

Closed, Complex Multisyllable

Teacher Copy of the Passage



Connecticut, First and Foremost

1 Connecticut was one of the first 13 colonies to become a state in the United States of America. Its interesting name comes from the Mohegan word *Quinnehtukqut*, meaning “Long River
5 Place.” Also, Connecticut goes by several nicknames, including “The Constitution State,” “The Nutmeg State,” and “The **Provisions** State.” Most of these nicknames were earned in colonial times. Here are the stories behind those
10 names, as well as a few interesting “firsts” that Connecticut is known for.

The Constitution State

Today Connecticut’s most well-known
nickname appears on every Connecticut license
15 plate. It is “The Constitution State.” This nickname may seem odd, given that Connecticut was not the first state to **ratify** the United States Constitution. (That privilege belonged to
20 Delaware, which approved the Constitution on December 7, 1787.) However, Connecticut *was* the first state to establish a government based on the will of its people. In 1639, the then-colony established its Fundamental Orders, a document considered by many to be the first
25 written Constitution based on democratic principles. In **recognition** of its history,

the title “The Constitution State” was formally adopted by the Connecticut **legislature** in 1959.

30 The Nutmeg State

Connecticut is not an ideal place for growing nutmeg. These pungent seeds, about the size of an acorn, come from fruit trees grown in tropical places, like the Caribbean Islands.

35 They wouldn’t stand a chance in Connecticut’s **temperate** climate! How, then, did Connecticut become known as “The Nutmeg State?”

During colonial times, Connecticut’s ports brought in nutmeg on trading ships. Colonists
40 loved using this fragrant spice in their cooking, so demand for it was high. This meant peddlers could command a pretty penny for it!

Unfortunately, not everyone knew to grind nutmeg seeds before using them. Some thought
45 they should crack the seeds like walnuts. So, they struck the nutmegs and were surprised to find them so hard that they bounced! This led people to accuse peddlars of selling fake nutmegs. Sometimes this **accusation** was
50 unjust, but not always—it turns out that some peddlars *did* make “nutmegs” from rounded wooden pegs.

The Provisions State

According to an old saying, “an army marches
 55 on its stomach.” General George Washington
 understood the meaning of this saying. He knew
 that a military could only succeed if its troops
 were well fed and supplied. So, he reached
 out to colonists for **provisions** during the
 60 Revolutionary War, and Connecticut’s people
 came through for his troops over and over again.
 In fact, George Washington relied heavily on
 Connecticut’s governor Jonathan Trumbull. Not
 only did Trumbull help with military operations,
 65 but he also sent Washington food, ammunition,
 and men to help in the fight for America’s
 independence. Washington dubbed Connecticut
 “The **Provisions** State,” for its role in supplying
 his Continental Army.

70 A Land of Firsts

Throughout its history, Connecticut has been
 home to a number of firsts for the United
 States. For example, the first municipal library
 was established in New Haven, Connecticut,
 75 in 1656. Also, the first law school was founded
 in Litchfield, Connecticut, by Judge Tapping
 Reeve in 1774. Many of the men who studied
 in this one-room building went on to have
 prominent political careers. Graduates included
 80 two vice presidents, fifteen governors, twenty-
 eight senators, and ninety-seven congressional
 representatives.

Connecticut also has been a center of
innovation. Some inventions to come out
 85 of this state reflect the military support
 Connecticut became known for during the
 American Revolution. For example, the first

helicopter was designed and built in Bridgeport,
 Connecticut, by Igor Sikorsky in 1939.

90 Originally, Sikorsky conceived of it for industrial
 and rescue operations. However, the helicopter
 has become an important part of military
 services worldwide.

Also, the United States’ first nuclear powered
 95 submarine was launched from Groton,
 Connecticut, on January 21, 1954. Its use of
 nuclear power to produce steam for spinning its
 turbines allowed this vessel to run indefinitely at
 high speeds. This **revolutionized** submarine
 100 design and gave the United States Navy a
 powerful new weapon.

Fun and Games

Not all of Connecticut’s firsts had to do with the
 military. Some of its **innovations** focused on
 105 fun. For example, the first modern lollipop was
 founded in New Haven, Connecticut, by candy-
 maker George Smith in 1908. He named the
 treat after a racehorse called Lolly Pop.

Also, New Haven is the birthplace of the flying
 110 discs known as Frisbees.[®] At Yale University in
 the 1950s, students had made a game of tossing
 empty pie tins from the Frisbie Pie Company.
 Owners of a California toy company liked this
 name. So, they trademarked the name and used
 115 it for their own plastic discs, which flew like the
 pie tins.

Connecticut’s history is full of many other
 firsts, as well, from toothpaste tubes to vacuum
 cleaners. Go online or visit your library to learn
 120 more about other areas in which Connecticut
 was first and foremost!



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 conclude.

- Word? **conclude**
- How do we spell it? **c-o-n-c-l-u-d-e** Write it.

Change conclude to concept.

- What changes? **Clude changes to cept.**
- How do we spell the new word? **c-o-n-c-e-p-t**

Write the word concept under conclude.

Next, change concept to intercept.

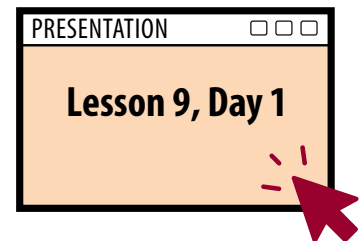
- What changes? **Con changes to inter.**
- How do we spell the new word? **i-n-t-e-r-c-e-p-t**

Write the word intercept under concept.

Finally, change intercept to intercom.

- What changes? **Cept changes to com.**
- How do we spell the new word? **i-n-t-e-r-c-o-m**

Write the word intercom under intercept.



conclude
concept
intercept
intercom

Let's read all 4 words. Ready? Begin. **conclude, concept, intercept, intercom**

Multisyllable Word Work



10 min

READING MULTISYLLABLE WORDS

This week, you will 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 8, you learned that in a simple syllable division where 2 consonants appear between 2 vowel sounds, most often we divide between the 2 consonants. (Refer to the Simple rule on the Syllable Division Rules poster.)

(Display pebmid.)

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

- This word has 2 syllables because there are 2 vowel sounds. The vowel letters that spell the vowel sounds are *e* and *i*.
- How many consonants are between the vowel sounds? **2**
- Because there are 2 consonants, where do we most often divide the syllables? **between the 2 consonants**
 - I divide this word between the consonants *b* and *m*.
- Because 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 syllable? **peb**
 - Second syllable? **mid**
 - Word? **pebmid**

This week, you will read closed multisyllable words that have a complex syllable division. A complex syllable division is when more than 2 consonants appear between the vowel sounds. For complex



Syllable Division Rules	
Simple When a word has 2 consonants between the vowel sounds, divide between the consonants. pic nic	Complex When a word has more than 2 consonants between the vowel sounds, keep the first and digraph together when dividing. con struct
Other	
When a word has 1 consonant between the vowel sounds, try to divide after the vowel. ra ven	If it's not a word you know, then divide after the consonant. rob in
When a word has the consonant <i>qu</i> between the vowel sounds, divide after the <i>qu</i> together as 1 syllable. pic kle	

pebmid
 pebmid

pebmid

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.

(Display brumchab.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds?
u 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? **c-h**
- Because the letters *c* and *h* stick together as a consonant digraph, I divide the syllables between the letters *m* and *c*.

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

<p>I cover the second syllable and look at the first one.</p> <ul style="list-style-type: none"> - Syllable type and gesture? closed - Vowel sound? /ŭ/ - Syllable? brum 	<p>I cover the first syllable and look at the second one.</p> <ul style="list-style-type: none"> - Syllable type and gesture? closed - Vowel sound? /ă/ - Syllable? chab
--	--

Step 4: Read the word.

- Word? **brumchab**



Now it's your turn. Turn to page 95 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.

brumchab



brumchab

brum|chab

3. Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
4. For each syllable, say the syllable type while showing the gesture, say the vowel sound, and then read the syllable.
5. Read the word

Answer Key

br <u>u</u> m ch <u>a</u> b	2. fle <u>e</u> th w <u>u</u> g	4. cr <u>u</u> g fl <u>o</u> t	6. z <u>o</u> f pr <u>o</u> l
1. w <u>o</u> ck cl <u>u</u> ff	3. le <u>e</u> p t <u>i</u> g	5. ish st <u>o</u> me	7. n <u>i</u> th sw <u>u</u> m

Routine for MS Word Reading:

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

Reading



5 min

BUILDING BACKGROUND

(Display [map](#).)

For the next 5 days, you will read about the state of Connecticut. During reading, you'll learn facts about the state's various nicknames, how those nicknames were earned during colonial times, and how Connecticut also has been home to many "firsts."

(Display [K-W-L Chart](#).)

This week, we are going to use a graphic organizer called a **K-W-L Chart**. This type of chart helps us organize our knowledge and learning before, during, and after we read.

- The *K* stands for "what I *know*."
- The *W* stands for "what I *want* to know."
- Finally, the *L* stands for "what I *learned*."

Today we will build our background knowledge by learning from each other. Take a minute to think about what you already know about the state of Connecticut.

Now let's share what we already know about Connecticut.

Write student responses in a list on the board or on a piece of chart paper. Students will use these responses for support while completing the first section of the K-W-L Chart independently.

If students have limited prior knowledge about Connecticut, help them build background by sharing the information. Otherwise, move on to the **Student Workbook** activity that follows.



<u>K</u> now	<u>W</u> ant to Know	<u>L</u> earned

Some facts about the state of Connecticut are:

- It is located on the East Coast.
- It can be found between the states of New York and Rhode Island.
- It's capital city is Hartford.
- Connecticut is New England's second smallest state.

For more information about the state of Connecticut, visit Connecticut's Official State Website (portal.ct.gov/About).



Turn to page 95 in your Student Workbook. Now fill in the **K** section of the K-W-L Chart with at least 3 facts you *know* about the state of Connecticut. (Give students 2 minutes to write down facts that have already been discussed about the state of Connecticut.)

Later in the week, we will complete the next 2 sections of the K-W-L Chart by recording what we *want* to know and what we have *learned*.

Morphology



10 min

DECODING

(Display Weekly Words.)

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

We will decode 2 of the Weekly Words together and then you will decode the remaining 6 words on your own.

(Display accusation.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- The vowel letters are *a*, *u*, *a*, and *i-o*.
 - There are 4 vowel sounds which means there are 4 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. I draw a syllable division line between *c* and *c*.

Weekly Words

accusation	ratify
innovation	recognition
legislature	revolutionize
provision	temperate

accusation

accusation

ac|cusation

- There is 1 consonant between the second and third vowel sounds. 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 *u*. (Refer to the Syllable Division Rules poster.)
- There is 1 consonant between the third and fourth vowel sounds. I draw a line after the vowel letter *a*.

Help me decode each syllable and then read the word.

First Syllable

- Syllable type and gesture? **Closed**
- Vowel sound? /ă/
- Syllable? **ac**

Second Syllable

- Syllable type and gesture? **open**
- Vowel sound? /û/
- Syllable? **cu**

Third Syllable

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

Fourth Syllable

- Although this syllable appears to follow the vowel team syllable type, it is considered an irregular pattern. The vowel letters *i-o* do not follow a vowel team pattern but are part of a common suffix spelled *t-i-o-n*.
- The vowel is pronounced with the schwa sound /ə/ (ÿ/).
- The syllable is /shən/. Say the syllable with me. /shən/

What's the word? **accusation**

Let's read a sentence using the word accusation: **The accusation of theft was proven false.**

ac|cu|sation

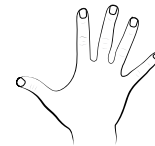


ac|cu|sa|tion

ac|cu|sa|tion



ac|cu|sa|tion



ac|cu|sa|tion



ac|cu|sa|tion



(Display legislature.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
 - What are the vowel letters? *e, i, a, and u-r-e*
 - Remember, when the consonant *r* follows the vowel letter, we underline the *r* along with the vowel to represent the vowel sound.
 - In the final syllable of this word, the silent-*e* is part of the vowel-*r* spelling. I will draw a circle around the letters *u-r-e* so I remember they are working together to spell the vowel sound in this syllable.
 - How many vowel sounds? **4** How many syllables? **4**
- 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 and second vowel sounds? **1**
 - Most often when there is 1 consonant between 2 vowel sounds, I draw a line after the vowel letter, but in this word I will divide the syllables after the consonant.
 - How many consonants are between the second and third vowel sounds? **2** Where do I draw a syllable division line? *between the s and l*
 - How many consonants are between the third and fourth vowel sounds? **1** Where do we most often draw a syllable division line? *after the vowel*
 - Yes, I will draw a line after the vowel letter *a*.

Help me decode each syllable and then read the word.

First Syllable

- Syllable type and gesture? **closed**
- Vowel sound? */ĕ/*
- Because the consonant *g* in this syllable is followed by the letter *i*, the *g* is pronounced with its soft sound. What is the soft sound for consonant *g*? */j/*
- Syllable? **leg** (*/lĕj/*)

legislature



legislature

legislature

leg|islature

leg|is|lature

leg|is|la|ture

leg|is|la|ture

leg|is|la|ture



Second Syllable

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

Third Syllable

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

Fourth Syllable

- Syllable type and gesture? **vowel-r**
- Vowel sound? /er/
- In this syllable, the reduced long u sound affects the pronunciation of the letter *t*. The *t* is pronounced /ch/.
- Syllable? **ture** (/cher/)

What's the word? **legislature**

Let's read a sentence using the word *legislature*: ***The legislature will vote on the new funding laws to rebuild the roads.***



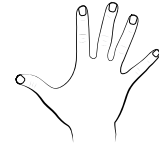
Now it's your turn to decode the remaining words. Turn to page 96 in your Student Workbook. Here are the steps:

1. Find the vowel letters and underline them.
2. 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. Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
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. If the syllable is irregular, write it in the column labeled "Irregular."
5. Read the word.

leg|is|la|ture



leg|is|la|ture



leg|is|la|ture



Answer Key

Word	Closed	Silent-e	Open	Vowel Team	Vowel-r	C-le	Irregular
1. in no va tion	in		no ¹ va				tion ²
2. pro vi sions			pro vi ¹				sions ³
3. rat i fy	rat		i ¹ fy				
4. rec og ni tion	rec og ¹		ni ¹				tion ²
5. rev o lu tion ize	rev	ize	o ¹ lu				tion ²
6. tem per ⁴ ate	tem	ate ¹			per		

- ¹ The vowel in this syllable is pronounced with the schwa sound /ə/.
- ² The syllable *-tion* is pronounced /shŭn/.
- ³ The syllable *-sions* is pronounced /zhŭnz/.
- ⁴ In vowel-r syllables, the *r* is underlined along with the vowel letter. The vowel plus the consonant *r* spells the vowel 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. ac	cu	sa	tion		accusation
2. leg	is	la	ture		legislature
3. in	no	va	tion		innovation
4. pro	vi	sions			provisions
5. rat	i	fy			ratify
6. rec	og	ni	tion		recognition
7. re	vo	lu	tion	ize	revolutionize
8. tem	per	ate			temperate

Response to Reading



2 min

ESSENTIAL QUESTION

Today you gained background knowledge on the topic of the week: *the state of Connecticut*. Over the next 4 days, you will read the article describing some of Connecticut’s interesting history. Also, you will be able to answer this Essential Question: (RI.5.1)

- *What are the stories behind Connecticut's nicknames, and why is Connecticut known for being "first and foremost"?*

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.

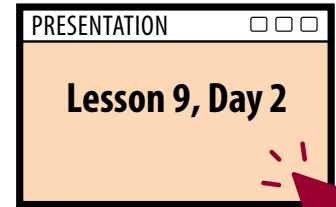
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

The pattern is: **words that end with /ik/.**

Follow-up question: **Based on the patterns of these words, what do you notice about words that use *i-c-k* versus *i-c* at the end of a word? **The words that do not use *i-c-k* are multisyllable words in which *i-c* is a suffix meaning “having the characteristic of.”****

Let’s read aloud these words that end with /ik/. Ready? Begin. **flick, skeptic, electric, quick, dramatic, comic, organic, aquatic**



flick	dramatic
skeptic	comic
electric	organic
quick	aquatic

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.

(Display athletic.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds?
a, e, and i
- 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? **t-h**
- Because the letters *t* and *h* stick together as a consonant digraph, I divide the syllables between the letters *h* and *l*.
- How many consonants are between the last 2 vowel sounds? **1**
- Where do I draw the syllable division line? **between the t and i**

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? /ă/	– Vowel sound? /ĕ/	– Vowel sound? /ĭ/
– Syllable? ath	– Syllable? let	– Syllable? ic

Step 4: Read the word.

- Word? **athletic**

athletic
athletic



ath|letic
ath|letic



Now it's your turn. Turn to page 97 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.

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

Answer Key

ath <u>le</u> t ic	4. dis <u>cre</u> d it ¹
1. meth <u>o</u> d ¹	5. in <u>t</u> end
2. <u>an</u> <u>tr</u> um	6. in <u>ve</u> st <u>men</u> t ¹
3. <u>pe</u> n <u>ma</u> n ¹ ship	7. with <u>h</u> eld

¹ The vowel in this syllable is pronounced with the schwa sound /ə/.



Routine for MS Word Reading:

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

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.

accusation	legislature	innovation	provisions
ratify	recognition	revolutionize	temperate



Before we begin reading and annotating, turn to page 95 in your Student Workbook. We have filled in the K column to show what we already *know* about Connecticut. Now we will work on the W column to tell what we *want* to know about Connecticut.

(Display article headings.)

These are **headings** from an article about Connecticut that we will read this week. Remember, authors use headings to organize similar ideas on a topic. Not only do headings help divide a text into sections, but also they can give readers a quick idea of what kind of information is covered in the text. Let's read these headings together.

(Chorally read the headings displayed.)


- **The Constitution State**
- **The Nutmeg State**
- **The Provisions State**
- **A Land of Firsts**
- **Fun and Games**

Take a moment to think about these headings and what they might have to do with the state of Connecticut.

(Display K-W-L Chart.)

Now write at least 1 sentence telling what you *want* to know about the state of Connecticut. Write it in the W section of the K-W-L chart, and begin your sentence with one of these question words: *who, what, where, when, why, or how*.

Know	Want to Know	Learned



READ & ANNOTATE

Today you will read an article about the state of Connecticut. From this article, you will learn about the history behind some of its nicknames, as well as reasons Connecticut is known for being a center of *innovation*.

The word *innovation* comes from a Latin word meaning "new or changed." Some notable *innovations* to come out of Connecticut include the Frisbee®, the first municipal library, and the first helicopter.

(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.

Today we will focus on **connecting**. When we make connections, we relate something we know to something we are learning about in our reading. Think of it like a chain: Each time we learn something new, we link it to something we already are familiar with. Connecting information in this way helps us understand new ideas.

I will model how to use the Connecting strategy while we read. The gesture I use when I am connecting creates a chain with my fingers. (Model the gesture as pictured in the right margin.) **Show me the gesture for connecting. Remember you will make this gesture anytime you make a connection while reading.**



Turn to page 93 in your Student Workbook. Let's read and annotate the first section of the article together.

(Display "Connecticut, First and Foremost.")

Begin reading aloud the first paragraph (lines 1-11). Reference the Think Aloud stopping points below to support your modeling of how to annotate the text.

Connecticut was one of the first 13 colonies to become a state in the United States of America. Its interesting name comes from the Mohegan word Quinnehtukqut, meaning "Long River Place."

- **Think Aloud:** These first 2 sentences bring up a question in my mind. I can infer that Mohegan words are words that come from a Native American language. However, I don't know much about the Mohegan Tribe. I am going to put a question mark next to this sentence. The question I have is "Who are the Mohegan and how are they connected to Connecticut's history?"

Annotation Key


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




Connecting



Also, Connecticut goes by several nicknames, including “The Constitution State,” “The Nutmeg State,” and “The Provisions State.” Most of these nicknames were earned in colonial times.

 **Think Aloud:** I am going to write the letter C and make the gesture for connecting because I can make a connection to this sentence. I know a lot of people with nicknames. Nicknames usually mean something special about the person or can be a shortened version of their name. If you can make a connection to this sentence, too, show me the connecting gesture.

Here are the stories behind those names, as well as a few interesting “firsts” that Connecticut is known for.

 **Think Aloud:** I am going to put a star beside this sentence because it tells the main idea of the article. I know that I need to focus on how these nicknames came to be and any “firsts” that happened in Connecticut.

Continue reading the article. Be sure to stop and annotate as you read, focusing on connecting with the ideas in the text. Identify at least 2 connections while you are reading. Don’t forget to gesture and write a letter C next to your connections.



Teacher Tip

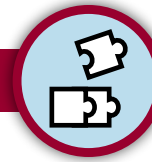
Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

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. 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 article you just read.



Turn to page 97 in your Student Workbook. We will work together to identify the morphemes in the Weekly Words. Then we will use the meanings of the morphemes to write a definition for each word.

LEGISLATURE

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

The legislature met to process and pass the new laws.

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

The first morpheme *legis* (/ləjɪs/) is a Latin word meaning "law."

- Write *legis* in the first box under the word *legislature*.
- Repeat after me.
 - The Latin word *legis* means "law." **The Latin word *legis* means "law."**

The last morpheme in this word is *-ture* (/tʃer/).

- The definition of the suffix *-ture* is "state of, process, or function."
 - Write *-ture* in the empty box next to the prefix *legis*.
- Repeat after me.
 - The suffix *-ture* means "state of, process, or function." **The suffix *-ture* means "state of, process, or function."**

What is the word? **legislature**

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

- Write your definition for legislature 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.

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

The legislature met to process and pass the new laws.



legislature		
legis	la	ture
law	state of, process, or function	

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

- *The legislature met to process and pass the new laws.*
- Some context clues for the meaning of *legislature* include the words “to process” and “laws.”
- I know the *legislature* is a group of people called *legislators*. The *function of the legislature* is to make and *process new laws*.
- The correct definition for the word *legislature* is “function of processing laws.” If you need to edit your definition, do that now.

INNOVATION

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

The innovation in cell phones has allowed everyone to have more dependable mobile communication.

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

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

- The first morpheme *in-* is a prefix meaning “in.”
 - Write *in-* in the first box under the word *innovation*.
- Repeat after me.
 - The prefix *in-* means “in.” **The prefix *in-* means “in.”**

The next morpheme *nova* comes from a Latin word meaning “new.”

- Write *nova* in the empty box next to the prefix *in-*.
- Repeat after me.
 - The morpheme *nova* means “new.” **The morpheme *nova* means “new.”**

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

- The definition for the suffix *-tion* is “state of being, quality, or action.”
 - Write *-tion* in the last box next to *nova*.
- Repeat after me.
 - The suffix *-tion* means “state of being, quality, or action.” **The suffix *-tion* means “state of being, quality, or action.”**

The legislature met to process and pass the new laws.



legislature		
legis	la	ture
law	state of, process, or function	
function of processing laws		

The innovation in cell phones has allowed everyone to have more dependable mobile communication.

innovation		
in	nova	tion
in	new	state of being, quality, or action

What is the word? **innovation**

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


- Write your definition for innovation 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.

- *The innovation in cell phones has allowed everyone to have more dependable mobile communication.*
- Some context clues for the meaning of innovation include the words "cell phones" and "more dependable."
- When a device, such as a cell phone, has been made to be more dependable, that device is *in a new state of being*.
- The correct definition for the word innovation is "in a new state of being." If you need to edit your definition, do that now.

The innovation in **cell phones** has allowed everyone to have **more dependable** mobile communication.



innovation		
in	nova	tion
in	new	state of being, quality, or action
in a new state of being		

PROVISIONS

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

The colonists gathered provisions to help them get ready for the long journey.

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

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

- The first morpheme *pro-* is a prefix meaning "forward, earlier, prior to."
 - Write *pro-* in the first box under the word provisions.
- Repeat after me.
 - The prefix *pro-* means "forward, earlier, prior to." **The prefix *pro-* means "forward, earlier, prior to."**

The next morpheme *vis* is a Latin root meaning "to see."

- Write *vis* in the empty box next to the prefix *pro-*.
- Repeat after me.
 - The Latin root *vis* means "to see." **The Latin root *vis* means "to see."**

The colonists gathered provisions to help them get ready for the long journey.

provisions			
pro	vis	ion	s
forward, earlier, prior to	to see	state of being, quality, or action	(plural ending) more than 1

The next morpheme in this word is *-ion*.

- The definition for the suffix *-ion* is “state of being, quality, or action.”
 - Write *-ion* in the box next to *vis*.
- Repeat after me.
 - The suffix *-ion* means “state of being, quality, or action.” **The suffix *-ion* means “state of being, quality, or action.”**

This word is a plural noun because it has the *-s* ending.

- By adding *-s* to the end, we know there is “more than 1.”
 - Write *-s* in the last box next to *-ion*.

What is the word? **provisions**

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

- Write your definition for provisions 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.

- *The colonists gathered provisions to help them get ready for the long journey.*
- Some context clues for the meaning of provisions include the words “get ready” and “journey.”
- I know that when people get ready for a long journey, they try to *see forward*, or know ahead of time, what supplies they will need so they can pack the supplies *prior to* leaving.
- The correct definition for the word provisions is “states of being seen (as necessary) prior to being needed.” If you need to edit your definition, do that now.

The colonists gathered provisions to help them **get ready** for the long **journey**.



provisions			
pro	vis	ion	s
forward, earlier, prior to	to see	state of being, quality, or action	(plural ending) more than 1
states of being seen (as necessary) prior to being needed			



2 min

Response to Reading

Earlier today, you placed the letter **C** in the margins of this week's article, next to ideas you connected to. Remember, **Connecting** is a comprehension strategy that relies on your background knowledge and prior experiences. The goal of connecting with a text is to better understand what you are reading.

Today I modeled how to stop and make connections as you read. Now it is your turn to write about a connection you made with a part of the article. (W.5.8, W.5.10)



Turn to page 93 in your Student Workbook. Here are the steps:

1. Reread the phrases or sentences next to the letter **C** annotations you wrote in the margins.
2. Circle the **C** next to the phrase or sentence you connected with the most.
3. On the lines in your workbook, write 1-2 sentences explaining how you connected with information from the article.

Answer Key (answers vary)

Possible student connections could include:

- I have a nickname and can explain the story behind how I got it.
- I've read another book about the United States' Constitution and how it helped establish a new government.
- My grandmother uses nutmeg when she bakes desserts for Thanksgiving.
- We studied George Washington and the Continental Army.
- I love to throw the Frisbee® with my brother.

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 static.

- Word? **static**
- How do we spell it? **s-t-a-t-i-c** Write it.

Change static to ecstatic.

- What changes? **Add ec- to the beginning.**
- How do we spell the new word? **e-c-s-t-a-t-i-c**

Write the word ecstatic under static.

Next, change ecstatic to eccentric.

- What changes? **Static changes to centric.**
- How do we spell the new word? **e-c-c-e-n-t-r-i-c**

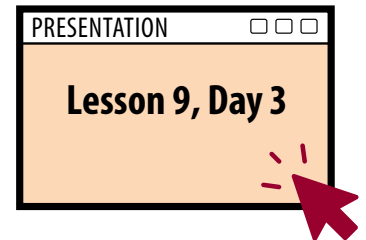
Write the word eccentric under ecstatic.

Finally, change eccentric to concentric.

- What changes? **Ec- changes to con-.**
- How do we spell the new word? **c-o-n-c-e-n-t-r-i-c**

Write the word concentric under eccentric.

Let's read all 4 words. Ready? Begin. **static, ecstatic, eccentric, concentric**



static
ecstatic
eccentric
concentric



10 min

Multisyllable Word Work

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 *pumpkin*. Word? **pumpkin**

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

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

<p>First syllable? pump</p> <ul style="list-style-type: none"> – First sound? /p/ Letter? p – Second sound? /ŭ/ Letter? u – Third sound? /m/ Letter? m – Fourth sound? /p/ Letter? p – Syllable type and gesture? closed – Syllable? pump 	<p>Second syllable? kin</p> <ul style="list-style-type: none"> – First sound? /k/ Letter? k – Second sound? /i/ Letter? i – Third sound? /n/ Letter? n – Syllable type and gesture? closed – Syllable? kin
--	---

pump	kin
------	-----

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



Now it's your turn. Turn to page 99 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
pumpkin	pump	kin		pumpkin
1. activate	ac	ti ¹	vate	activate
2. windowsill	win	dow	sill	windowsill
3. complex	com	plex		complex ✓
4. freedom	free	dom ¹		freedom
5. subtraction	sub	trac	tion ¹	subtraction ✓

¹ The vowel in this syllable is pronounced with the schwa sound /ə/.

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

Now 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.

Reading



8 min

WEEKLY WORDS IN CONTEXT

Today we are going to reread a portion of the article, “Connecticut, First and Foremost.”



Turn to page 93 in your Student Workbook. Put your finger on line 30 of the article.

(Display “Connecticut, First and Foremost.”)

Listen as I read paragraphs 3 and 4 under the heading “The Nutmeg State.” As I read, I am going to pause at 1 of the Weekly Words. 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 article. Once I have defined the word, I will identify a synonym for the Weekly Word and reread the sentence with the synonym inserted to see if it makes sense. Follow along with me as I read, beginning at line 31.

The Nutmeg State

Connecticut is not an ideal place for growing nutmeg. These pungent seeds, about the size of an acorn, come from fruit trees grown in tropical places, like the Caribbean Islands. They wouldn't stand a chance in Connecticut's temperate climate! How, then, did Connecticut become known as "The Nutmeg State?"

Think Aloud: I am going to underline the word temperate because this is a word from the Weekly Words list.

First, I will give you the meanings of the morphemes in the word temperate.

- *Temp* comes from a Latin word meaning "moderate or steady."
- The definition of the suffix *-ate* is "to make or cause."
- Using the meanings of the morphemes in temperate, along with the sentence's context clues ("tropical places," "wouldn't stand a chance," and "climate"), I can determine the definition for temperate. The word temperate means "made moderate or steady."
- I know in tropical places, the weather changes frequently—it's often hot and wet with unpredictable storms such as hurricanes. The article indicates Connecticut has the opposite climate by saying nutmeg, a tropical plant, wouldn't survive in Connecticut. I can infer from this information that a temperate climate would be more predictable and moderate.

Now I will identify a synonym or short phrase that I can insert into the sentence, in place of the word temperate. I want to maintain the sentence's original meaning, so I need to make sure the synonym or short phrase makes sense in that context.

- I know that when a climate or weather is moderate or steady, it can also be referred to as mild.
 - Listen as I reread the sentence, inserting *mild* in place of temperate: *They wouldn't stand a chance in Connecticut's mild climate! Does the word make sense in this sentence? yes*
- Let's reread the paragraph aloud together and replace temperate with *mild*. (Reread lines 30-37 chorally.)

temperate		
temp	er	ate
moderate, steady		to make or cause
made moderate or steady		


**The Nutmeg State**

Connecticut is not an ideal place for growing nutmeg. These pungent seeds, about the size of an acorn, come from fruit trees grown in tropical places, like the Caribbean Islands. They wouldn't stand a chance in Connecticut's temperate climate! How, then, did Connecticut become known as "The Nutmeg State?"

mild

Listen as I continue reading paragraph 4.

During colonial times, Connecticut's ports brought in nutmeg on trading ships. Colonists loved using this fragrant spice in their cooking, so demand for it was high. This meant peddlers could command a pretty penny for it!

 **Think Aloud:** The phrase *a pretty penny* is an idiom. An **idiom** is an expression that means something different from the actual meanings of its words.

- When you hear the phrase *a pretty penny*, you might visualize a penny that is pretty—new, clean, and shiny. However, this idiom means "a lot of money." When you pay a pretty penny for something, you pay a lot of money for it.
- Here is another example of how the idiom *a pretty penny* might be used in a sentence. Read it with me. **Someone paid a pretty penny for that new sports car.**

Now it's your turn. Beginning at line 43, read paragraph 5 to learn more about nutmeg. There is 1 Weekly Word in this section we have not defined—***accusation***. Using the meaning of the morphemes in the word and the context clues in the sentences, write a definition for this Weekly Word and identify a synonym.

Follow these steps:

1. Read lines 43-52.
2. Pause and underline this Weekly Word: ***accusation***.
3. Write a definition for this word in the table on page 99 of your workbook.
4. Identify a synonym or short phrase that could replace the Weekly Word.
5. As I modeled for you, write the synonym or phrase in the margin, with a line connecting it to the Weekly Word.
6. Reread the paragraph with its replacement synonym or phrase.
7. Determine if the sentence still makes sense. If not, adjust the synonym or phrase until it fits the context of the sentence.

In a few minutes, I will ask volunteers to share the synonyms or phrases they chose.

Answer Key

accusation			
ac	cuse	a	tion
to or toward	cause	state of being, quality, or action	
an action toward someone of claiming he or she caused a misdeed			
Synonym: (answers vary) claim, charge, blame, complaint, criticism			

Morphology



7 min

DEFINE



Turn to page 100 in your Student Workbook. Today we will identify the morphemes in the last 3 Weekly Words. Then we will use the meanings of the morphemes to write a definition for each word.

RATIFY

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

Do you think the principal will ratify our request to go on the field trip?

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

The first morpheme *rat* comes from the Latin word *ratus* meaning "approved or certain."

- Write *rat-* in the first box under the word ratify.
- Repeat after me.
 - The morpheme *rat* means "approved or certain." **The morpheme *rat* means "approved or certain."**

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

- The definition of the suffix *-ify* means "make or become."
 - Write *-ify* in the empty box next to *rat-*.
- Repeat after me.
 - The suffix *-ify* means "make or become." **The suffix *-ify* means "make or become."**

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

Do you think the principal will ratify our request to go on the field trip?



ratify	
rat	ify
approved or certain	make or become

What is the word? **ratify**

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

- Write your definition for ratify 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.

- Do you think the principal will ratify our request to go on the field trip?
- Some context clues for the meaning of ratify include the words “principal” and “our request.”
- I know a principal is a leader who can hear a request and then *make* it be *approved*.
- The correct definition for the word ratify is “to make (something) approved.” If you need to edit your definition, do that now.

RECOGNITION

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

In recognition of their outstanding efforts, the students were awarded a certificate.

The underlined word in this sentence is recognition. What’s the word? **recognition**

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

- The morpheme *re-* is a prefix meaning “again, back.”
 - Write *re-* in the first box under the word recognition.
- Repeat after me.
 - The prefix *re-* means “again, back.” **The prefix *re-* means “again, back.”**

The next morpheme *cogn* is a Latin root meaning “to know.”

- Write *cogn* in the middle box next to *re-*.
- Repeat after me.
 - The Latin root *cogn* means “to know.” **The Latin root *cogn* means “to know.”**

Do you think the **principal** will ratify **our request** to go on the field trip?



ratify	
rat	ify
approved or certain	make or become
to make (something) approved	

In recognition of their outstanding efforts, the students were awarded a certificate.

recognition		
re	cogn	i
again, back	to know	state of being, quality, action

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

- The definition for the suffix *-tion* is “state of being, quality, or action.”
 - Write *-tion* in the last box next to *cogn*.
- Repeat after me.
 - The suffix *-tion* means “state of being, quality, or action.” **The suffix *-tion* means “state of being, quality, or action.”**

What is the word? **recognition**

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

- Write your definition for recognition 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.

- In recognition of their outstanding efforts, the students were awarded a certificate.
- Some context clues for the meaning of recognition include the words “outstanding efforts” and “awarded a certificate.”
- Awarding the certificate was a way of going *back* and *knowing again* the outstanding efforts the students made.
- The correct definition for the word recognition is “the action of knowing again.” If you need to edit your definition, do that now.

REVOLUTIONIZE

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

Making new technology for electric cars will revolutionize the automobile business.

The underlined word in this sentence is revolutionize. What’s the word? **revolutionize**

The first morpheme *revol* is part of the word *revolve* meaning “to change direction.”

- Write *revol* in the first box under the word revolutionize.

recognition			
re	cogn	i	tion
again, back	to know		state of being, quality, action



In recognition of their outstanding efforts, the students were awarded a certificate.

recognition			
re	cogn	i	tion
again, back	to know		state of being, quality, action
the action of knowing again			

Making new technology for electric cars will revolutionize the automobile business.

- Repeat after me.
 - The morpheme *revol* means “to change direction.” **The morpheme *revol* means “to change direction.”**

What is the next morpheme you recognize in this word? **tion**

- The definition for the suffix *-tion* is “state of being, quality, action.”
 - Write *-tion* in the middle box next to *revol*.
- Repeat after me.
 - The suffix *-tion* means “state of being, quality, action.” **The suffix *-tion*, means “state of being, quality, action.”**

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

- The definition for the suffix *-ize* is “become, change, make.”
 - Write *-ize* in the middle box next to *-tion*.
- Repeat after me.
 - The suffix *-ize* means “become, change, make.” **The suffix *-ize* means “become, change, make.”**

What is the word? **revolutionize**

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

- **Write your definition for revolutionize 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.

- ***Making new technology for electric cars will revolutionize the automobile business.***
- Some context clues for the meaning of revolutionize include the words “Making new” and “electric cars.”
- I know that making new technology for electric cars will *make a change* in the *state of being* of the automobile business because it will require cars to be built in a new way.
- The correct definition for the word revolutionize is “to make a change in (something's) state of being.” If you need to edit your definition, do that now.

revolutionize			
revol	u	tion	ize
to change direction		state of being, quality, action	become, change, make



Making new technology for electric cars will revolutionize the automobile business.

revolutionize			
revol	u	tion	ize
to change direction		state of being, quality, action	become, change, make
to make a change in (something's) state of being			



2 min

Response to Reading

Turn to page 101 in your Student Workbook. Using the knowledge you gained in your reading and word study, respond to the question in your workbook by writing 2 or 3 sentences. (RI.5.4, L.5.4a)

In Lines 43-52, the author explains that *unjust accusations* were made against some peddlars. What were the *unjust accusations*?

Answer Key (answers vary)

Possible student response:

The *unjust accusations* were that the peddlars sold fake nutmeg. While this was true of some peddlars, it was not true of all of them.

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.

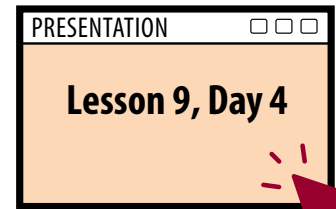
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

The pattern is: **words with the prefix *com-*.**

Follow-up question: **What does the prefix *com-* mean? *Com-* means “together, with.”**

Let’s read aloud these words with the prefix *com-*. Ready? **Begin.**
combine, complete, comfort, compact, compute, compound, compile, complain



combine	compute
complete	compound
comfort	compile
compact	complain

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 abstracted. Word? **abstracted**

- Place a dot in the corner for each syllable we hear: **ab/stract/ed**
- How many syllables? **3**

.	.	.

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

First syllable? ab – First sound? /ă/ Letter? a – Second sound? /b/ Letter? b – Syllable type and gesture? closed – Syllable? ab	Second syllable? stract – First sound? /s/ Letter? s – Second sound? /t/ Letter? t – Third sound? /r/ Letter? r – Fourth sound? /ă/ Letter? a – Fifth sound? /k/ Letter? c – Last sound? /t/ Letter? t – Syllable type and gesture? closed – Syllable? stract	Third syllable? ed – First sound? /ě/ Letter? e – Second sound? /d/ Letter? d – Syllable type and gesture? closed – Syllable? ed
ab •	stract •	ed •

- Word? **abstracted**
 - Are either of the syllable divisions in this word a complex division? **yes**
 - What consonant blends or digraphs do you recognize? **s-t-r** and **c-t**



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. Remember, you may have to adjust the vowel to a schwa pronunciation.

Answer Key

Words to Dictate	Syllable 1	Syllable 2	Syllable 3	Word
abstracted	ab	stract	ed	abstracted
1. calculate	cal	cu	late	calculate
2. daffodil	daf	fo ¹	dil	daffodil
3. blackbird	black	bird		<u>black</u> bird ✓
4. monster	mon	ster		mon <u>ster</u> ✓
5. introduce	in	tro ¹	duce ²	int <u>ro</u> duce ✓

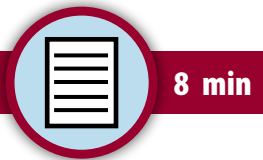
¹ The vowel in this syllable is pronounced with the schwa sound /ə/.

² Most often when the letter *c* is followed by *e*, *i*, or *y*, it is pronounced with its soft sound—/s/.

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



Turn to page 93 in your Student Workbook. Today your purpose for reading is accuracy, especially when you come to a Weekly Word. 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.

While you read, identify words or phrases that the author uses to promote the state of Connecticut. Highlight any words or phrases you feel could be used to persuade someone to visit Connecticut.



Teacher Tip

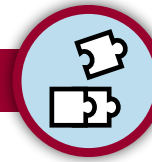
Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

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.

If time permits, ask a few students to read their highlighted words and phrases to the class.

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. Students will use the white sides of the cards today, but they can still share the responsibility for writing the Greek Combining Forms on the 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.

Today you will continue to combine Greek morphemes to construct words. Let's review before we begin.

Greek morphemes are known as Greek Combining Forms. Say that with me. **Greek Combining Forms**

Greek Combining Forms can appear in the beginning, middle, or end of a word. Unlike base words that can stand alone, Greek Combining Forms *can't* stand alone—this is why they are called “Combining Forms.” Greek morphemes *must* be combined with other Greek morphemes to form a word.

Now let's construct some words.

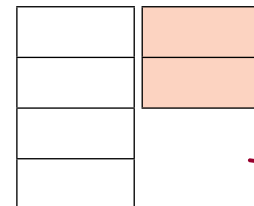
To help you construct words, you will need the following materials:

- 4 white Greek morpheme cards (Instruct students to use the backs of the green cards.)
- 2 red suffix cards
- morphology mat

The backs of the colored morpheme cards are white. We will use the white side of the cards when we work with Greek Combining Forms. Some words you will build with Greek Combining Forms may also have prefixes and suffixes. I will model this for you today with the red suffix cards you will prepare.

(Display morpheme cards.)

Lay your cards on your desk as shown on the presentation slide. Using a whiteboard marker, write the following Greek Combining Forms on the white cards: *bio*, *geo*, *graph*, and *logy*.



bio	
geo	
graph	
logy	

- How is the Greek spelling pattern *p-h* pronounced? /f/
- Read these Greek Combining Forms with me. *bio, geo, graph, logy* (/ləjē/)

Now write these suffixes on the red cards: *-ist* and *-y*.

Let's build 2 words together.

- Begin by placing the white Greek morpheme card *bio* in the first rectangle on your mat. As you place the card on your mat, read the card with me. **bio**
- I will choose another Greek morpheme to combine with *bio*.
 - Place the white Greek morpheme card *logy* in the second rectangle next to *bio* on your mat.
- The word is *biology*. Say it with me. **biology**
 - The Greek Combining Form *bio* means "life."
 - The Greek Combining Form *logy* means "science or study of."
- The word *biology* means "the science or study of life."
- I write the word *biology* on the first line of the Constructed Words table.

Constructed Words
biology

Now help me create 1 more word. Leave the Greek Combining Forms *bio* and *logy* in the first 2 rectangles on your mat.

- I am going to choose a red suffix card to add to *biology*.
 - Place the red suffix card *-ist* in the third rectangle, after *logy*.
 - Because *logy* ends with the letter *y*, which spells a vowel sound, we need to drop the *y* before adding the suffix *-ist*. You can do this by crossing out or erasing the letter *y* at the end of *logy*.
 - The suffix *-ist* means "one who performs a specific action."
- If someone is a *biologist*, he or she is "one that studies the science of life."
- I write the word *biologist* on the next line in the Constructed Words table.
- Here is an example of the word *biologist* in a sentence. Read it with me. *The biologist is conducting studies on how sugar affects the brain.*

Constructed Words
biology
biologist

bio	ist
geo	y
graph	
logy	



bio	logy		
-----	------	--	--

bio	logy	ist	
-----	------	-----	--

The *biologist* is conducting studies on how sugar affects the brain.



Now it's your turn to construct more words. Turn to page 102 in your Student Workbook. You will see the 2 words we just built. Construct at least 2 more words using the Greek Combining Forms and suffixes. Record your words in the table located in your workbook. To construct your words, follow these steps:

1. Place 1 Greek morpheme in the first rectangle on your mat.
2. Choose another Greek morpheme to combine with the first morpheme by placing it in the second rectangle on your mat.
3. Read the word to see if it is a word you recognize.
4. Add a red suffix card after the Greek morphemes to build another word.
5. Record your words in the Constructed Words table in your workbook.
6. Repeat these steps until you have constructed the number of words needed to fill the lines of the table in your workbook.

Answer Key

Constructed Words
biology
biologist
Possible words: biograph, biography, geology, geologist, geography

When you're done constructing at least 2 words using the morpheme cards, choose 1 of your words and write a definition and sentence for the word in the table on page 102 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.

Response to Reading



2 min



Turn to page 102 in your Student Workbook. On Day 3, you highlighted words and phrases in "Connecticut, First and Foremost" that could be used to persuade someone to visit Connecticut. Now you will use those words and phrases as inspiration for a bumper sticker slogan that you will write. As you write your slogan, remember to capture something about Connecticut's history and innovations that makes living in this state special. (W.5.8, W.5.10)

(Display sample bumper stickers.)

Answer Key (answers vary)

Possible bumper sticker slogans:

Inventors of the Lollipop	<i>Who's ready to fly?</i> Building Helicopters Since 1939
<i>Let's read!</i> Home of the First Municipal Library	<i>I'm game!</i> Birthplace of the Frisbee®
History buffs welcome! Even George Washington loves Connecticut.	We're Nuts for Nutmeg in Connecticut!



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.

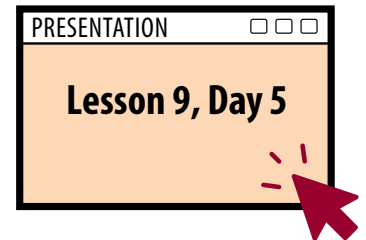
Ready? (Display the pattern description and word list and then set the timer for 2 minutes.) **Begin.**

Answer Key (answers vary)

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

Let’s review. What is a closed syllable? **1 vowel letter followed by 1 or more consonants**

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



The pattern is multisyllable words containing only closed syllables.

fantastic	penmanship
basketball	consistent

Multisyllable Word Work

5 min



On page 103 of your Student Workbook, there are some lines to write sentences. I’ll tell you a sentence. You’ll repeat it. Then you’ll write it, and we’ll check it together.

First sentence: The princess was impressed by the king’s address.

Repeat it with me. **The princess was impressed by the king’s address.**
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 complex assignment was unexpected.

Repeat it with me. **The complex assignment was unexpected.**
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

10 min

Today while rereading "Connecticut, First and Foremost," you will focus on synthesizing what you have learned about the state of Connecticut. Remember, when we **synthesize**, we combine our new knowledge about a topic with our past knowledge, in order to gain a deeper understanding of the topic.



Turn to page 93 of your Student Workbook. As you read, think about how the facts from this article relate to what you already know about the state of Connecticut. (For a reminder of what you already know, see the K section of the K-W-L Chart on Student Workbook page 95.) Also, think about how the Weekly Words relate to important ideas in the text. Finally, recall connections you made during earlier readings of this article and see if you can think of some new connections.

Morphology

7 min

MORPHEME MANIPULATION

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



Turn to page 104 of your Student Workbook. Here are the steps:

1. I will dictate 1 word from the 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.
4. We will continue this process until we have 4 words in the chain.

Let's begin. The first word is innovation. Word? **innovation**

- What's the first morpheme? **in** Spell it. **i-n** Write it in the first box in your workbook.
 - The meaning for the prefix *in-* is already written in your workbook. What's the meaning? **in**
- What is the next morpheme? **nova** Spell it. **n-o-v-a** Write it next to the prefix *in-* in the first box.
 - Meaning? **new** Write the meaning for *nova* in the empty box next to where you found the definition for *in-*.
- What is the suffix? **-tion** Spell it. **t-i-o-n** Write it next to *nova* in the first box.
 - The meaning for the suffix *-tion* is already written in your workbook. What's the meaning? **state of being, quality, action**
- What is the definition for the word innovation? **in a new state of being**
 - The definition for the word innovation is in your workbook but 2 key words are missing. What keywords do you need to write to complete the definition? **new, being**
- Here is an example of the word innovation in a sentence:
Innovation *is the key to technology's success.*

Words	Meanings of Morphemes			Definitions of Words
innovation	in: in	nova: new	tion: state of being, quality, action	in a new state of being

Change *nova* to *fec*. What's the new word? **infection**

- What is the prefix? **in-** Spell it. **i-n** Write it.
 - What's the meaning? **in**
- What is the root? **fec** Spell it. **f-e-c** Write it.
 - The Latin root *fec* means "to make or do." Write the meaning for *fec* in the empty box next to where you found the meaning for *in-*.
- What is the suffix? **-tion** Spell it. **t-i-o-n** Write it next to *fec* in the first box.
 - The meaning for the suffix *-tion* is already written in your workbook. What's the meaning? **state of being, quality, action**
- The meaning of the word infection is "action of making (something) go in."
 - Write the missing words to complete the definition for infection.

- Here is an example of the word infection in a sentence: *His ear infection caused him to have trouble sleeping.*

Words	Meanings of Morphemes		Definitions of Words
innovation	in: in	nova: new	in a <u>new</u> state of <u>being</u>
infection		fec: to make or do	<u>action of making</u> (something) go in
			tion: state of being, quality, action

Change *fec* to *spec*. What's the new word? **inspection**

- What is the prefix? **in-** Spell it. **i-n**
- What is the Latin root? **spec** Spell it. **s-p-e-c** Write it.
- What is the suffix? **-tion** Spell it. **t-i-o-n** Write it.
 - The meaning for the suffix *-tion* is already written in your workbook. What's the meaning? **state of being, quality, action**
- What is the meaning of the word inspection? **action of looking in**
 - Write the missing words to complete the definition for inspection.
- Here is an example of the word inspection in a sentence: *My parents had a home inspection before they moved in.*

Words	Meanings of Morphemes		Definitions of Words
innovation	in: in	nova: new	in a <u>new</u> state of <u>being</u>
infection		fec: to make or do	<u>action of making</u> (something) go in
inspection		spec: to look, see, or watch	action of <u>looking in</u>

Change the word inspection to inspector.

- What morpheme changes? **The suffix *-ion* changes to *-or*.**
- What is the prefix? **in-** Spell it. **i-n** Write it.
- What is the Latin root? **spect** Spell it. **s-p-e-c-t** Write it.
- What is the suffix? **-or** Spell it. **o-r** Write it.
 - The suffix *-or* means "one who does." Write the meaning for *-or* in the empty box under the meaning for *-tion*.
- What is the meaning of the word inspector? **one who looks in**
 - Write the missing words to complete the definition for inspector.

Lesson 9

- Here is an example of the word inspector in a sentence: *The inspector found several problems with the car's engine.*

Words	Meanings of Morphemes		Definitions of Words
innovation	in: in	nova: new	in a <u>new</u> state of <u>being</u>
infection		fec: to make or do	action of making (something) go in
inspection		spec: to look, see, or watch	action of <u>looking in</u>
inspector		or: one who does	<u>one who</u> looks in

Let's read the 4 words together, starting at the top. **innovation, infection, inspection, inspector**

Response to Reading



5 min

This week, you read an article about the state of Connecticut and its notable nicknames and innovations. Also, you completed 2 columns of the K-W-L Chart about Connecticut. Today you will complete the third column of the K-W-L Chart by summarizing what you have *learned* from your reading. (RI.5.2)



On page 95 of your Student Workbook, write a brief summary of what you have learned about the state of Connecticut. Use the sentence stems in your workbook to guide your writing. (RI.5.2, W.5.8)

This article was about _____.
The nickname that stood out the most was _____ because _____.
I also learned that _____.

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

Answer Key (answers vary)

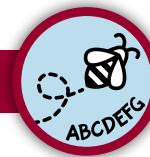
Possible student response:

This article was about Connecticut's nicknames and innovations.

The nickname that stood out the most was "The Nutmeg State" because I liked learning that nutmeg comes from fruit trees, is grown in temperate climates, and people paid a pretty penny for it back in the day.

I also learned that lollipops got their name from a racehorse named Lolly Pop.

Spelling + Match the Meaning



5 min

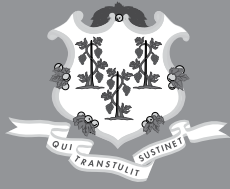


Turn to page 105 in your Student Workbook. Write your name at the top of page 105, carefully tear the page out, then put your workbook away. I will dictate each Weekly Word, and you will complete it by filling in the blank with the correctly spelled morpheme or letter combination. Then after you have completed all the words, you will match each one to its definition by writing the definition's letter next to the word.

Words to Dictate	Letter
1. <u>rat</u> ify	c
2. <u>tem</u> perate	f
3. <u>accu</u> sation	h
4. <u>legis</u> lature	a
5. <u>revolu</u> tionize	e
6. <u>inno</u> vation	g
7. <u>recog</u> nition	d
8. <u>provis</u> ion	b

Definitions
a. function of processing laws
b. state of being seen (as necessary) prior to being needed
c. to make something approved
d. action of knowing again
e. to make a change in something's state of being
f. made moderate or steady
g. in a new state of being
h. an action toward someone of claiming he or she caused a misdeed

Passage



Connecticut, First and Foremost

1 Connecticut was one of the first 13 colonies to become a state in the United States of America. Its interesting name comes from the Mohegan word *Quinnehtukqut*, meaning “Long River
5 Place.” Also, Connecticut goes by several nicknames, including “The Constitution State,” “The Nutmeg State,” and “The Provisions State.” Most of these nicknames were earned in colonial times. Here are the stories behind those
10 names, as well as a few interesting “firsts” that Connecticut is known for.

The Constitution State

Today Connecticut’s most well-known
nickname appears on every Connecticut license
15 plate. It is “The Constitution State.” This nickname may seem odd, given that Connecticut was not the first state to ratify the United States Constitution. (That privilege belonged to
20 Delaware, which approved the Constitution on December 7, 1787.) However, Connecticut *was* the first state to establish a government based on the will of its people. In 1639, the then-colony established its Fundamental Orders, a
document considered by many to be the first
25 written Constitution based on democratic principles. In recognition of its history,

the title “The Constitution State” was formally adopted by the Connecticut legislature in 1959.

30 The Nutmeg State

Connecticut is not an ideal place for growing nutmeg. These pungent seeds, about the size of an acorn, come from fruit trees grown in tropical places, like the Caribbean Islands.

35 They wouldn’t stand a chance in Connecticut’s temperate climate! How, then, did Connecticut become known as “The Nutmeg State?”

During colonial times, Connecticut’s ports brought in nutmeg on trading ships. Colonists
40 loved using this fragrant spice in their cooking, so demand for it was high. This meant peddlers could command a pretty penny for it!

Unfortunately, not everyone knew to grind nutmeg seeds before using them. Some thought
45 they should crack the seeds like walnuts. So, they struck the nutmegs and were surprised to find them so hard that they bounced! This led people to accuse peddlars of selling fake nutmegs. Sometimes this accusation was
50 unjust, but not always—it turns out that some peddlars *did* make “nutmegs” from rounded wooden pegs.

The Provisions State

According to an old saying, “an army marches
 55 on its stomach.” General George Washington understood the meaning of this saying. He knew that a military could only succeed if its troops were well fed and supplied. So, he reached out to colonists for provisions during the
 60 Revolutionary War, and Connecticut’s people came through for his troops over and over again. In fact, George Washington relied heavily on Connecticut’s governor Jonathan Trumbull. Not only did Trumbull help with military operations,
 65 but he also sent Washington food, ammunition, and men to help in the fight for America’s independence. Washington dubbed Connecticut “The Provisions State,” for its role in supplying his Continental Army.

70 A Land of Firsts

Throughout its history, Connecticut has been home to a number of firsts for the United States. For example, the first municipal library was established in New Haven, Connecticut,
 75 in 1656. Also, the first law school was founded in Litchfield, Connecticut, by Judge Tapping Reeve in 1774. Many of the men who studied in this one-room building went on to have prominent political careers. Graduates included
 80 two vice presidents, fifteen governors, twenty-eight senators, and ninety-seven congressional representatives.

Connecticut also has been a center of innovation. Some inventions to come out
 85 of this state reflect the military support Connecticut became known for during the American Revolution. For example, the first

helicopter was designed and built in Bridgeport, Connecticut, by Igor Sikorsky in 1939.

90 Originally, Sikorsky conceived of it for industrial and rescue operations, but the helicopter has become an important part of military services worldwide.

Also, the United States’ first nuclear powered
 95 submarine was launched from Groton, Connecticut, on January 21, 1954. Its use of nuclear power to produce steam for spinning its turbines allowed this vessel to run indefinitely at high speeds. This revolutionized submarine
 100 design and gave the United States Navy a powerful new weapon.

Fun and Games

Not all of Connecticut’s firsts had to do with the military. Some of its innovations focused on
 105 fun. For example, the first modern lollipop was founded in New Haven, Connecticut, by candy-maker George Smith in 1908. He named the treat after a racehorse called Lolly Pop.

Also, New Haven is the birthplace of the flying
 110 discs known as Frisbees®. At Yale University in the 1950s, students had made a game of tossing empty pie tins from the Frisbie Pie Company. Owners of a California toy company liked this name. So, they trademarked the name and used
 115 it for their own plastic discs, which flew like the pie tins.

Connecticut’s history is full of many other firsts, as well, from toothpaste tubes to vacuum cleaners. Go online or visit your library to learn
 120 more about other areas in which Connecticut was first and foremost!

DAY 1

Reading Multisyllable Words


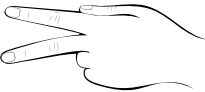



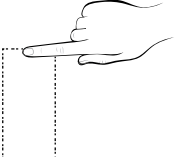
brum chab	2. flethwug	4. crugflot	6. zofprol
1. wockcluft	3. lelptig	5. ishstome	7. nithswum

Building Background

Take notes below.

<u>K</u>now	<u>W</u>ant to Know	<u>L</u>earned
		This article was about _____ _____ _____ The nickname that stood out the most was _____ _____ because _____ _____ _____ I also learned that _____ _____ _____

Decoding

Word	Closed	Silent-e	Open	Vowel Team	Vowel-r	C-le	Irregular
1. innovation							
2. provisions							
3. ratify							
4. recognition							
5. revolutionize							
6. temperate							

DAY 2

Reading Multisyllable Words

<u>a</u> th <u>l</u> et <u>i</u> c	4. discredit
1. method	5. intend
2. tantrum	6. investment
3. penmanship	7. withheld

Define

legislature		
	la	
law		state of, process, or function
Definition:		

innovation		
in	new	state of being, quality, or action
Definition:		

provisions

forward, earlier, prior to	to see	state of being, quality, or action	(plural ending) more than 1
Definition:			

Response to Reading

Using your annotations, write one or two sentences explaining how you connected with a part of the article.



DAY 3

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Word
	pump .	kin .		pumpkin
1.				
2.				
3.				
4.				
5.				

Weekly Words in Context

accusation			
ac	cus ϕ	a	tion
to or toward	cause	state of being, quality, or action	
Definition:			
Synonym:			

Define

ratify	
approved or certain	make or become
Definition:	

recognition		
		i
again, back	to know	state of being, quality, or action
Definition:		

revolutionize		
	U	
to change direction	state of being, quality, action	become, make, change
Definition:		

Response to Reading

In lines 43–52, the author explains that unjust accusations were made against some peddlars. What were the unjust accusations?

DAY 4

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Word
	ab .	stract .	ed .	abstracted
1.				
2.				
3.				
4.				
5.				

Word Construction with Morpheme Cards

Constructed Words
biology
biologist

Word:	Definition:
Sentence:	

Response to Reading

Write a simple bumper sticker slogan that captures something special about Connecticut's history and innovations.

--

DAY 5

Sentence Dictation

1. _____

2. _____

Morpheme Manipulation

Words	Meanings of Morphemes	Definitions of Words
		in a _____ state of _____
	tion: state of being, quality, action	_____ _____ (something) go in
		action of _____ _____
		_____ _____ looks in

Spelling + Match the Meaning

Weekly Words	Letter	Definitions
1. _____ fy		a. function of processing laws
2. _____ erate		b. state of being seen (as necessary) prior to being needed
3. _____ cusa _____		c. to make something approved
4. _____ lature		d. action of knowing again
5. _____ lutionize		e. to make a change in something's state of being
6. in _____ ition		f. made moderate or steady
7. re _____ tion		g. in a new state of being
8. pro _____		h. an action toward someone of claiming he or she caused a misdeed

