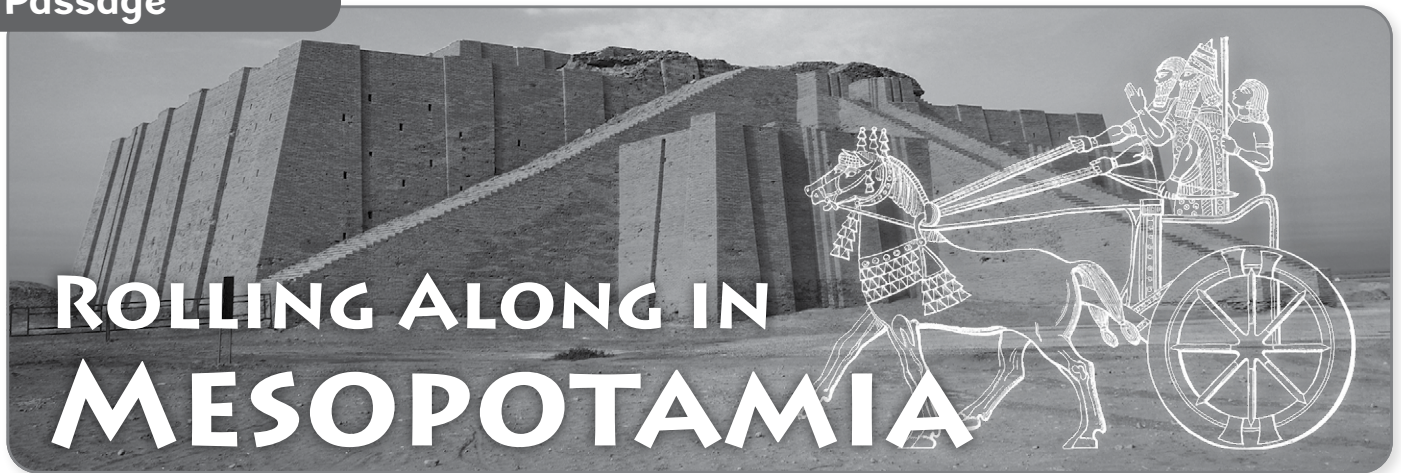
Spelling**5 min**

Turn to page 10 in your Student Workbook. Write your name at the top of page 10, carefully tear the page out, then put your workbook away.

This week, we practiced reading and writing closed, single syllable words. Now it's time for a spelling test. Let's begin.

- | | |
|-----------|-----------|
| 1. twist | 6. drift |
| 2. flinch | 7. smash |
| 3. sprint | 8. struck |
| 4. check | 9. thump |
| 5. trust | 10. scalp |

Passage



1 Shopping for goods is usually easy. Often, you hop in a car, pedal a bike, or take a bus to the nearest store that sells what you want to buy. Today you can even shop from home thanks to the Internet. Just place
5 your order online, pay, and wait for your purchase to arrive by truck.

The ease of buying and transporting goods is made possible by technological development.

One development has made the biggest impact on
10 people's lives, however, not in the way you think. It's not the computers or cell phones that we use every day. It's something rather basic that was designed thousands of years ago in ancient Mesopotamia—the wheel.

15 **Centers of Trade**

Perhaps you've never heard of Mesopotamia. That is because what was once Mesopotamia is now modern-day Iraq. The name Mesopotamia comes from two ancient words: meso, meaning
20 "between," and potamos, meaning "river." This describes its location between the Tigris and Euphrates rivers.

Mesopotamia is where the first permanent human settlements appeared sometime around 14,000
25 BCE. People settled there because the rich, fertile soil produced abundant crops. Over time, these farming communities grew to be cities, the largest of which was Uruk. At one point, Uruk had 50,000 people living there!

30 Of course, not all the people who lived in the cities were farmers. Some were stone masons, who carved statues and ornate columns. Some were metalworkers, who shaped gold and copper to create elaborate works of art. Others were potters, who
35 created dishes, vases, and jars.

Farmers, masons, metalworkers, and potters met in marketplaces to trade goods they had for goods they wanted. The status of cities as centers of trade grew. Soon people from all over came to barter as
40 well. There was a problem though. How could these people transport large quantities or heavy items from one city market to another? People who lived along the rivers could use boats to move big loads through

the waterways. But what about the rest of the journey
45 on land?

All About the Curve

The answer was inspired by a device used in every
potter's workshop. Potters turned clay into pots by
continuously spinning a lump of clay on a hard, flat
50 disk. The disk, or wheel, spun on a stick attached to
its center. Some Mesopotamians were inspired by
this design. Perhaps a device with the same circular
shape could be used to continuously move loads
across the ground.

55 The first venture in wheeled transport appeared
around 3500 BCE. This early design used rollers
made from logs. Mesopotamians fastened smaller
tree trunks together to make a big roller. They would
place the front end of a heavy load on top of one roller
60 and then push. The curved surface would roll the
object forward. Then they would put a second large
roller under the load as it moved forward and repeat
the process. They would keep shifting the rollers to
the front to keep the load moving.

65 The rollers were a definite improvement over
dragging heavy loads along the ground. It was still
hard work, though, to keep lugging and placing the
rollers where needed. And sometimes the load being
carried slid sideways off the rollers. This early design
70 obviously needed improvement!

Groovy Pegs

The Mesopotamians noticed that the edges of
containers being rolled started to cut grooves into the
rollers. Perhaps they could deepen the grooves in the
75 rollers to hold containers in place and to keep them
from slipping sideways. Indeed, once they made this
change, the loads stayed in place and rolled along
more efficiently. Still, the rollers were very heavy and
maneuvering them was labor intensive.

80 The Mesopotamians wanted to work smarter, not
harder. They thought about how a potter's wheel
worked. The stick attached to a potter's wheel center
wasn't the same width as the disc. It was a thin pole.
Therefore, the Mesopotamians trimmed the middle
85 section of the roller to be more like the stick of a
potter's wheel. It was thin, but the two outside parts,
or wheels, remained wide in diameter. It looked like a
potter's wheel was attached to each end of the roller.
Now the rollers weighed much less and were easier
90 to handle.

To keep the thin middle section of the roller in
place, two pairs of pegs were attached to the left
and right undersides of the container. The thin
section, called an axle, fit neatly between the pegs
95 and stayed in place beneath the load. And voila! The
Mesopotamians now had a two-wheeled cart. This
wheel-and-axle design became the model for all
wheeled vehicles.

A "Wheel-y" Great Invention


100 Separate cultures and civilizations made their own
changes to the Mesopotamian design. The Greeks
created a wheelbarrow using just one wheel. The
Romans designed chariots pulled by a team of
horses. Some places added another axle to make a
105 four-wheeled wagon.

Today every vehicle on the road uses this technology
invented thousands of years ago. But wheels and
axles are not only used for transportation. They are
also used in thousands of other objects to make work
110 easier. An electric fan is a wheel. So is a pizza cutter
and a doorknob.

So, the next time you open the door to accept a
pizza delivery, think of the ancient Mesopotamians.
Thanks to them, you not only have hot food brought
115 to your home, but you have a way to slice and serve
it too!

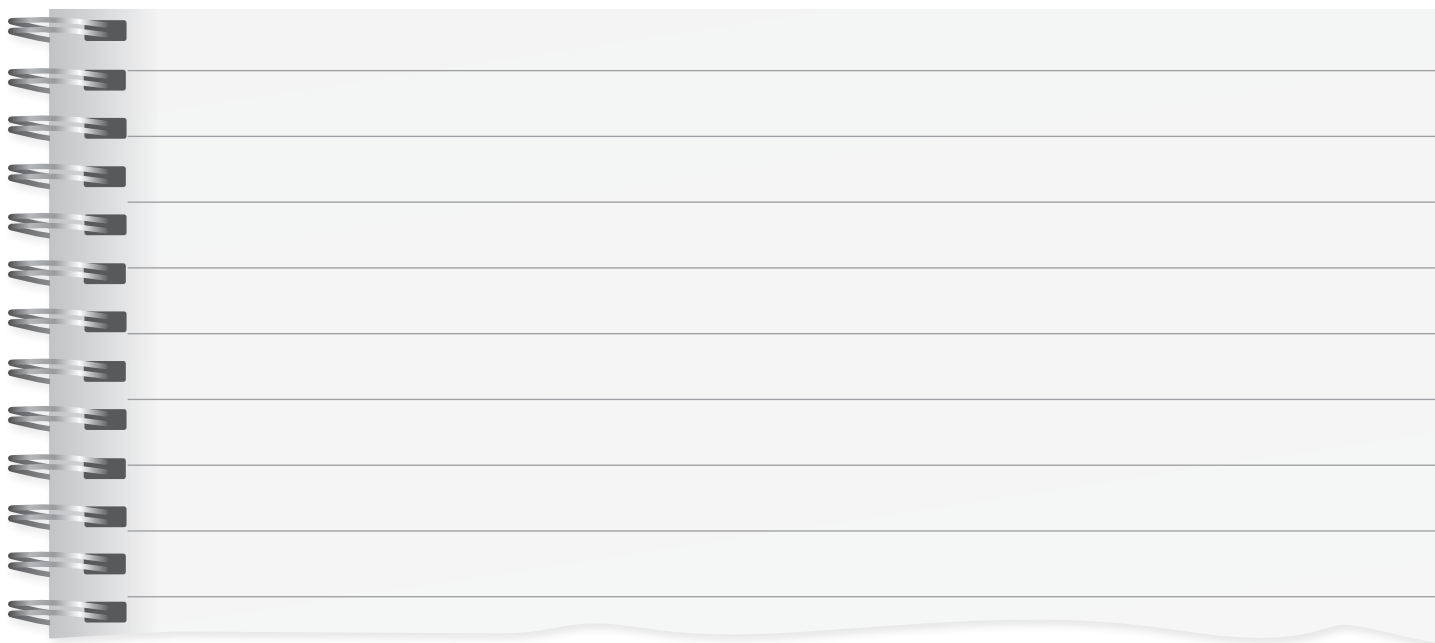
DAY 1

Sort Words

Words	Closed 	Other Syllables
1. jutch	vump	moad
2. hult		
3. zime		
4. phev		
5. friem		
6. wefe		
7. kro		
8. vosk		
9. amb		
10. laip		



Building Background

Take notes below.



DAY 2

Sort Words

Words	Closed  with an <u>Initial</u> Consonant Blend	Closed  with a <u>Final</u> Consonant Blend	Other Syllables
1. struz			
2. oist			
3. nilt			
4. wrabes			
5. ond			
6. gact	blim		stefe
7. swod			
8. vust			
9. troaf			
10. gless			

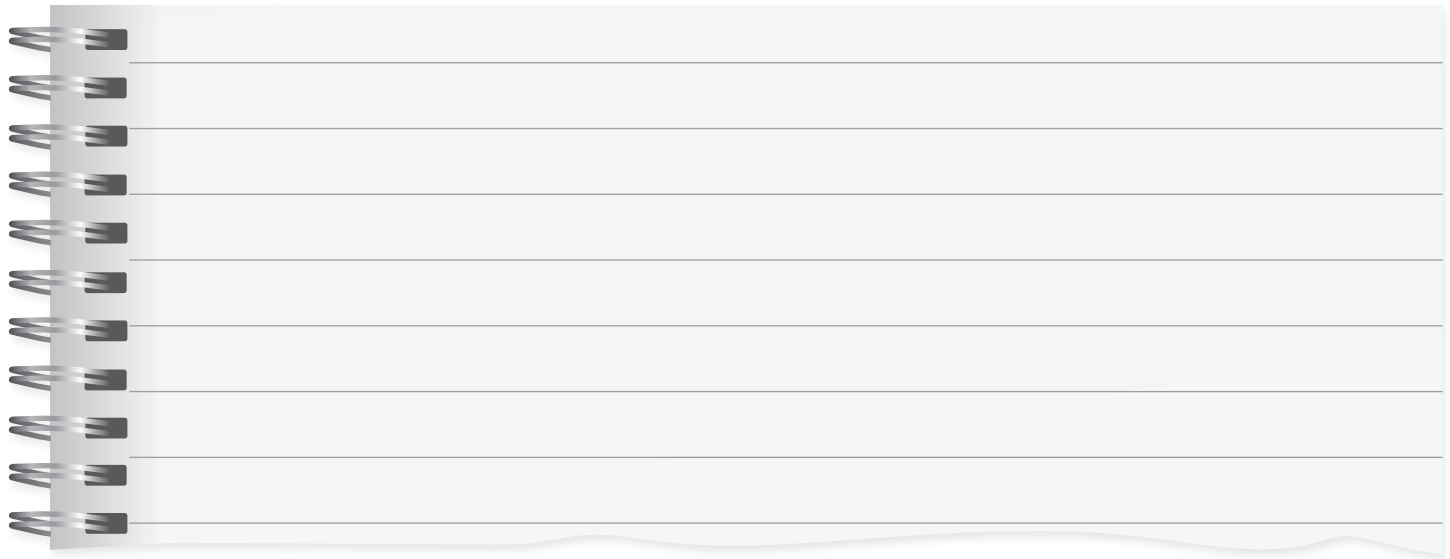
Define

permanent		
through or completely	to remain or stay	action, state, or quality
Definition:		

status
Definition:

Response to Reading

Which starred ideas do you feel are most important?



DAY 3

Sound-Spelling Mapping

1.

--	--	--	--	--	--

2.

--	--	--	--	--	--

3.

--	--	--	--	--	--

4.

--	--	--	--	--	--

5.

--	--	--	--	--	--

Define

Directions: 1) Read each sentence and look at the Weekly Word that is underlined.

2) Choose a synonym from the Word Bank that would best replace the underlined word in the sentence. 3) Reread the sentence.

4) Cross off the word you used.

Each word in the Word Bank may be used only once.

Word Bank	
unchanging	flexible
invention	condition
home	quest

Sentences	Synonym
1. What is the <u>status</u> of the patient with the broken leg?	
2. The seating chart is <u>permanent</u> and will be this way all year.	
3. The <u>venture</u> to find the hidden cave was unsuccessful.	
4. The travelers found a jungle island as their new <u>settlement</u> .	

Response to Reading

How did trading among the early settlers influence the invention of the wheel? Use at least one of the Weekly Words in your response.

DAY 4

Sound-Spelling Mapping

1.

--	--	--	--	--	--

5.

--	--	--	--	--	--

2.

--	--	--	--	--	--

6.

--	--	--	--	--	--

3.

--	--	--	--	--	--

7.

--	--	--	--	--	--

4.

--	--	--	--	--	--

8.

--	--	--	--	--	--

Word Construction

struct

Response to Reading

What did the author mean when they wrote, "The Mesopotamians wanted to work smarter, not harder."

The Mesopotamian people wanted to work smarter, not harder, because...

DAY 5

Sentence Dictation

1. _____

2. _____

Reading







Morpheme Manipulation

Definitions of Words	the process of _____ (someplace)	to come _____	to come _____ (an idea)	the _____ of coming upon (an idea)
Morphemes				
Meanings of Morphemes	vent: to come			
Words				

Response to Reading

Why was the invention of the wheel important? Use at least one of the Weekly Words in your response.

**Spelling**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____