

Closed, Complex Multisyllable

Teacher Copy of the Passage



The School Lunch Debate

Wilson Elementary School

Health and Family Science

Assignment: Students were asked to pick a topic to **debate** with a partner. One student took the **pro** stance, and the other represented the **con** stance.

Sumi Takeda (Pro) and Maya Miller (Con)



1 **SUMI:** I believe that schools should be required to provide or sell only healthy meals and snacks to students. Currently, there is an **obesity epidemic** in the United States. The 2020-2025 Dietary Guidelines for Americans (DGA) reports that 41 percent of school-aged children are overweight or obese. This percentage can be even higher among certain age groups and populations. I believe that unhealthy school lunches and snacks are partially to blame for this **epidemic** of **obesity**.

MAYA: I don't deny that the **obesity** rates among children are rising. However, can we really blame school lunches for this? After all, we eat three meals and several snacks a day. How can just one meal and one snack account for the **obesity epidemic**? Students **consume** most of their food outside of school. Think about it—that's 21 meals a week. Only 24% of a student's meals

each week are eaten in school. Besides, the lunches at our school taste good, and I'm not overweight.

25 **SUMI:** You just happen to be in the group of children who aren't overweight. The lunches may taste good to you, but they may not be healthy. Americans have developed unhealthy attitudes about and tastes for food. The CDC reported that kids eat too many empty calories every day, both in and out of school, which contributes to the **obesity** rate. Empty calories are calories that come from foods, such as fats and sugars, that have few or no vitamins, fiber, minerals, or amino acids. They cause weight gain but don't contribute to your health. Researchers for the CDC claimed that many school lunches tend to be too high in fat and sugar, which are empty calories. The United States Department of Agriculture (USDA) Nutrition Standards recommend that less

than 10% of daily calories should come from saturated fat. In spite of this, the Physicians
45 Committee for Responsible Medicine (PCRM) published a report showing that some schools served meals that were higher in saturated fat than the USDA recommends. Also, school lunches tend to
50 have a high sugar content because there are no regulations concerning the amount of sugar in school lunches.

MAYA: Well, I still think school lunches and snacks aren't totally to blame for the
55 **obesity** rates. You know, out of the 21 meals you eat each week, only five are at school. Students eat outside of school, too. It's a free country; if someone wants fruits or veggies, they can get them outside of
60 school.

SUMI: I understand your opinion that one unhealthy meal a day doesn't cause the
obesity epidemic. However, back to the topic we chose—should schools be required
65 to provide or sell only healthy meals and snacks? Granted, schools are not the only place students eat. However, I think that schools should guarantee that at least one meal a day for each student is healthy and
70 nutritious, no matter what they eat outside of school.

MAYA: I understand what you're saying about healthy food. But the point is, in that

same PCRM study you cited, they listed
75 only the most unhealthy school meals: beef nachos, pizza, and grilled cheese. Come on, kids like these foods! Nachos are my favorite lunch, and I know that nachos are most people's favorite lunch. Maybe
80 students don't always like the taste of a healthy lunch. In a *Chicago Tribune* article, school cafeterias changed to more healthy choices. The number of students eating school lunches went down slightly during
85 the first year of healthier foods. A sixth grader interviewed for the article skipped lunch that day and ate a bag of candy. The reporter asked her how she felt about the new lunch choices, and she replied, "If
90 they're going to feed us healthy, they need to feed us something *good* that's healthy."

SUMI: I agree part of the problem is that many students' taste buds are accustomed to high fat and salty foods. But these foods
95 are not good for our bodies. Can't lunch both taste good and be healthy? Another point: It is difficult to provide lunch with so little money. The federal government put 14 billion dollars into the National School
100 Lunch Program in 2019. I think it makes sense to serve lunches students will eat and not waste all that money. Plus, I read that it's more expensive to buy fruits and vegetables for school lunches, and schools
105 don't get much money for the food they

serve. According to the USDA 2019 report, schools received an average of \$3.40 for each free lunch. How can school cafeterias make a lunch with fresh fruit and vegetables
110 for that amount of money? States need to fund school lunch programs so that they can buy more fresh fruits and vegetables and more plant-based protein, like veggie burgers.

115 **MAYA:** Okay, I get your point about schools teaching us to make healthier food choices. I even understand that schools are good places for us to try healthy foods we've never eaten before.

120 **SUMI:** Schools are institutions of learning—even learning about what to eat. It doesn't make sense to learn about good nutrition in Health class and then
125 be served food that is high in fat and salt in the school cafeteria. Did you know that healthy students are better students? At the University of California, Los Angeles, researchers discovered that students' thinking skills were affected by their diet.
130 Diets with high levels of "bad fats," like saturated fat, caused **cognitive** decline. But students who had diets high in "good fats," like omega-3 fatty acids, had improved brain function. Study after study has shown
135 that students with better nutritional habits

outperform other students. If you want to *be* smart, you need to *eat* smart.

MAYA: Wow! You're pretty **convincing**. But would you be willing to have a longer
140 school day in return for healthy meals? I read an article about a school that improved the healthiness of their school lunches by installing salad bars in the cafeteria. The salad bar was very popular. However,
145 it took more time for students to serve themselves and eat. In the end, they had to lengthen the school day by 10 minutes to provide extra lunch time for the students. Salad bars seem like a great idea to me,
150 but a longer day? Schools with salad bars will be required to add 10 minutes to their school day.

SUMI: Yes, I would be willing to have a little longer school day. Just think, if you eat
155 a healthier diet for three meals, your brain will work better, and you won't have to spend so long on your schoolwork. Besides, it's not like anyone suggested adding an hour to the day. It's just 10 minutes! I
160 guess my argument boils down to this idea: Schools can be a place where students choose healthy foods, even if they don't have them at any other time of the day. If students sample healthy foods at school,
165 they are more likely to make healthy choices out of school.



Learning Objective

- Students can accurately identify, read, and write closed multisyllable words with a complex division pattern, 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 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 subscribe.

- Word? **subscribe** Write it.
- How do we spell it? **s-u-b-s-c-r-i-b-e**

Change subscribe to describe.

- Which syllable changes? **Sub changes to de.**
- How do we spell the new word? **d-e-s-c-r-i-b-e**

Write the word describe under subscribe.

Next, change describe to depart.

- Which syllable changes? **Scribe changes to part.**
- How do we spell the new word? **d-e-p-a-r-t**

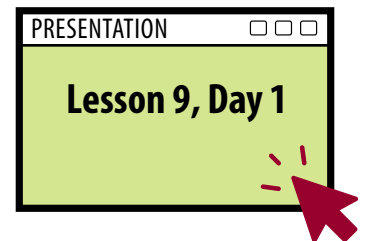
Write the word depart under describe.

Finally, change depart to department.

- Which syllable changes? **Add -ment to the end.**
- How do we spell the new word? **d-e-p-a-r-t-m-e-n-t**

Write the word department under depart.

Let's read all 4 words. Ready? Begin. **subscribe, describe, depart, department**



subscribe
describe
depart
department



10 min

Multisyllable Word Work

READING MULTISYLLABLE WORDS

This week, you will learn to read and spell closed multisyllable words that have a complex syllable division. Before we begin, let's review the closed syllable pattern.

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**

In Lesson 7, you learned that a simple syllable division is when 2 consonants appear between the vowel sounds. When this happens, most often we divide between the 2 consonants.

(Display sumpet.)

Here is an example of a closed multisyllable nonsense word that has a simple syllable division.

- First, I find the vowel letters. I underline the *u* and *e*.
- Since this word has 2 vowel sounds, how many syllables are there? **2**
- How many consonants are between the vowel sounds? **2**
- Since there are 2 consonants, where do we most often divide the syllables? **between the 2 consonants**
 - I divide this word between the consonants *m* and *p*.
- Since both syllables follow the closed syllable pattern, we will read each syllable with a short vowel sound. (Point to each syllable as you read it. Then read the whole word with students.)
 - First vowel sound? /ŭ/ Syllable? **sum**
 - Last vowel sound? /ĕ/ Syllable? **pet**
- Word? **sumpet**

(Display Complex Division Rule.)

This week, you will read closed multisyllable words that have a complex syllable division. The **Complex Division Rule** is when more than 2 consonants appear between the vowel sounds. For complex syllable divisions, we must use our knowledge of consonant blends and digraphs to help us decide where to divide the syllables. Remember, the letters in a consonant blend or digraph stick together.

Let's read a closed multisyllable nonsense word that has a complex syllable division.



sumpet

sumpet

sum|pet

Complex

When a word has more than 2 consonants between the vowel sounds, keep the blends and digraphs together when dividing.

con|struct

(Display fidthaf.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds? ***i* and *a***
- How many vowel sounds? **2** How many syllables? **2**

Step 2: Draw a line between the syllables.

- How many consonants are between the vowel sounds? **3**
 - When there are more than 2 consonants between the vowel sounds, we look for consonant blends or digraphs. The consonants in a blend or digraph will stick together.
- There is a consonant digraph between the vowel sounds. What digraph do you recognize? ***t-h***
- Since the letters *t* and *h* stick together as a consonant digraph, I divide the syllables between the letters *d* and *t*.

Step 3: Read each syllable. (Gesture and point to the vowel when going through the process of reading each syllable.)

Read the first syllable.

I cover the second syllable and look at the first one.

- Syllable type and gesture? **closed**
- Vowel sound? **/i/**
- Syllable? **fid**

Read the second syllable.

I cover the first syllable and look at the second one.

- Syllable type and gesture? **closed**
- Vowel sound? **/ă/**
- Syllable? **thaf**

Step 4: Read the word.

- Word? **fidthaf**



Now it's your turn. Turn to page 98 in your Student Workbook. Here are the steps:

1. Underline the vowel letters.
2. Use your knowledge of consonant blends and digraphs to help you decide where to draw a line to divide the syllables. Remember, the consonants in a blend or digraph stick together.
3. For each syllable, say the syllable type while showing the gesture, say the vowel sound, and then read the syllable.
4. Read the word.

Answer Key

fid thaf	2. lemp stin	4. whun flot	6. atch sen
1. hock shuft	3. elp mig	5. hab prat	7. nid swum

fidthaf

fidthaf

fidthaf

fid|thaf

Routine for MS Word Reading:

- Underline the vowels.
- How many consonants between the vowel sounds?
- Where do I divide the syllables?
- For each syllable, ask:
 - Syllable type and gesture?
 - Vowel sound?
 - Syllable?
- Word?

Reading



5 min

BUILDING BACKGROUND

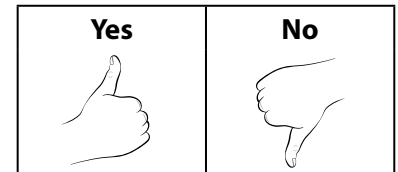
For the next 5 days, you will read and learn facts and opinions about the topic of school lunches.

I'm going to ask you a few questions. Show me a thumbs up if your answer is *yes* and a thumbs down if your answer is *no*. (Keep a record of *yes* responses to refer to during Day 5 of this lesson.)

- Do you receive a school lunch at least 3 times per week?
- Do you or would you prefer to bring your lunch to school instead of receiving a school lunch?
- Do you believe school lunches are healthy?



Turn to page 98 in your Student Workbook. I'm going to read aloud a couple paragraphs to build your background knowledge about the history of school lunches. As you listen, take short notes in your workbook on any words, facts, or ideas that stand out to you.



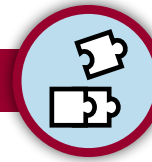
Is what you're eating for lunch today healthy? If you're eating a school lunch, chances are the answer is yes. Although school lunches began much earlier, in 1946 our country launched the National School Lunch Program to ensure that every kid in America could have at least 1 healthy meal each day. Our leaders, back then and in the decades since, understood that the future of our nation is stronger when our kids grow up healthy and have the cognitive ability to learn.

Today almost all public schools participate in the National School Lunch Program, and they feed millions of children every day. Lunches served in school cafeterias have always had to meet national standards, which are continually updated to reflect new research about kids'

nutrition and health. We know that, today, nearly half of teenagers say they consume less than 1 fruit or vegetable each day. Did you know that 1 in 3 American kids is overweight and 1 in 6 is obese? In an effort to prevent an obesity epidemic in children, the current school lunch guidelines require more fruits, vegetables, and lean proteins, while putting restrictions on excess fat calories and salt. Because of this, schools are changing their menus to provide delicious and healthy food options. However, many people continue to debate the pros and cons of today's school lunch offerings. Could you convince your friend that healthy school menu changes are enough to improve kids' nutrition and health? Or, do you think more improvements are still needed?

Let's share! Turn to a partner and share the words, facts, or ideas you noted in your workbook. As you share, dot it if you got it, jot it if you don't. If you have the same idea that your partner has, put a *dot* next to it. If it is an idea you don't have, *jot* (or write) it down in your workbook.

Morphology



10 min

DECODING(Display Weekly Words.)

Now I will introduce some words you will see in your reading this week. Some of them may be words you just noted in your workbook.

Two words on this week's list are more difficult to decode because of an irregular pattern or pronunciation. I will review these words with you, and then you will decode the remaining 6 words on your own.

(Display cognitive.)

Look at this word. (Do not say or read the word.)

- First, I will underline the vowel letters that spell the vowel sounds.
- The vowel letters are *o*, *i*, and *i-e*. I am *not* going to connect the vowel letters *i* and *e* with a V. I will explain why after we divide the syllables.
 - 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.
 - I draw a line between the 2 consonants *g* and *n*.
 - Most often when there is 1 consonant between 2 vowel sounds, I draw a line after the vowel letter. So, I draw a line after the vowel letter *i*.

Help me decode each syllable and then read the word.

First Syllable

- Vowel sound? /ɔ/
- Syllable? **cog**

Second Syllable

- Although this syllable appears to follow the open syllable pattern, this syllable is unaccented, so it is pronounced with the schwa, /ə/ (/ü/).
- Syllable? **ni**

Weekly Words

cognitive	debate
con	epidemic
consume	obesity
convince	pro

cognitive 

cognitive

cog|ni|tive

cog|ni|tive



cog|ni|tive



Third Syllable

When you look at this syllable, it appears to follow the silent-e pattern. Typically, silent-e is added to the end of a syllable or word to change the vowel sound to its long pronunciation. However, for the syllable spelled t-i-v-e, the silent-e is added to the end because words in the English language usually do not end with the consonant *v*. Instead of drawing a V to connect the vowel letter *i* with the silent-e, I circle the consonant *v* and the silent-e. This will help us remember the **v and e work together**. (Refer to the Teacher Tip for the 7 Jobs of Silent-e in Lesson 2.)

(Display have, give, and love.)

Here are some examples of words that have a silent-e after the consonant *v*.

- Read these words with me and listen for the vowel sound. **have, give, love**
- Are these 3 words pronounced with a long or short vowel sound? **short**
- Sometimes when a silent-e follows the consonant *v*, the vowel is pronounced with a short sound.

Let's return our attention to the word we are decoding:

- We know the first 2 syllables are (say them with me): **cog-ni**
- The third syllable is pronounced with the short *i* sound. Read the syllable. **/tɪv/**

What's the word? **cognitive**

Let's read a sentence using the word cognitive: **Playing chess challenges my cognitive skills.**

(Display convince.)

Look at this word. (Do not say or read the word.)

- First, I will underline the vowel letters that spell the vowel sounds.
 - What are the vowel letters? **o and i-e** I am *not* going to connect the vowel letters *i* and *e* with a V. I will explain why after we divide the syllables.
 - How many vowel sounds? **2** How many syllables? **2**
- Look at the consonants between the vowel sounds. Where should I draw a line to divide the word into syllables? **between the first *n* and the *v***

cog|ni|tive 

have
give
love

cog|ni|tive

convince

convince

con|vince

Help me decode each syllable and then read the word.

First Syllable

- Syllable type and gesture? **closed**
- The vowel is pronounced with the schwa sound /ə/ (/ü/).
- Syllable? **con**

Second Syllable

The second syllable has 1 vowel letter and 2 consonants followed by an e. In this syllable, the vowel letter e is serving a purpose other than making the vowel sound long. This silent-e softens the consonant c, so that it is pronounced /s/. The syllable is read as a closed syllable with a short vowel sound. Instead of drawing a V to connect the vowel letter i with the silent-e, I circle the consonant c and the silent-e. This will help us remember the c and e work together. (Refer to the Teacher Tip for the 7 Jobs of Silent-e in Lesson 2.)

- Vowel sound? /i/
- Syllable? **vince**

What's the word? **convince**

Let's read a sentence using the word convince: *What evidence will convince me that broccoli is good for me?*



Now it's your turn to decode the remaining words. Turn to page 99 in your Student Workbook. Here are the steps:

1. Find the vowel letters and underline them.
2. Mark a V connecting the vowel to the e, if the syllable follows the silent-e pattern.
3. Use your knowledge of consonant blends and digraphs to help you decide where to draw a line that divides the syllables. Remember, the consonants in a blend or digraph stick together.
4. For each syllable, identify its syllable type, write the syllable in the correct column, say the syllable's vowel sound, and then read the syllable.
5. Read the word.

con|vince 

con|vince 

Answer Key

Word	Closed	Silent-e	Open	Vowel Team	Vowel-r	C-le
1. con	con					
2. con sume	con ¹	sume				
3. de bate		bate	de ¹			
4. o be si ty			o be si ² ty			
5. ep i dem ic	ep dem ic		i ²			
6. pro			pro			

- The vowel in this syllable is pronounced with the schwa sound /ə/.
- The third syllable in the word *obesity* (#4) and the second syllable in the word *epidemic* (#5) are unaccented open syllables pronounced /i/. When the vowel *i* occurs at the end of syllable and is followed by a consonant, it can be pronounced with a short *i* sound.

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. de	bate			debate
2. cog	ni	tive		cognitive
3. con				con
4. con	sume			consume
5. con	vince			convince
6. o	be	si	ty	obesity
7. ep	i	dem	ic	epidemic
8. pro				pro

Response to Reading



2 min

ESSENTIAL QUESTION

Today you gained background knowledge on the topic of the week: *school lunches*. Over the next 4 days, you will read a sample debate about school lunches. Also, you will begin to develop your own opinion on this topic and then be asked to respond to these Essential Questions:

- *Do school lunches need to be healthy?*
- *What are the facts that support your opinion?* (RL.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.

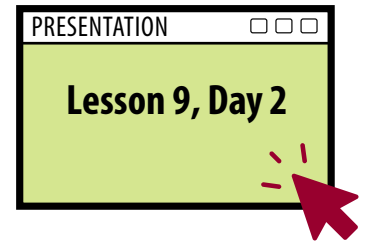
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

The pattern is: **multisyllable words with closed syllables (and a simple syllable division).**

Follow up question: **Where do you divide the syllables in a simple division pattern? between the 2 consonants**

Let’s read aloud these words with the closed-closed syllable pattern. Ready? Begin. **canyon, magnet, discontent, dentist, public, tactic, absent, fantastic**



canyon	public
magnet	tactic
discontent	absent
dentist	fantastic

Multisyllable Word Work



8 min

READING MULTISYLLABLE WORDS

Let’s practice reading closed multisyllable words with a complex syllable division. Before we begin, let’s review the closed syllable pattern.

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**

Remember, when a closed multisyllable word has more than 2 consonants between the vowel sounds, we must use our knowledge about consonant blends and digraphs to help us decide where to divide the syllables. Remember, the letters in a consonant blend or digraph stick together.

Let’s read a closed multisyllable word that has a complex syllable division.

**Complex**

When a word has more than 2 consonants between the vowel sounds, keep the blends and digraphs together when dividing.

con | struct

(Display enchantment.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds? **e, a, and e**
- How many vowel sounds? **3** How many syllables? **3**

Step 2: Draw a line between the syllables.

- How many consonants are between the first 2 vowel sounds? **3**
 - When there are more than 2 consonants between 2 vowel sounds, we look for consonant blends or digraphs. Remember, the consonants in a blend or digraph stick together.
- There is a consonant digraph between the vowel sounds. What digraph do you recognize? **c-h**
- Since the letters *c* and *h* stick together as a consonant digraph, I divide the syllables between the letters *n* and *c*.
- How many consonants are between the last 2 vowel sounds? **3**
 - Use your knowledge of consonant blends and digraphs. What consonants should stick together? **n and t**
- Where do I draw the syllable division line? **between the t and m**

Step 3: Read each syllable. (Gesture and point to the vowel when going through the process of reading each syllable.)

Read the first syllable.	Read the second syllable.	Read the third syllable.
– Syllable type and gesture? closed	– Syllable type and gesture? closed	– Syllable type and gesture? closed
– Vowel sound? /ĕ/	– Vowel sound? /ă/	– Vowel sound? /ĕ/
– Syllable? en	– Syllable? chant	– Syllable? ment

Step 4: Read the word.

- Word? **enchantment**



Now it's your turn. Turn to page 100 in your Student Workbook. Here are the steps:

1. Underline the vowel letters.
2. Count the consonants between the vowels.
 - If there are more than 2 consonants between the vowel sounds, use your knowledge of consonant blends and digraphs to help you decide where to draw a line that divides the syllables. Remember, the consonants in a blend or digraph stick together.
3. For each syllable, say the syllable type while showing the gesture, say the vowel sound, and then read the syllable.
4. Read the word.

enchantment

enchantment

en|chantment

en|chant|ment

Routine for MS Word Reading:

- Underline the vowels.
- How many consonants between the vowel sounds?
- Where do I divide the syllables?
- For each syllable, ask:
 - Syllable type and gesture?
 - Vowel sound?
 - Syllable?
- Word?

After a few minutes, you will check your work, and we will practice reading the words together.

Answer Key

en chant ment	4. con gress men
1. hop scotch	5. pub lish
2. chil dren ¹	6. con strict ed ³
3. ac com plish ment ²	7. sus pect

- 1 If students divide the word *children* (#2) after the consonant *d* (child|ren), ask them to read the first syllable. When the word is divided after the *d*, the first syllable is pronounced / child/. However, when the consonants *d-r* stick together as a blend, the first syllable is pronounced with a short *i* sound. This is a clear example of how the way we divide a word can affect the way we pronounce syllables.
- 2 Students may decide to divide the word *accomplishment* (#3) with the consonants *m* and *p* sticking together at the end of the second syllable. Although this is not correct, the word can still be pronounced correctly because the vowel sound in the closed syllable pattern does not change.
- 3 For the word *constricted* (#6), students may decide to divide the second and third syllables between the consonants *c* and *t*. The letters *c* and *t* stick together because they spell a consonant blend.

Reading



10 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.

obesity	cognitive	con	debate
convince	pro	consume	epidemic

READ & ANNOTATE

Today you will read a transcript. A **transcript** is a written or printed version of what someone has said. This transcript shows what 2 elementary school students said when they debated about school lunches.





(Display Annotation Key.)

The purpose for your reading today is to annotate while you read.

Let's review.

- STAR: This is an important idea.
- QUESTION MARK: I have a question about this.
- LETTER C: I have a connection to this.
- UNDERLINE: This word is unknown to me.
 - I can't decode this word.
 - I don't know the meaning.

Annotation Key

-  This is an important idea.
-  I have a question about this.
-  I made a connection.
- underline I can't decode this word.
-  I don't know the meaning of this word.



Turn to page 95 in your Student Workbook. Let's read and annotate the first section of the transcript together.

(Display "The School Lunch Debate.")

This was an assignment for students in the Health and Family Science class at Wilson Elementary School.

The assignment was for students to pick a topic to debate with a partner. One student took the pro stance, and the other took the con stance.

Sumi Takeda (/Tuhkēduh/) presents the pro side of the issue.

- When we take the pro side in a debate, we debate "for" something.


Maya Miller takes the con viewpoint.

- When we take the con side in a debate, we debate "against" something.


After we read the first section of the debate, we will discuss what Sumi is debating *for* and Maya is debating *against*.

Begin reading the first section (lines 1–12) aloud. Reference the Think Aloud stopping points below to support the modeling of how to annotate the text.


SUMI: *I believe that schools should be required to provide or sell only healthy meals and snacks to students.*

-  **Think Aloud:** This first sentence is an important idea because it tells me what Sumi is debating for—healthy meals and snacks at school. Since this an important idea, I will put a star next to it.


Currently, there is an obesity epidemic in the United States.

-  **Think Aloud:** I will underline the word epidemic; I am unsure what epidemic means. This is a Weekly Word, so we will study the meaning of this word later in the lesson.

The 2020–2025 Dietary Guidelines for Americans (DGA) reports that 41 percent of school-aged children are overweight or obese.

 **Think Aloud:** I am going to put a question mark next to this sentence. The question I have is “What is causing such a large percentage of children to be overweight?”

This percentage can be even higher among certain age groups and populations. I believe that unhealthy school lunches and snacks are partially to blame for this epidemic of obesity.

 **Think Aloud:** There is the word epidemic again. I don’t know what it means, so I will underline it.

Based on what we just read, Sumi is taking the pro stance for what?
Sumi is for healthy meals and snacks in schools

Knowing that Maya represents the con viewpoint, what can you predict she is debating *against*? (Have the students share with a partner. Then pick someone to share with the class.) **Maya is against making school lunches healthier.**

Now it’s your turn to read. Begin where I left off, at Maya’s section (line 13) and read to the end of the transcript. Be sure to stop and annotate as you read.

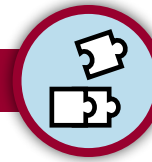


Teacher Tip

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 section (Maya, lines 13-24). Continue the same process, reading the article section by section. As you do this, use the gradual release model: Have students read a section 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

7 min

DEFINE

Now we will use morpheme meanings to define some words from the transcript you just read. Since 3 of the Weekly Words contain the morpheme *c-o-n*, we will work on defining those words first.



Turn to page 100 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.

CON

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

One con of eating too much candy can be a cavity.

The underlined word in this sentence is con. The word con is 1 syllable and does not have any affixes or roots. Con is a word that stands alone and has meaning.

- The definition of con, as it is used in this week's transcript, means, "in opposition, or the negative position."
- The definition for the word con is in your workbook but a key word is missing. Write the missing word to complete the definition.
- Some context clues for the meaning of con include the words "too much candy" and "cavity."
- In this sentence, causing a cavity is the *negative position* (or consequence) of eating too much candy.
 - In your workbook, you should have completed the definition with the word *negative*.
- Repeat after me.
 - The word con means "in opposition, or the negative position." **The word con means "in opposition, or the negative position."**

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

One con of eating too much candy can be a cavity.



One con of eating **too much candy** can be a **cavity**.

con
in opposition, or the negative position

CONSUME

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

The plants in our yard consume gallons of water in the summer.

The plants in our yard
consume gallons of
water in the summer.



What is the first morpheme in this word? **con**

- Although *con* can stand alone as a word with its own meaning, most often *con-* is used as a prefix.
- The prefix *con-* means “together” or “with.”
- Write *con-* in the first box under the word consume.
- Repeat after me.
 - The prefix *con-* means “together” or “with.” **The prefix *con-* means “together” or “with.”**

What is the last morpheme in this word? **sume**

- *Sume* is a Latin root meaning “to take, use, or waste.”
 - Write the Latin root *sume* in the empty box next to the prefix *con-*.
- Repeat after me.
 - The Latin root *sume* means “to take, use, or waste.” **The Latin root *sume* means “to take, use, or waste.”**

consume	
con	sume
together, with	to take, use, or waste

What is the word? **consume**

Using what you know about the meanings of the morphemes, build a definition for the word consume.

- Write your definition for consume 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.

The plants in our yard
consume gallons of
water in the summer.

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

- *The plants in our yard consume gallons of water in the summer.*
- Some context clues for the meaning of consume include the words “plants,” “gallons of water,” and “summer.”
- When it is hot in the summer, plants *take* more water with their roots.
- The correct definition for the word consume is “to take or use with.” If you need to edit your definition, do that now.

consume	
con	sume
together, with	to take, use, or waste
to take or use with	

CONVINCE

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

We clearly stated our reason to the manager to convince her to give us a refund.

What is the first morpheme in this word? **con**

- What is the definition of the prefix *con-*? **“together” or “with”**
 - Write *con-* in the first box under the word convince.
- Repeat after me.
 - The prefix *con-* means “together” or “with.” **The prefix *con-* means “together” or “with.”**

What is the last morpheme in this word? **vince**

- *Vince* is a Latin root meaning “to win” or “to conquer.”
 - Write the Latin root *vince* in the empty box next to the prefix *con-*.
- Repeat after me.
 - The Latin root *vince* means “to win” or “to conquer.” **The Latin root *vince* means “to win” or “to conquer.”**

What is the word? **convince**

Using what you know about the meanings of the morphemes, build a definition for the word convince.

- Write your definition for convince 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 you can confirm or correct your definition.

- *We clearly stated our reason to the manager to convince her to give us a refund.*
- Some context clues for the meaning of convince include the words “clearly stated,” “reason,” and “refund.”
- I know that when someone gives us what we are asking for, we can call this a *win*. In this sentence, the speaker can *win* a refund *with* a clearly stated reason, such as that he or she was served cold food that should have been warm.
- The correct definition for the word convince is “to win with (your reason).” If you need to edit your definition, do that now.

We clearly stated our reason to the manager to convince her to give us a refund.



convince	
con	vince
together, with	to win, to conquer

We clearly stated our reason to the manager to convince her to give us a refund.

convince	
con	vince
together, with	to win, to conquer
to win with (your reason)	

Response to Reading



2 min



Turn to page 95 in your Student Workbook and get out a highlighter. Now you will identify 2 key ideas from the transcript you read today. (RI.4.2)

1. Highlight 1 key idea that represents Sumi's stance on school lunches.
2. Highlight 1 key idea that represents Maya's stance on school lunches.

Answer Key (answers vary)

Here are examples of key ideas representing Sumi's (pro) and Maya's (con) stances:

Sumi	Lines 1–3	<i>"I believe that schools should be required to provide or sell only healthy meals and snacks to students."</i>
	Lines 67–71	<i>"However, I think that schools should guarantee that at least one meal a day for each student is healthy and nutritious, no matter what they eat outside of school."</i>
Maya	Lines 53–55	<i>"Well, I still think school lunches and snacks aren't totally to blame for the obesity rates."</i>
	Lines 79–81	<i>"Maybe students don't always like the taste of a healthy lunch."</i>

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 consists.

- Word? **consists**
- How do we spell it? **c-o-n-s-i-s-t-s** Write it.

Change consists to confess.

- Which syllable changes? **Sists changes to fess.**
- How do we spell the new word? **c-o-n-f-e-s-s**

Write the word confess under consists.

Next, change confess to profess.

- Which syllable changes? **Con changes to pro.**
- How do we spell the new word? **p-r-o-f-e-s-s**

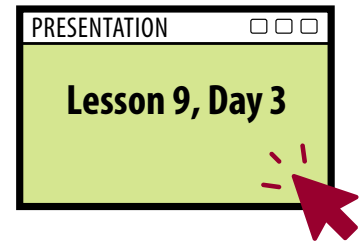
Write the word profess under confess.

Finally, change profess to professor.

- Which syllable changes? **Add or to the end.**
- How do we spell the new word? **p-r-o-f-e-s-s-o-r**

Write the word professor under profess.

Let's read all 4 words. Ready? Begin. **consists, confess, profess, professor**



consists
confess
profess
professor

Multisyllable Word Work



10 min

SYLLABLE MAPPING

Today we're going to practice spelling 2- and 3-syllable words. Each word will contain at least 1 syllable that follows the closed syllable pattern. We've done syllable mapping before, so let's do one together.

The word is captive. Word? **captive**

- Place a dot in the corner for each syllable we hear. **cap/tive**
- How many syllables? **2**

.	.	
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Now I write the letters that spell the sounds in each syllable.

<p>First syllable? cap</p> <ul style="list-style-type: none"> – First sound? /k/ Letter? c – Second sound? /ă/ Letter? a – Third sound? /p/ Letter? p – Syllable type and gesture? closed – Syllable? cap 	<p>Second syllable? tive</p> <ul style="list-style-type: none"> – First sound? /t/ Letter? t – Second sound? /i/ Letter? i – Third sound? /v/ Letter? v – We learned that English words do not end in the letter v. What letter should we add after the v? silent-e – This syllable pattern is irregular. It appears to follow the silent-e pattern, but it is pronounced like a closed syllable with a short vowel sound. – Syllable? tive
--	---

- Word? **captive**



Now it's your turn. Turn to page 101 in your Student Workbook. Here are the steps:

1. I'll say a word and you'll repeat it.
2. Tap 1 box for each syllable you hear.
3. For each syllable, say the sounds, write the letters, and say the syllable type while showing the gesture.
4. Write the multisyllable word in the last column and whisper read it to yourself.

Answer Key

Words to Dictate	Syllable 1	Syllable 2	Syllable 3	Word
captive	cap	tive ¹		captive
1. documents	doc	u	ments	documents
2. conflict	con	flict		conflict ✓
3. pandemic	pan	dem	ic	pandemic
4. inclusive	in	clu	sive ¹	inclusive ✓
5. pungent	pun	gent ²		pungent

1 Remind students, most English words do not end in the letter v—usually, a silent-e follows the v.

2 Most often when the letter g is followed by e, i, or y, it is pronounced with the soft sound /j/.

After students have had a chance to check and correct their work, ask them to do the following:

Put a check mark next to each word that has a complex syllable division and then underline the consonants that stick together as a blend or digraph.

cap	.		.	
cap	.	tive	.	



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 transcript of Sumi and Maya’s debate.

Before we begin reading, let’s review.

- What is the main topic of the debate? **school lunches**
- What is Sumi’s opinion about school lunches? **School lunches should be healthy.**
- According to the transcript, what does Maya think is more important than the food being healthy? **Maya thinks the food should taste good.**



Turn to page 96 in your Student Workbook. Put your finger next to Sumi’s name at line 61 of the transcript.

(Display “The School Lunch Debate.”)

Listen as I read this part of Sumi’s stance for healthier lunches. As I read, I’m going to pause at any Weekly Words I come to. For each Weekly Word, I’ll model how to define its morphemes. Then I’ll model how to define the whole word, based on its morpheme meanings and context clues from the transcript. Follow along with me as I read, beginning at line 61.

SUMI: *I understand your opinion that one unhealthy meal a day doesn’t cause the obesity epidemic.*

Think Aloud: I am going to underline the words obesity and epidemic since they are from our Weekly Words list.

- First, I will give you the meanings of the morphemes in the word obesity.
 - *Obese* comes from a Latin word meaning “to be overweight.”
 - The suffix *-ity* means “condition.”
 - Using the meanings of the morphemes in obesity, along with the sentence’s context clue, “unhealthy meals,” I can determine the definition for obesity. The word obesity means “a condition of being overweight.”

obesity	
obesē	ity
to be overweight	condition
a condition of being overweight	



Note: In the word *obese*, the final *e* is dropped before adding the vowel suffix *-ity*.

- Now I will give you the meanings of the morphemes in the word epidemic.
 - The prefix *epi-* means “upon.”
 - The Latin root *dem* means “people.”
 - The suffix *-ic* means “relating to.”
 - Using the meanings of the morphemes in epidemic, along with the sentence’s context clues, “cause” and “obesity,” I can determine the definition for epidemic. The word epidemic means “relates to a condition upon people.”

epidemic		
epi	dem	ic
upon	people	relating to
relates to a condition upon people		



Follow along as I continue reading.

However, back to the topic we chose—should schools be required to provide or sell only healthy meals and snacks? Granted, schools are not the only place students eat. However, I think that schools should guarantee that at least one meal a day for each student is healthy and nutritious, no matter what they eat outside of school.

- **Think Aloud:** I see the word nutritious in the last sentence. This is not a Weekly Word, but I’m thinking about it because it relates to a word I’ve seen before: nutrition. I know nutrition has to do with food and health, so I think nutritious probably does also. This helps me better understand the meaning of the sentence.

(Each student will need 3 sticky notes.) **Now it is your turn to read a section of the transcript and define any Weekly Words you identify. You will read Sumi’s section, beginning at line 120 and stopping after reading line 137, right before Maya’s section begins.**

Follow these steps:

1. Read lines 120–137.
2. Pause and underline the Weekly Word. The word is cognitive.
3. There are 2 morphemes in the Weekly Word. Write each morpheme and its meaning on a separate sticky note. Use your Morpheme Key to help you.
4. On the final blank sticky note, write your definition for cognitive. 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.

nutritious
nutrition

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.

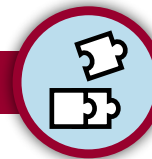
Answer Key

cogn
to know

ive
showing a
quality or
tendency

cognitive
showing a
quality or
tendency to
know

Morphology



7 min

DEFINE

We have defined all but 2 of our Weekly Words. Before we begin to define the last 2 words, let's review:

1. Which word means "to take or use with?" **consume** Turn to a partner and use the word *consume* in a sentence.
2. Which of the Weekly Words best completes this sentence:
Many students were absent during the month of February because of an _____ of the flu. **epidemic**
3. You are in a *debate* about using technology in schools to increase students' learning, and your opinion is that technology does *not* increase students' learning in school. Are you taking a *pro* or *con* stance about technology in schools? **con**
4. In the word *cognitive*, what does the suffix *-ive* mean? **showing a quality or tendency**
5. If you are trying to "win with" a good reason, what are you trying to do? **convince someone or be convincing** Turn to a partner and use the word *convince* in a sentence.



Turn to page 101 in your Student Workbook. Now we will identify the morphemes in the last 2 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.

DEBATE

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

My brother and I had a debate about which candy is best—licorice or chocolate.

What is the first morpheme in this word? **de**

- The definition of the prefix *de-* is “away from” or “down.”
 - Write *de-* in the first box under the word debate.
- Repeat after me.
 - The prefix *de-* means “away from” or “down.” **The prefix *de-* means “away from” or “down.”**

What is the last morpheme in this word? **bate**

- *Bate* is a Latin root meaning “to contend” or “argue.”
 - Write the Latin root *bate* in the empty box next to the prefix *de-*.
- Repeat after me.
 - The Latin root *bate* means “to contend” or “argue.” **The Latin root *bate* means “to contend” or “argue.”**

What is the word? **debate**

Using what you know about the meanings of its morphemes, build a definition for the word debate.

- Write your definition for debate 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 you can confirm or correct your definition.

- *My brother and I had a debate about which candy is best—licorice or chocolate.*
- Some context clues for the meaning of debate include the words “which” and “is best.”
- If you thought chocolate was the best candy, you would debate in favor of chocolate by trying to *argue down* the opinion that licorice is the best. In other words, you would try to *argue* someone *away from* thinking licorice is better than chocolate.
- The correct definition for the word debate is “to argue down.” If you need to edit your definition, do that now.

My brother and I had a debate about which candy is best □ licorice or chocolate.



debate	
de	bate
away from, down	to contend, argue

My brother and I had a debate about **which** candy **is best** □ licorice or chocolate.

debate	
de	bate
away from, down	to contend, argue
to argue down	

PRO

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

One pro of having a swimming pool is it helps you stay cool in the summer.

The underlined word in this sentence is pro. The word pro has 1 syllable and no affixes or roots. Pro can stand alone as a word with its own meaning, and it also can be used as a prefix.

- Within the context of this week’s transcript, pro means, “in favor of, or the positive position.”
- The definition for the word pro is in your workbook, but a key word is missing. Write the missing word to complete the definition.
- Some context clues for the meaning of pro include the words “pool,” “help,” and “stay cool.”
- In this sentence, the fact that that you can take a swim to cool off in the heat of the summer is the *positive* position (or effect) of having a swimming pool.
 - In your workbook, you should have completed the definition with the word *positive*.
- Repeat after me.
 - The word pro means “in favor of, or the positive position.” **The word pro means “in favor of, or the positive position.”**

One pro of having a swimming pool is it helps you stay cool in the summer.



One pro of having a swimming pool is it helps you stay cool in the summer.

pro
in favor of, or the <u>positive</u> position

Response to Reading**2 min**

Turn to page 102 in your Student Workbook. Using the knowledge you gained in your reading and word study, write 1 or 2 sentences to respond to the question in your workbook.

(L.4.4.B, RI.4.4)

In lines 130–131, Sumi says, “Diets with high levels of ‘bad fats,’ like saturated fat, caused cognitive decline.” What do you think is a *cognitive decline*?

Answer Key (answers vary)

Cognitive decline can mean:

- a decrease in the quality of knowing
- a tendency to know less

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.

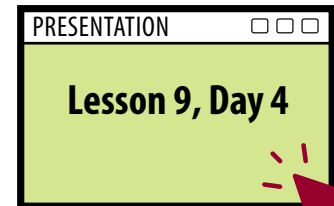
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

The pattern is: **words with consonant digraphs.**

Follow up questions: **What consonant digraph spellings are found in the words displayed? c-h, s-h, t-h, and w-h**

Let’s read aloud these words that contain consonant digraphs. Ready? **Begin. shampoo, chosen, speechless, whiskers, freshman, thunder, white, fifth**



shampoo	freshman
chosen	thunder
speechless	white
whiskers	fifth

Multisyllable Word Work



10 min

SYLLABLE MAPPING

Today we’re going to practice spelling 2- and 3-syllable words. Each word contains at least 1 syllable that follows the closed syllable pattern. We’ve done syllable mapping before, so let’s do one together.

The word is understand. Word? **understand**

- Place a dot in the corner for each syllable we hear: **un/der/stand**
- How many syllables? **3**

--	--	--

Now I write the letters that spell the sounds in each syllable.

<p>First syllable? un</p> <ul style="list-style-type: none"> – First sound? /ü/ Letter? u – Second sound? /n/ Letter? n – Syllable type and gesture? closed – Syllable? un 	<p>Second syllable? der</p> <ul style="list-style-type: none"> – First sound? /d/ Letter? d – Second sound? /er/ This syllable is spelled with the most common spelling for /er/— e-r. – Syllable type and gesture? vowel-r – Syllable? der 	<p>Third syllable? stand</p> <ul style="list-style-type: none"> – First sound? /s/ Letter? s – Second sound? /t/ Letter? t – Third sound? /ä/ Letter? a – Fourth sound? /n/ Letter? n – Last sound? /d/ Letter? d – Syllable type and gesture? closed – Syllable? stand
---	---	--

un	.		.		.
un	.	der	.		.
un	.	der	.	stand	.



- Word? **understand**
 - Are either of the syllable divisions in this word a complex division? **yes**
 - What consonant blend or digraph do you recognize? **s-t**

understand



Now it's your turn. Turn to page 102 in your Student Workbook. Here are the steps:

1. I'll say a word and you'll repeat it.
2. Tap 1 box for each syllable you hear.
3. For each syllable, say the sounds, write the letters, and then say the syllable type while showing the gesture.
4. Write the multisyllable word in the last column and whisper read it to yourself.

Answer Key

Words to Dictate	Syllable 1	Syllable 2	Syllable 3	Word
understand	un	der	stand	understand
1. address	ad	dress		address ✓
2. disinfect	dis	in	fect	disinfect
3. helplessness	help	less	ness	helplessness ¹ ✓
4. hundred	hun	dred		hundred ✓
5. expensive	ex	pen	sive ²	expensive

1 Usually, a multisyllable word is divided between its double consonants (e.g., rab/bit). However, when there is a cluster of 3 or more consonants with no consonant blends or digraphs, the double consonants stick together.
2 Remind students that most English words do not end in the letter v—usually, a silent-e follows the v.

After students have had a chance to check and correct their work, ask them to do the following:

Put a check mark next to each word that has a complex syllable division and then underline the consonants that stick together.

Reading

**8 min**

Note: Prior to reading, have students pre-select reading partners, or you can strategically assign partners. If there is an odd number of students, assign trios and have 2 students per trio read every other Sumi section.



Turn to page 95 in your Student Workbook. Today you and a partner will read the transcript, with one of you reading aloud Sumi's words and the other reading aloud Maya's words.

Your purpose for reading is **accuracy**, especially when you come to a **Weekly Word**. During your turn to read, 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. During your partner's turn to read, focus on your partner's accuracy. Support your partner when needed, but don't jump in too soon—give your partner time to decode the word on his or her own. If you finish reading before time is up, switch roles and reread the transcript. Continue to focus on accuracy.



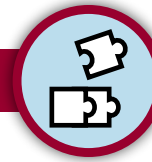
Teacher Tip

Differentiation during whole-group reading 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 partners 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 positive and/or corrective feedback.

Consistently providing feedback fosters proud, confident readers.

Morphology

7 min

WORD CONSTRUCTION WITH MORPHEME CARDS

Note: Students will use their morpheme cards and morphology mat. 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.

Now it's time to construct words using the affixes and roots you have learned. To help you construct words, you will need the following materials:

- 2 green prefix cards
- 2 yellow root cards
- 3 red suffix cards
- morphology mat

Remember, the color of a card helps you remember where to place a morpheme in a word.

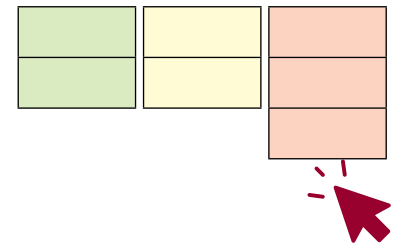
- **Green cards** are for **prefixes**, which are found at the beginning of a word.
- **Red cards** are for **suffixes**, which are found at the end of a word.
- **Yellow cards** are for **roots**, which are the foundation of every word you will build.

Lay your cards on your desk as shown on the presentation slide. Using a whiteboard marker, write the following prefixes on the green cards: *pre-* and *re-*.

Now write these suffixes on the red cards: *-ing*, *-(t)ive*, and *-tion*.

Next, write these Latin roots on the yellow cards: *cogn* and *sume/sump*.

Finally, write the connecting vowel letter *-i-* in the corner of your mat. You may need to add this when connecting roots with suffixes as you construction words.

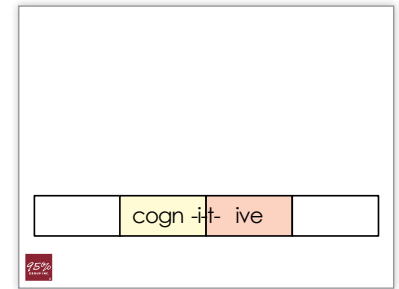


pre	cogn	ing
re	sume sump	(t)ive
	-i-	tion

Let's construct the first word together. (Students should manipulate their cards with you during the modeling of the first word.)

- Begin by placing the yellow root card *cogn* in 1 of the center rectangles.
- I am going to choose a red suffix card to add to the root *cogn*.
 - Place the red suffix card *-ive* on the mat, in the rectangle after the root *cogn*.
 - When adding the suffix *-ive* to the root *cogn*, I must do 2 things—place the connecting vowel letter *-i-* between the root and suffix and add the letter *t* to the red suffix card, before *-ive*. We add the connecting vowel letter *-i-* and the consonant *t* to support a smoother pronunciation of the word.
- The word is *cognitive*. Say it with me. **cognitive**
- Read this sentence using the word *cognitive* with me: **Doing too many tasks at one time causes cognitive overload.**
- I write the word *cognitive* on the first line in the column labeled "*cogn*."

cogn	sume/sump
cognitive	



Before you begin, I want to explain when to use each spelling of the root *sume*.

- When adding a suffix that begins with a vowel letter (such as *-er*, *-ing*, or *-ed*), drop the root's final *e*, so that the root is spelled s-u-m.
- When adding a suffix that begins with the consonant *t* (such as *-tion* or *-tive*), replace the root's final *e* with the letter *p*, so that the root is spelled s-u-m-p.



Now it's your turn to construct more words. Turn to page 103 in your Student Workbook. You will see the word we just built using the root *cogn*. Construct 1 more word using the root *cogn* and then build 2 words using the root *sume/sump*. Record your words in the table located in your workbook. To construct your words, follow these steps:

1. Place 1 root card in a center rectangle on your mat. Since 1 of the roots has multiple spellings, you may need to adjust its spelling as you build words.
2. Next, try adding green prefix and/or red suffix cards to the mat, next to the root, until you have built a word. Don't forget to use connecting vowel letter *-i-* after the root, when it's needed.
3. Record your words in the correct column in your workbook.
4. Repeat these steps until you have constructed the number of words needed to fill each column in your workbook.

Answer Key

cogn	sume/sump
cognitive	
<p>Possible words: cognition, precognition, precognitive, recognition, recognitive, presume, presuming, presumption, presumptive, resume, resuming, resumption, resumptive</p>	

When you're done constructing words, choose 1 of your words and write a definition and sentence for the word in the table on page 103 in your workbook. Use your Morphology Key to help you.

Word:	Definition:
Sentence:	

Note: Some words students build may not be "real" words. The objective for this task is to have students manipulate the morphemes to build words that can be decoded and defined, even if they are not "real" words. As you monitor students' work, you can coach them on combinations to try.



2 min

Response to Reading



Turn to page 103 in your Student Workbook. Now that you have read both Sumi and Maya's viewpoints, you will write 2 sentences to summarize *your* opinion. Before you begin, put an x in the box next to pro or con to indicate your stance in the debate.

Let's review.

- If your opinion is that school lunches should be healthy or healthier, what stance are you representing? **pro**
- What do you believe if your opinion is the opposite and you are representing the con side of the debate? **School lunches do not need to be healthy.**

pro School lunches should be healthy.

con School lunches do not need to be healthy.

(Display sentence stems.)

To help you jumpstart your writing, use the sentence stems displayed on the presentation slide.

Your first sentence will state your opinion.

Sentence stem:

In my opinion, school lunches _____.

Your second sentence will state 1 detail from the transcript that supports your opinion.

Sentence stem:

One detail that supports my opinion is _____.

If time permits, ask a few students to read their sentences aloud to the class.

Answer Key (answers vary)

Students must state their opinion in a complete sentence as well as cite at least 1 detail from the transcript that supports their opinion.

DAY 5

Warm Up



3 min

FOLLOW THE PATTERN

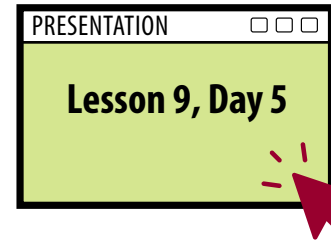
To warm up today, you will “Follow the Pattern” of a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to write at least 3 more words that follow this pattern.

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 question: **Let’s review. What is the meaning of the prefix *un-*?**
not



The pattern is words with the prefix *un-*.

unwell	unhealthy
unfair	unpack

Multisyllable Word Work



5 min

SENTENCE DICATATION

On page 104 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: *I presume you convinced them to accept the contract.*
Repeat it with me. **I presume you convinced them to accept the contract.** Now write it.

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: *My friend won exclusive backstage tickets.* Repeat it with me. **My friend won exclusive backstage tickets.** Now write it.
(Repeat the correction procedure above.)

Reading



10 min



Turn to page 103 of your Student Workbook. Take a minute to reread the 2 sentences you wrote for the Response to Reading task on Day 4. You will share your responses with your classmates, so if there are any changes you need to make to your sentences, take time to make them now. (Give students a few minutes to edit their sentences.)

Now you will share your sentences with your classmates.

Follow these steps:

1. Stand up with your workbook open to the Day 4 Response to Reading, which you completed on page 103.
2. When I say “Go,” you will move around the classroom while holding your workbook.
3. When I say “Partner-up,” you will stop and then partner with the closest classmate to you.
4. Take turns reading your 2 sentences to your partner.
5. Once you and your partner have had the opportunity to share, put your thumbs in the air. This lets me know that you are ready to rotate to a new partner.

Repeat this process until the students have had a chance to share their responses with 2-to-3 other classmates.

Today when you read, you are going to gain **empathy** for the person who opposes your stance. Let’s identify the morphemes in *empathy* to help us define this word.

- The prefix *em-* means “put in or into.”
- The Latin root *path* means “feeling.”
- The suffix *-y* means “full of or characterized by.”

Now using the meanings of the morphemes, I’m going to give you a few minutes to draft a definition for *empathy*. You can write the definition in the bottom margin of page 103 in your workbook, under your Response to Reading from Day 4.

Empathy means “characterized by putting feeling into someone.” If you have *empathy* toward someone, it means you have an understanding of that person’s feelings, thoughts, experiences, or (in this case) opinions. Having *empathy* for others helps us maintain effective, peaceful communication with those who have opinions that differ from ours. It is a key factor in all social and professional interactions.

empathy		
em	path	y
put in or into	feeling	full of or characterized by
characterized by putting feeling into someone		



To gain *empathy*, you will read only the sections labeled with the name of a person whose stance is the opposite of yours.

- If you are taking the *pro* stance—agreeing with Sumi that school lunches should be healthy or need to be healthier—you will read Maya’s sections.
- If you represent the *con* stance—agreeing with Maya that it is not important for school lunches to be healthy—you will read Sumi’s sections.



Turn to page 95 of your Student Workbook. As you read, highlight any details that help you understand or have *empathy* for the opposing side of the debate.

(Display lines 19–20 of the transcript.)

Watch me model what you will do while you read. Let’s pretend I am reading Maya’s sections because her stance is the opposite of mine.

Put your finger on the word *Students* at the start of line 19. Let’s read aloud this sentence together.

Students consume most of their food outside of school.

- First, what does the word *consume* mean? **to take or use with**
- In the context of this sentence, what is a synonym (or another word) we could use for *consume*? **eat** Let’s read the sentence again, substituting *consume* for *eat* to see if the sentence still makes sense.

Students eat most of their food outside of school.

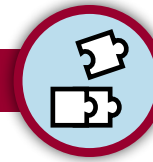
- In this sentence, the definition of *consume* is “taking food with your mouth.”

When I read this sentence, I have *empathy* for what Maya is saying. I will highlight this sentence because I think it makes a good point—school lunches make up only 5 of students’ meals in an entire week. Could only 5 meals really be a factor in the increase of obesity in children?

Begin reading the sections for Sumi OR Maya—not both.

Follow these steps:

1. Read each section for the person whose stance is the opposite of yours.
 - If you have the *pro* stance— that school lunches should be healthy—read Maya’s sections.
 - If you have the *con* stance—that school lunches do not need to be healthy—read Sumi’s sections.
2. Highlight any details that help you have *empathy* for, or an understanding of, the opposing stance.



7 min

Morphology

MORPHEME MANIPULATION

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



Turn to page 105 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 left 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 debate. Word? **debate**

- What's the first morpheme? **de** Spell it. **d-e** Write it in the first box in your workbook.
 - The meaning for the prefix *de-* is already written in your workbook. What's the meaning? **away from, down**
- What is the Latin root? **bate** Spell it. **b-a-t-e** Write it next to the prefix *de-* in the first box.
 - Meaning? **to contend, argue** Write the meaning for *bate* in the empty box next to where you found the definition for *de-*.
- What is the definition for the word debate? **to argue down**
 - The definition for the word debate is in your workbook but a key word is missing. What keyword do you need to write to complete the definition? **argue**
- Here is an example of the word debate in a sentence: *The twins had a debate about who was going to sit in the front seat.*

Words	Meanings of Morphemes		Definitions of Words
debate	de: away from, down	bate: to contend, argue	to argue down

Change the word debate to deduct.

- What morpheme changes? **Bate changes to duct.**
- What is the prefix? **de** Spell it. **d-e** Write it.
- What is the new root? **duct** Spell it. **d-u-c-t** Write it.
 - Meaning? **to lead** Write the meaning for the Latin root *duct* in the empty box under *bate*.
- What is the meaning of the word deduct? **to lead away from or down**
 - Write the missing words to complete the definition for deduct.
- Here is an example of the word deduct in a sentence: *The teacher will deduct points from the total score if you don't turn in your project on time.*

Words	Meanings of Morphemes		Definitions of Words
debate	de: away from, down	bate: to contend, argue	to <u>argue</u> down
deduct		duct: to lead	to <u>lead away from</u> or down

Change the word deduct to conduct.

- What morpheme changes? **The prefix de- changes to con-.**
- What is the prefix? **con** Spell it. **c-o-n** Write it.
 - Meaning? **together, with** Write the meaning for the prefix *con-* in the empty box under *de-*.
- What is the Latin root? **duct** Spell it. **d-u-c-t** Write it.
- What is the meaning of the word conduct? **to lead together or with**
 - Write the missing words to complete the definition for conduct.

- Here is an example of the word conduct in a sentence: *The band director will conduct the orchestra during the concert.*

Words	Meanings of Morphemes		Definitions of Words
debate	de: away from, down	bate: to contend, argue	to <u>argue</u> down
deduct		duct: to lead	to <u>lead away from</u> or down
conduct	con: together, with		to lead <u>together or with</u>

Change the Latin root *duct* to *form*. What's the new word? **conform**

- What is the prefix? **con** Spell it. **c-o-n** Write it.
- What is the new Latin root? **form** Spell it. **f-o-r-m** Write it in the same box next to the prefix *con-*.
 - Meaning? **to shape or mold** Write the meaning for the Latin root *form* in the empty box under *duct*.
- What is the meaning of the word conform? **to shape or model with**
 - Write the missing words to complete the definition for conform.
- Here is an example of the word conform in a sentence: *The new player had to learn to conform to the rules of the game.*

Words	Meanings of Morphemes		Definitions of Words
debate	de: away from, down	bate: to contend, argue	to <u>argue</u> down
deduct		duct: to lead	to <u>lead away from</u> or down
conduct	con: together, with		to lead <u>together or with</u>
conform		form: to shape or mold	to <u>shape</u> or mold <u>with</u>

Let's read the 4 words together, starting at the top. **debate, deduct, conduct, conform**

Response to Reading



5 min

This week you have read the transcript of a debate on the topic of school lunches. We were able to learn the opinions of 2 fourth grade students: Sumi, who took the pro stance for healthier school lunches, and Maya, who took the con stance that healthy school lunches are not that important. Both Sumi and Maya provided details to support their stances and attempted to convince each other to have *empathy* for their opinion.

For your Response to Reading on Day 4, you were asked to write 1 opinion sentence and 1 detail sentence to support your opinion. Then today you had the opportunity gain *empathy* for Sumi or Maya by reading reasons for their opinions.



On page 106 of your Student Workbook, you are going to write about whether your opinion has changed or remained the same. (W.4.9)

Before you begin, you will put an X in the box next to pro or con to indicate your stance in the debate. You will also mark a box to show whether your opinion has changed or stayed the same.

Let's review.

- If your opinion is the same as Sumi's, what is your stance? **pro**
- What is your stance if your opinion matches Maya's? **con**

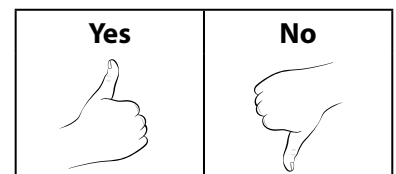
<input type="checkbox"/> pro School lunches should be healthy.	<input type="checkbox"/> My opinion has changed.
<input type="checkbox"/> con School lunches do not need to be healthy.	<input type="checkbox"/> My opinion has stayed the same.

At the beginning of the week, I asked you some questions and recorded the number of thumbs up in response to each question.

(Write the total yes responses from Day 1, in order of the questions posed, somewhere visible to the students.) **I am going to ask the same 3 questions to you again today.**

Show me a thumbs up if your answer is yes and a thumbs down if your answer is no. (Record the number of yes responses for today next to the Day 1 responses.)

- Do you receive a school lunch at least 3 times per week?
- Do you or would you prefer to bring your lunch to school instead of receiving a school lunch?
- Do you believe school lunches are healthy?



Take a few minutes to allow the students to observe and comment on the similarities or differences in the number of *yes* responses from Day 1 to today.

Now you will use the sentence stems displayed on the presentation slide to write your response.

My opinion is _____.	
<p>If your opinion has changed, use this sentence stem:</p> <p><i>I changed my opinion because</i> _____.</p> <p>Provide details from the transcript to support your reason.</p>	<p>If your opinion has not changed, use this sentence stem:</p> <p><i>I have not changed my opinion because</i> _____.</p> <p>Provide details from the transcript to support your reason.</p>

If time permits, ask a few students to read their 2 sentences aloud to the class.

Spelling



5 min



Turn to page 106 in your student workbook. Write your name at the top of page 106, carefully tear the page out, and then put your workbook away.

This week, we practiced reading and writing closed multisyllable words with a complex syllable division pattern. Now it's time for a spelling test. Some words may also include morphemes we learned this week.

1. transmit
2. inspect
3. distracting
4. detachment
5. extrinsic
6. consumptive
7. subcontractor
8. convince
9. cognitive
10. epidemic

Passage

The School Lunch Debate

Wilson Elementary School
Health and Family Science

Assignment: Students were asked to pick a topic to debate with a partner. One student took the pro stance, and the other represented the con stance.

Sumi Takeda (Pro) and Maya Miller (Con)



1 SUMI: I believe that schools should be required to provide or sell only healthy meals and snacks to students. Currently, there is an obesity epidemic in the
5 United States. The 2020-2025 Dietary Guidelines for Americans (DGA) reports that 41 percent of school-aged children are overweight or obese. This percentage can be even higher among certain age groups and
10 populations. I believe that unhealthy school lunches and snacks are partially to blame for this epidemic of obesity.

MAYA: I don't deny that the obesity rates among children are rising. However, can we
15 really blame school lunches for this? After all, we eat three meals and several snacks a day. How can just one meal and one snack account for the obesity epidemic? Students consume most of their food
20 outside of school. Think about it—that's 21 meals a week. Only 24% of a student's meals

each week are eaten in school. Besides, the lunches at our school taste good, and I'm not overweight.

25 SUMI: You just happen to be in the group of children who aren't overweight. The lunches may taste good to you, but they may not be healthy. Americans have developed unhealthy attitudes about and tastes for
30 food. The CDC reported that kids eat too many empty calories every day, both in and out of school, which contributes to the obesity rate. Empty calories are calories that come from foods, such as fats and
35 sugars, that have few or no vitamins, fiber, minerals, or amino acids. They cause weight gain but don't contribute to your health. Researchers for the CDC claimed that many school lunches tend to be too high in fat and
40 sugar, which are empty calories. The United States Department of Agriculture (USDA) Nutrition Standards recommend that less

than 10% of daily calories should come from saturated fat. In spite of this, the Physicians
 45 Committee for Responsible Medicine (PCRM) published a report showing that some schools served meals that were higher in saturated fat than the USDA recommends. Also, school lunches tend to
 50 have a high sugar content because there are no regulations concerning the amount of sugar in school lunches.

MAYA: Well, I still think school lunches and snacks aren't totally to blame for the
 55 obesity rates. You know, out of the 21 meals you eat each week, only five are at school. Students eat outside of school, too. It's a free country; if someone wants fruits or veggies, they can get them outside of
 60 school.

SUMI: I understand your opinion that one unhealthy meal a day doesn't cause the obesity epidemic. However, back to the topic we chose—should schools be required
 65 to provide or sell only healthy meals and snacks? Granted, schools are not the only place students eat. However, I think that schools should guarantee that at least one meal a day for each student is healthy and
 70 nutritious, no matter what they eat outside of school.

MAYA: I understand what you're saying about healthy food. But the point is, in that

same PCRM study you cited, they listed
 75 only the most unhealthy school meals: beef nachos, pizza, and grilled cheese. Come on, kids like these foods! Nachos are my favorite lunch, and I know that nachos are most people's favorite lunch. Maybe
 80 students don't always like the taste of a healthy lunch. In a *Chicago Tribune* article, school cafeterias changed to more healthy choices. The number of students eating school lunches went down slightly during
 85 the first year of healthier foods. A sixth grader interviewed for the article skipped lunch that day and ate a bag of candy. The reporter asked her how she felt about the new lunch choices, and she replied, "If
 90 they're going to feed us healthy, they need to feed us something *good* that's healthy."

SUMI: I agree part of the problem is that many students' taste buds are accustomed to high fat and salty foods. But these foods
 95 are not good for our bodies. Can't lunch both taste good and be healthy? Another point: It is difficult to provide lunch with so little money. The federal government put 14 billion dollars into the National School
 100 Lunch Program in 2019. I think it makes sense to serve lunches students will eat and not waste all that money. Plus, I read that it's more expensive to buy fruits and vegetables for school lunches, and schools
 105 don't get much money for the food they

serve. According to the USDA 2019 report, schools received an average of \$3.40 for each free lunch. How can school cafeterias make a lunch with fresh fruit and vegetables
110 for that amount of money? States need to fund school lunch programs so that they can buy more fresh fruits and vegetables and more plant-based protein, like veggie burgers.

115 **MAYA:** Okay, I get your point about schools teaching us to make healthier food choices. I even understand that schools are good places for us to try healthy foods we've never eaten before.

120 **SUMI:** Schools are institutions of learning—even learning about what to eat. It doesn't make sense to learn about good nutrition in Health class and then be served food that is high in fat and salt
125 in the school cafeteria. Did you know that healthy students are better students? At the University of California, Los Angeles, researchers discovered that students' thinking skills were affected by their diet.
130 Diets with high levels of "bad fats," like saturated fat, caused cognitive decline. But students who had diets high in "good fats," like omega-3 fatty acids, had improved brain function. Study after study has shown
135 that students with better nutritional habits

outperform other students. If you want to *be smart*, you need to *eat smart*.

MAYA: Wow! You're pretty convincing. But would you be willing to have a longer
140 school day in return for healthy meals? I read an article about a school that improved the healthiness of their school lunches by installing salad bars in the cafeteria. The salad bar was very popular. However,
145 it took more time for students to serve themselves and eat. In the end, they had to lengthen the school day by 10 minutes to provide extra lunch time for the students. Salad bars seem like a great idea to me,
150 but a longer day? Schools with salad bars will be required to add 10 minutes to their school day.

SUMI: Yes, I would be willing to have a little longer school day. Just think, if you eat
155 a healthier diet for three meals, your brain will work better, and you won't have to spend so long on your schoolwork. Besides, it's not like anyone suggested adding an hour to the day. It's just 10 minutes! I
160 guess my argument boils down to this idea: Schools can be a place where students choose healthy foods, even if they don't have them at any other time of the day. If students sample healthy foods at school,
165 they are more likely to make healthy choices out of school.

DAY 1**Reading Multisyllable Words**

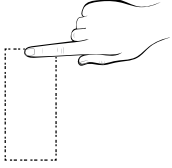


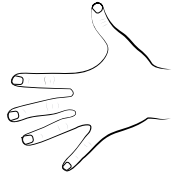


fid th <u>a</u> f	2. lempstin	4. whunflot	6. atchsen
1. hockshuft	3. elpmig	5. habprat	7. nidswum

Building Background

Listen and take notes.



Decoding

<p>C-le</p> 						
<p>Vowel-r</p> 						
<p>Vowel Team</p> 						
<p>Open</p> 						
<p>Silent-e</p> 						
<p>Closed</p> 						
<p>Word</p>	<p>1. con</p>	<p>2. consume</p>	<p>3. debate</p>	<p>4. obesity</p>	<p>5. epidemic</p>	<p>6. pro</p>

DAY 2

Reading Multisyllable Words

en chant ment	4. congressmen
1. hopscotch	5. publish
2. children	6. constricted
3. accomplishment	7. suspect

Define

con**Definition:**

in opposition, or the _____ position

consume

together, with

to take, use, or waste

Definition:**convince**

together, with

to win, to conquer

Definition:

DAY 3

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Word
	cap .	tive .		captive
1.				
2.				
3.				
4.				
5.				

Define

debate	
away from, down	to contend, argue
Definition:	

pro
Definition:
in favor of, or the _____ position

Response to Reading

In lines 130–131, Sumi says, “Diets with high levels of ‘bad fats,’ like saturated fat, caused cognitive decline.” What do you think is a cognitive decline?

DAY 4

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Word
	un •	der •	stand •	understand
1.				
2.				
3.				
4.				
5.				

Word Construction

cogn	sume/sump
cognitive	

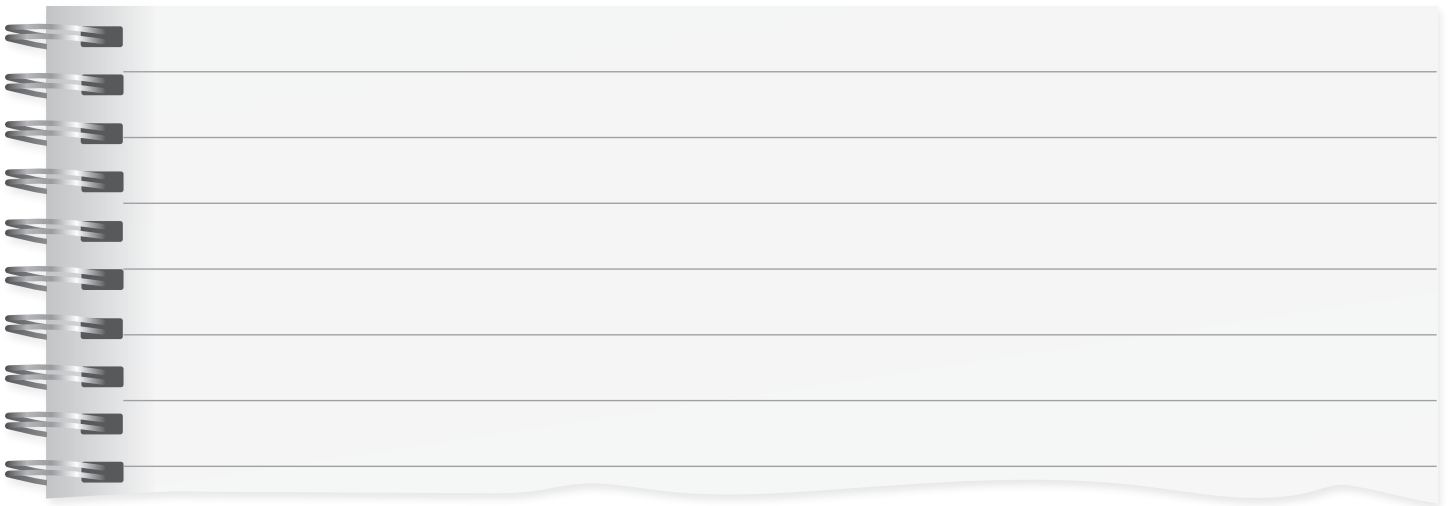
Word:	Definition:
Sentence:	

Response to Reading

Mark either pro or con.

- pro** School lunches should be healthy.
- con** School lunches do not need to be healthy.

Write one sentence stating your opinion and one sentence that includes supporting evidence. Use the sentence stems from the slide presentation to guide you.



A graphic of a spiral-bound notebook with a grey cover and silver spiral binding on the left. The notebook is open to a page with horizontal lines for writing.

DAY 5

Sentence Dictation

1. _____

2. _____

Morpheme Manipulation

Definitions of Words	to _____ down	to _____ or down	to lead _____ _____	to _____ or mold _____
Meanings of Morphemes	de: away from, down			
Words				

Response to Reading

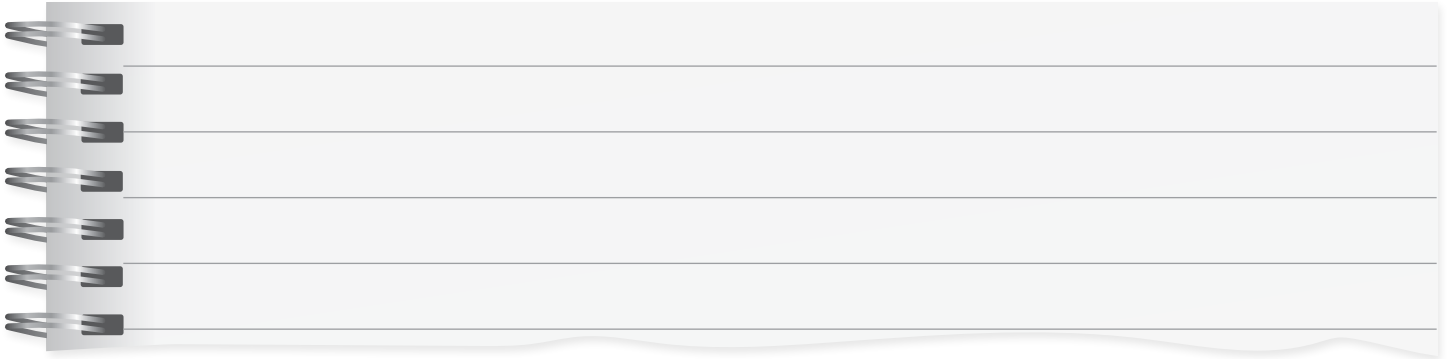
Mark either *pro* or *con*.

- pro** School lunches should be healthy.
- con** School lunches do not need to be healthy.

Mark one of the boxes below.

- My opinion has changed.**
- My opinion has not changed**

Write one sentence stating your current opinion. Then write one sentence explaining why your opinion has or has not changed. Use the sentence stems from the slide presentation to guide you.



Spelling

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