

95 Phonics Core Program[®]

GRADE 4

Product sample

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Weekly lesson components

95 Phonics Core Program® Grade 4 Word Study

Lesson Components		Day 1	Day 2	Day 3	Day 4	Day 5
Warm Up		Word Chain	Guess the Pattern	Word Chain	Guess the Pattern	Follow the Pattern
Reviewing previously taught skills/patterns through word play.						
Multisyllable Word Work		Reading Multisyllable Nonsense Words Decoding	Reading Multisyllable Real Words Decoding	Syllable Mapping Encoding	Syllable Mapping Encoding	Sentence Dictation Applying current learning with previously taught skills.
Explicit instruction on: <ul style="list-style-type: none"> ▶ The 6 syllable types ▶ Simple and complex syllable division rules ▶ Decoding and encoding MS words 						
Reading		Building Background Using short teacher read aloud, videos, connected text, and other media to gain background knowledge on the topic of weekly text.	Exposure to Text #1 Read & Annotate Identify unknown words and important ideas, pose questions, and make connections through structure annotation strategies.	Exposure to Text #2 Weekly Words in Context Defining Weekly Words in text based on the morphological structure.	Exposure to Text #3 Reading for Accuracy Apply knowledge of syllabication and morphological structures to accurately read text.	Exposure to Text #4 Reading for Fluency Synthesize Your Thinking Pulling together background knowledge, newly learned ideas, connections, inferences, and summaries to become aware of how personal thinking has changed and evolved through reading of text.
Morphology		Decode Decoding the regularly patterned Weekly Words (text vocabulary) using syllabication. Weekly Words with irregular patterns are explicitly taught.	Define 1 Identifying the affixes and roots in the Weekly Words and defining words based on the meanings of the morphemes.	Define 2 Identifying the affixes and roots in the Weekly Words and defining words based on the meanings of the morphemes.	Word Construction with Morpheme Cards Building and defining words using previously taught morphemes. This application is completed using wipe-off color-coded morpheme cards and a morphology mat.	Morpheme Manipulation Decoding, encoding, and defining multisyllable words while manipulating morphemes through word chaining.
Response to Reading		Essential Question(s) Question(s) posed to set the purpose for the weekly reading.	Identify Standards-based response through identification: <ul style="list-style-type: none"> ▶ main idea/key details ▶ support for an inference ▶ evidence for author's point ▶ structure of text ▶ connections 	Written or Oral Response related to word meaning in text.	Written or Oral Respond to standards-based comprehension question.	Written Synthesize thinking based on weekly reading through written response.
Demonstrating comprehension of text through oral and written response.						

Scope and sequence

95 Phonics Core Program® Grade 4 Word Study

Lesson	Target Phonics Skill(s)	Text Title & Weekly Words	Morphology		
			Prefixes	Latin Root	Suffixes
Administer Unit 1 Pre-Assessment					
1	Closed (Single Syllable), Consonant Blends and Digraphs	<i>Rolling Along in Mesopotamia (I)</i> permanent, status, settlement, venture	con- de- in-	struct	-ed -ing -ion
2	Silent-e (Single Syllable), The 7 Jobs of Silent-e	<i>A Piece of Time (L)</i> endurance, discourage, scientist, lecture	dis- re- in-	spec/spect	-ate -ive -ion
3	Open (Single Syllable)	<i>Code Makers and Code Breakers (I)</i> contribution, obscure, translate, transmit	intro- pro- trans- re-	duc/duce/duct spec/spect	-ing -ion -ive
4	Vowel Teams (Single Syllable)	<i>What is a Galaxy? (I)</i> elliptical, invisible, observatory, revolve	contra- pre- de- in-	dic/dict	-ment -ate -ing -ion
5	Consonant-le (Single Syllable)	<i>Athena 12 (I)</i> inhabit, interior, resemble, vicinity	cor- inter- dis-	rupt	-ible -ed -ion -ive
6	Vowel-r (Single Syllable)	<i>Fossils: Frozen in Time (I)</i> credible, preserve, sediment, variation	per- mis- con- trans- in-	form	-al -er -ity
7	Review 6 Syllable Types (Single Syllable)	<i>Weathering and Erosion (I)</i> chemical, contraction, erosion, expansion, fragmentation, mechanical, pollutant, thermal	dis- in- pre- re-	dic/dict spec/spect	-or -ate -ion -ment
Administer Unit 1 Assessment					

95 Phonics Core Program® Grade 4 Word Study

Lesson	Target Phonics Skill(s)	Text Title & Weekly Words	Morphology	
			Prefixes	Latin Root Suffixes
8	Closed, Simple Multisyllable (MS) + Schwa	<i>Asteroid Crash! (I)</i> defense, deflect, disaster, collision, motion, observation, prevent, redirection	<i>in- pre- pro- re-</i>	mot/mote vent -ist -er -ion -ive -or
9	Closed, Complex MS	<i>The School Lunch Debate (Debate Transcript)</i> debate, cognitive, con, consume, convince, obesity, epidemic, pro	<i>pre- re-</i>	cogn sume/sump -ing -(t)ive -(t)ion
10	Silent-e, Simple MS	<i>Lost on the Face (L)</i> absorb, diameter, exclaim, harness, interrupt, protect, protrude, surface	<i>ex- de- pro- re-</i>	-(t)ory -(t)or -(t)ion -(t)ive
11	Silent-e, Complex MS	<i>Predator Senses Make Great Defenses! (I)</i> auditory, flexible, intruder, olfactory, predator, sensory, structure, venomous	<i>non- con- dis- in-</i>	-less -ly -ible -(t)ion
12	Open, Simple MS	<i>Trouble in Death Valley (L)</i> fortunate, habitation, diurnal, expression, feral, incline, native, nocturnal	<i>con- ex- in- pre- re-</i>	-able -ate -(t)ion -ity -ive
13	Open, Complex MS	<i>Wild Weather (I)</i> approach, aspect, constantly, curiosity, environment, permanently, retreat, suspected	<i>at- un- con- dis- re-</i>	-ed -ing -ion -ive -or tract
14	Review Closed, Silent-e, Open MS	<i>Frozen Frogs and Other Cold Curiosities (I)</i> adaptation, aquatic, evolve, external, hibernation, insulation, internal, metabolism	<i>con- dis- in- pre- re-</i>	-able -ing -ion -ive -or vent tract
UNIT 2				
Administer Unit 2 Assessment				

95 Phonics Core Program® Grade 4 Word Study

Lesson	Target Phonics Skill(s)	Text Title & Weekly Words	Morphology		
			Prefixes	Latin Root Suffixes	
15	Vowel Teams, Simple MS	Abigail Adams: <i>Voice of the Women Colonists (I)</i> criticize, delegate, favorable, obligation, oppose, persuade, politics, representation	com- dis- ex- pro-	pos/pose 	-(t)ure -al -ed -tion
			at- con- in- pre-	tend/tent 	-ious -al -ion -ive
16	Vowel Teams, Complex MS	<i>Abigail and John (Poem)</i> compromise, constitution, declaration, equality, occupation, revolution, sovereign, tyranny	ad- com- in- inter- trans	mit/miss 	-ed -ible -ing -ion
17	Review Closed, Silent-e, Open, Vowel Teams MS	<i>A New Age of Exploration (I)</i> accelerate, capsule, conduct, descent, enable, gravitational, lunar, mission	ob- sub- in- pro-	ject 	-ion -ity -ive
18	Consonant-le, Multisyllable	<i>Secrets of the Deep (I)</i> atmospheric, converge, reveal, subduction, submarine, submersible, subterranean, tectonic	e- ab- cor- dis- inter-	rupt 	-ible -ion -ive -ly -ure
19	Vowel-r, Multisyllable	<i>The Kingdom Between the Tides (Poem)</i> advance, circulate, defend, entice, expand, inconspicuous, stimulus, support	Word Construction Review (Latin Roots)		
20	Review Vowel Teams, Consonant-le, Vowel-r MS	<i>Matthew Henson: Explorer (I)</i> accident, adversity, devoted, essential, geographical, opposite, perseverance, variation			
Administer Unit 3 Assessment					
21	Achieving Automaticity: Lexicon Lab 1	<i>Light Up the Sky (I)</i> deploy, elaborate, simulate, spectacular	dis- e- in- inter-	cept rupt vent	-ible -ion -ive -ory -ure

95 Phonics Core Program® Grade 4 Word Study

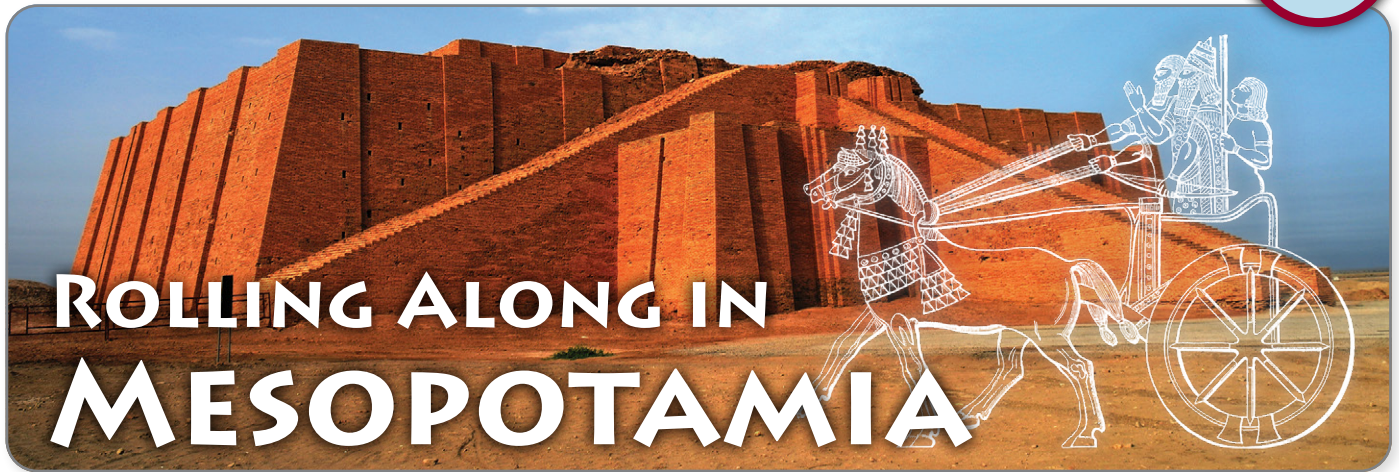
Lesson	Target Phonics Skill(s)	Text Title & Weekly Words	Morphology		
			Prefixes	Latin Root	Suffixes
UNIT 4	22	Achieving Automaticity: Lexicon Lab 2	con- dis- in- re- trans-	form miss/mit tent	-al -er -ion
	23	Achieving Automaticity: Lexicon Lab 3	Word Construction Review (Latin Roots)		
	24	Achieving Automaticity: Lexicon Lab 4	e- ex- pro- re-	mot spect clam	-ate -ion -ist -ive -or
	25	Achieving Automaticity: Lexicon Lab 5	Word Construction Review (Latin Roots)		
	Administer Unit 4 Assessment				
UNIT 5	26	Achieving Automaticity: Lexicon Lab 6	Introduction to Greek Combining Forms		
	27	Achieving Automaticity: Lexicon Lab 7	graph, phone, photo, tele		
	28	Achieving Automaticity: Lexicon Lab 8	Greek Combining Forms		
	29	Achieving Automaticity: Lexicon Lab 9	auto, bio, geo, logy, graph, phone, photo, tele		
	30	Achieving Automaticity: Lexicon Lab 10	Greek Combining Forms		
	Review: Concept Sort				
Administer Unit 5 Assessment					

Lesson sample

LESSON 1

Closed, Single Syllable

Teacher Copy of the Passage



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

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

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

15 Centers of Trade

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

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

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

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

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

All About the Curve

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

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

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

Groovy Pegs

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

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

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

A "Wheel-y" Great Invention

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

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

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



Learning Objective

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

DAY 1

Warm Up



3 min

WORD CHAIN

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

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

The first word is lap.

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

Change lap to lip.

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

Write the word lip under lap.

Next, change lip to slip.

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

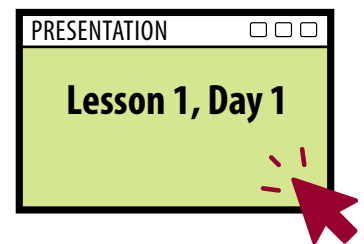
Write the word slip under lip.

Finally, change slip to flip.

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

Write the word flip under slip.

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



lap
lip
slip
flip

Word Work



SORT WORDS

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

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

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

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

(Display vump.)

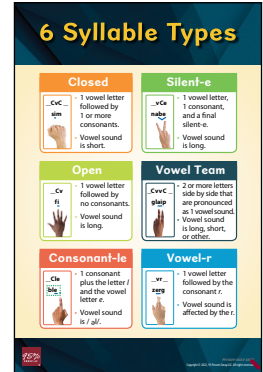
I'm going to look for the closed syllable pattern. To help us focus on the pattern, this activity will use nonsense syllables that are not real words. Watch the steps I use:

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

(Display moad.)

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

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



vump

vump




vump



moad

moad




Closed 	Other Syllables
vump	moad



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

Answer Key

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



Routine for Word Sorts:

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

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

Reading



5 min

BUILDING BACKGROUND

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



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

(Display map.)

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

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

(Display the date 14,000 BCE.)

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



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

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

(Display pottery wheel.)

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

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



Morphology

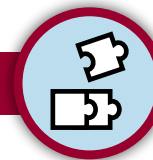
DECODING

(Display Weekly Words.)

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

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

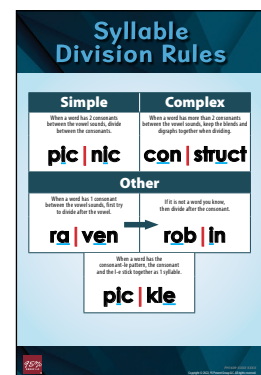
Watch me model how to decode the first word, and then we will decode the next 3 words together.



10 min

Weekly Words

permanent status
settlement venture



(Display permanent.)

Look at this word.

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

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

First Syllable

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

Second Syllable

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

permanent 
permanent

per|ma|nent

per|ma|nent


per|ma|nent


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

Third Syllable

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

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

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

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

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

(Display settlement.)

Look at this word.

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

Help me decode each syllable and then read the word.

per|ma|nent 

settlement

settlement

First Syllable

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

Second Syllable

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

Third Syllable

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

What's the word? **settlement**

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

(Display venture.)

Look at this word.

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

Help me decode each syllable and then read the word.

set|tle|ment 

set|tle|ment 

set|tle|ment 

venture

venture

venture

ven|ture

First Syllable

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

Second Syllable

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

What's the word? **venture**

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

(Display status.)

Look at this word.

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

Help me decode each syllable and then read the word.

First Syllable


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


Second Syllable

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

What's the word? **status**

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

ven|ture 

ven|ture 

status

status

sta|tus

sta|tus



sta|tus



sta|tus

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

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

(Display Weekly Words.)

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

Response to Reading



2 min

ESSENTIAL QUESTION

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

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

DAY 2



3 min

Warm Up

GUESS THE PATTERN

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

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

Answer Key

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

Follow up questions:

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

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



itch	with
print	drip
blimp	shift
frizz	click

Word Work



10 min

SORT WORDS

Today we are practicing how to read words with consonant blends.

(Display the Consonant Blends poster.)

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

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

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

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

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

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

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

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

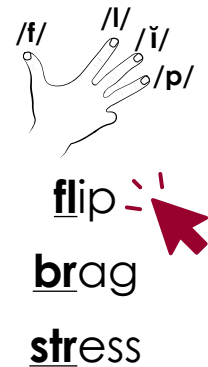
Let's review. Words with a consonant blend have (repeat it with me): **2 or 3 consonants side by side and each consonant is pronounced.**

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

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

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

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



send
lift
jump



(Display blim.)

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

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

(Display stefe.)

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

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

blim 

blim





blim



stefe

stefe



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



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

Answer Key

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

Routine for Word Sorts:

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

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

Reading



5 min

READING FOR ACCURACY

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

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

permanent	status	settlement	venture
-----------	--------	------------	---------

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

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

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

**Teacher Tip**

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

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

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

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

READ & ANNOTATE

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

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

(Display sample annotations.)

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

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

Last Chance of Some Species

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

? why is this not possible?



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

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

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



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

(Display "Rolling Along in Mesopotamia".)

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

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

Shopping for goods is

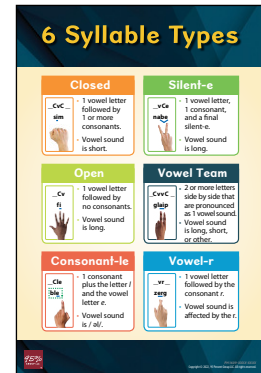
- Think Aloud:** The word *is* has 1 vowel followed by 1 consonant, so this is a closed syllable word. I gesture and read the word—*is*. I hear the short *i* sound, so I will highlight the word.

usually easy. Often, you hop

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

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

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



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

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

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

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

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

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

(Display the highlighted words.)

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

Answer Key


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

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

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

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

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

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

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



Teacher Tip

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

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

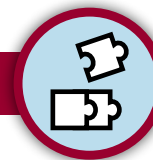
Listen for opportunities to provide corrective and/or positive feedback.

Consistently providing feedback fosters proud, confident readers.

Morphology

DEFINE

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



10 min

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

(Display construction.)

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



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

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

PERMANENT

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

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

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

The first morpheme in this word is *per*.

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


The next morpheme in this word is *man*.

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

The last morpheme in this word is *ent*.

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

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

construction
con-struct-ion 

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

What is the word? **permanent**

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

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

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

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

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

STATUS

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

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

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

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

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

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

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



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

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

status
condition, position, or state

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

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

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



Response to Reading



2 min

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

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



Turn to page 5 in your Student Workbook.

Here are the steps:

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

Answer Key (answers vary)

Possible student responses:

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

DAY 3

Warm Up



3 min

WORD CHAIN

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

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

The first word is fog.

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

Change fog to log.

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

Write the word log under fog.

Next, change log to blog.

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

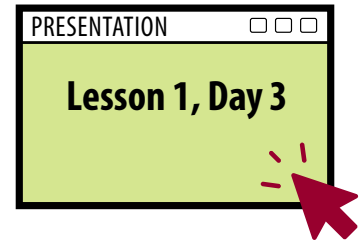
Write the word blog under log.

Finally, change blog to blot.

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

Write the word blot under blog.

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



fog
log
blog
blot



10 min

Word Work

SOUND-SPELLING MAPPING

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

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

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

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

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

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

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



whip

shell

thin

much

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

Let's review.

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

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

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

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



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

The word is fresh.

First, I figure out how many boxes I need.

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

.	.	.	.		

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

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

f	r	e	sh		
.	.	.	.		

sick

graph

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

Now it’s your turn.



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

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

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

First, we figure out how many boxes we need.

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

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

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

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



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

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



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

First, we figure out how many boxes we need.

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

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

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

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

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

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

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

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

Answer Key

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

 Routine for Sound-Spelling Mapping:

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

Reading



8 min

WEEKLY WORDS IN CONTEXT

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

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



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

(Display “Rolling Along in Mesopotamia.”)

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

Rolling Along in Mesopotamia

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

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

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

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

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

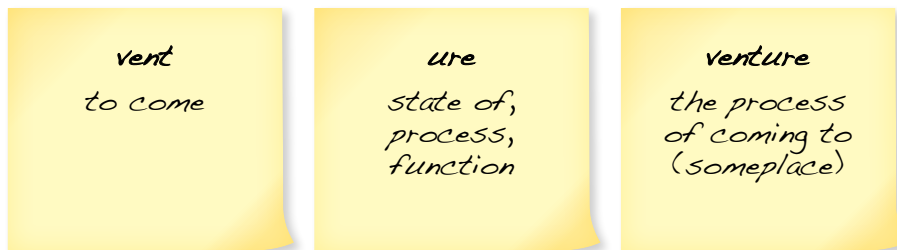
(Each student will need 3 sticky notes.) **Now it's your turn! You will read another paragraph of the article and identify 1 of the Weekly Words—venture. After reading the paragraph," you will use the meaning of the morphemes and the context clues to write a definition for the word venture.**

Follow these steps:

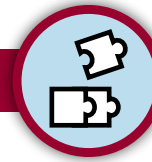
1. Read paragraph 8, lines 55-64.
2. Pause and underline the Weekly Word. The target word is venture.
3. There are 2 morphemes in the Weekly Word. Write each morpheme on a separate sticky note.
4. Write the meaning of each morpheme on its sticky note. Use your Morphology Key to help you.
5. On the final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

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

Answer Key



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

Morphology

7 min

DEFINE

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



Turn to page 6 in your Student Workbook.

Here are the steps:

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

(Display Word Bank and Sentences.)

Word Bank	
unchanging invention home	flexible condition quest

Answer Key

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



2 min

Response to Reading

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

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

(Display Weekly Words.)

Answer Key (answers vary)

Possible student responses:

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

Weekly Words

permanent	status
settlement	venture



DAY 4

Warm Up



3 min

GUESS THE PATTERN

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

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

Answer Key

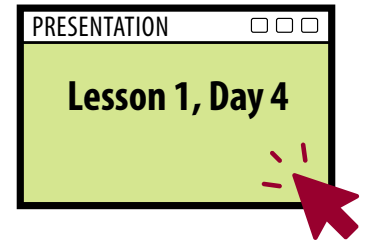
The pattern is: **closed syllable words with short vowel a.**

Follow up questions:

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

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

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



fast	back
crash	swam
plan	brand
that	flap

Word Work



10 min

SOUND-SPELLING MAPPING

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

Let’s review.

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

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

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

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



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

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

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

First, we figure out how many boxes we need.

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

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

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

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

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



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

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

Answer Key

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

 Routine for Sound-Spelling Mapping:

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

Reading



8 min



Turn to page 1 in your Student Workbook.

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

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

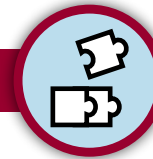
 **Teacher Tip**

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

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

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


Consistently providing feedback fosters proud, confident readers.

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

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

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

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

hot + dog = hotdog 

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

(Display morpheme cards and morphology mat.)

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

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

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

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

(Display labeled morpheme cards.)

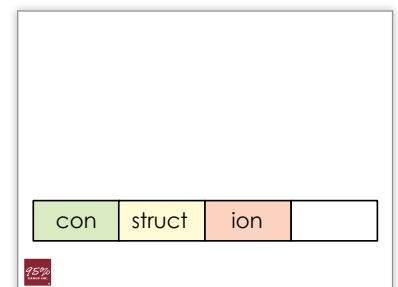
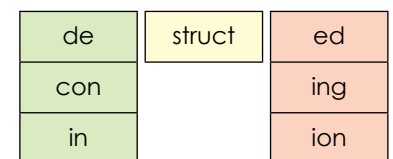
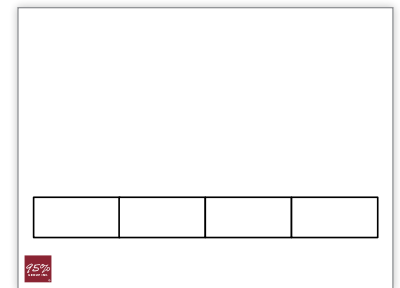
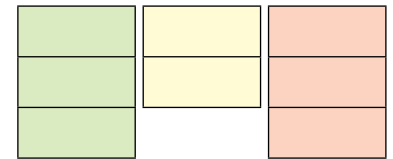
- The prefixes I will use are *de-*, *con-*, and *in-*. I labeled the green cards with these prefixes.
- Next, I labeled the red cards with the suffixes: *-ed*, *-ing*, and *-ion*.
- Finally, I labeled the yellow card with the Latin root: *struct*.



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

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

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




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

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

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

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

struct
construct



struct
construct
construction

Answer Key

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

Response to Reading



2 min



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

(Display sentence stem.)

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

Answer Key (answers vary)

Possible student responses:
The Mesopotamian people wanted to work smarter, not harder because _____.

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

DAY 5

Warm Up



3 min

FOLLOW THE PATTERN

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

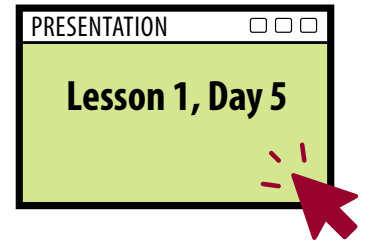
Ready? (Display the pattern description and word list and then set the timer for 2 minutes.) **Begin.**

Answer Key (answers vary)

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

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

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



The pattern is closed syllable words.

bat	gasp
mend	sent

Multisyllable Word Work



5 min

SENTENCE DICTATION

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

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

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

Now write it.

(Display sentence.)

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

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

(Repeat the correction procedure above.)





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

Reading

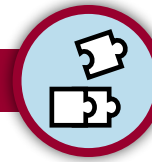


Turn to page 8 of your Student Workbook. As you reread “Rolling Along in Mesopotamia” fill in the chart in your workbook. Several different variations of the wheel are mentioned along with different types of jobs that influenced the early trading within Mesopotamia. As you read about each of the versions,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

Answer Key (answers vary)

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

Morphology



7 min

MORPHEME MANIPULATION

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



Turn to page 9 of your Student Workbook.

Here are the steps:

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

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

Let's begin. The first word is venture.

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

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

Change the word venture to prevent.

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

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

Change the word prevent to invent.

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

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

Change the word invent to invention.

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

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

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



5 min

Response to Reading

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



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

(Display Weekly Words.)

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

Answer Key (answers vary)

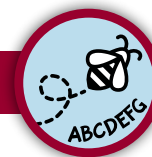
Possible student responses:

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

Weekly Words

permanent	status
settlement	venture



Spelling**5 min**

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

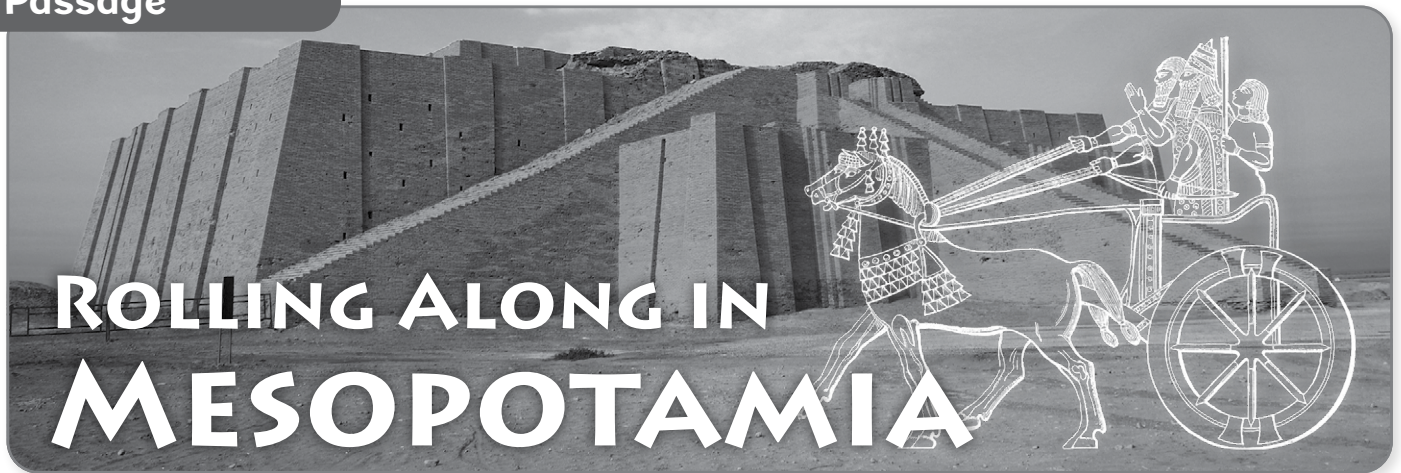
This week, we practiced reading and writing closed, single syllable words. Now it's time for a spelling test. Let's begin.

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

Student workbook sample

LESSON 1

Passage



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

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

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

15 **Centers of Trade**

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

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

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

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

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

All About the Curve

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

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

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

Groovy Pegs

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

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

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

A "Wheel-y" Great Invention


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

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

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

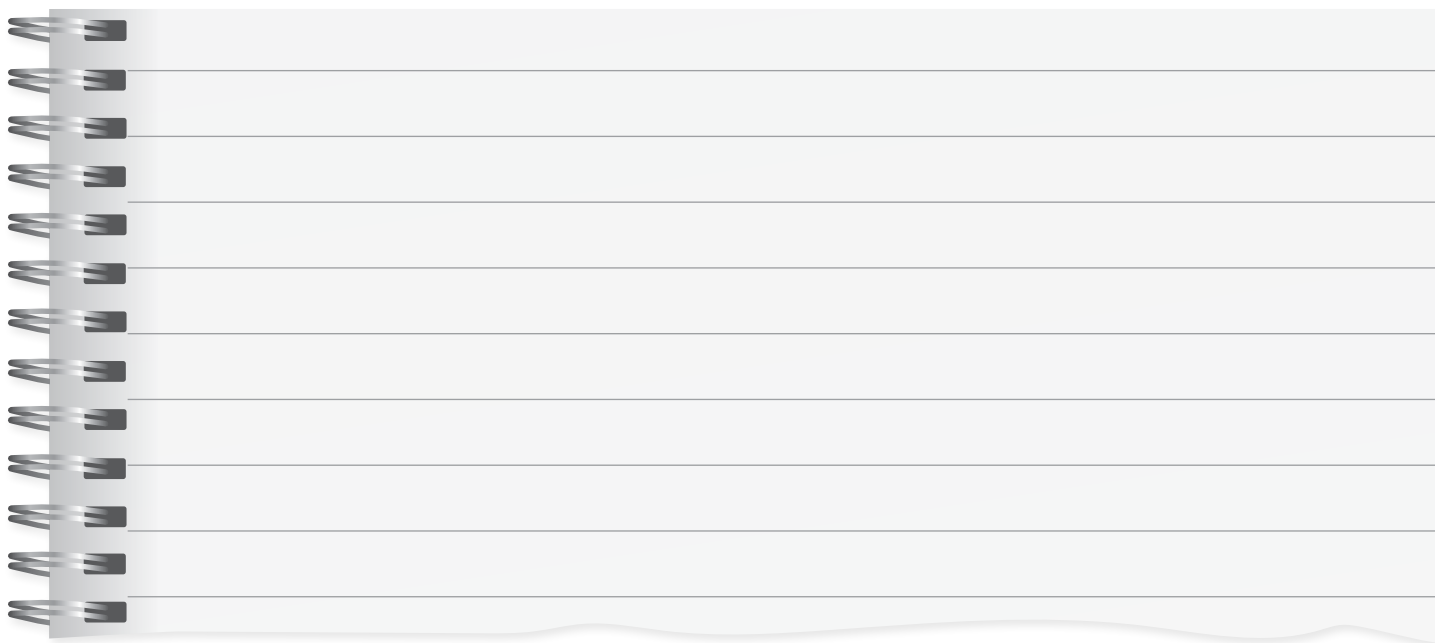
DAY 1

Sort Words

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



Building Background

Take notes below.



DAY 2

Sort Words

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

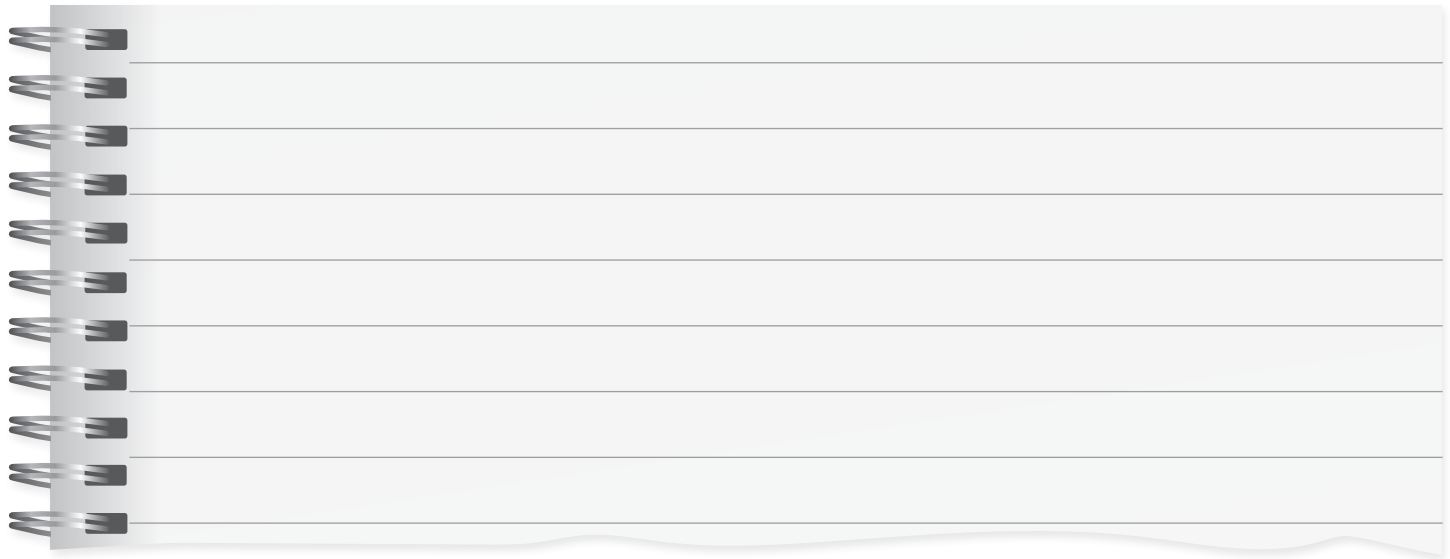
Define

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

status
Definition:

Response to Reading

Which starred ideas do you feel are most important?



DAY 3

Sound-Spelling Mapping

1.						
2.						
3.						
4.						
5.						

Define

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

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

4) Cross off the word you used.

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

Word Bank	
unchanging	flexible
invention	condition
home	quest

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

Response to Reading

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

DAY 4

Sound-Spelling Mapping

1.

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

5.

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

2.

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

6.

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

3.

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

7.

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

4.

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

8.

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

Word Construction

struct

Response to Reading

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

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

DAY 5

Sentence Dictation

1. _____

2. _____

Reading







Morpheme Manipulation

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

Response to Reading

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

**Spelling**

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

Lesson sample

LESSON 9

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 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.

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.

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 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. 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 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 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, 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, 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 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 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, 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**

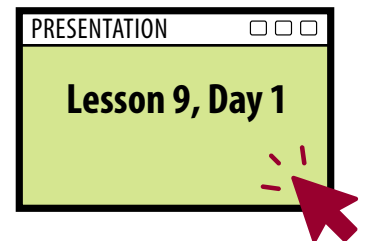
Write the word depart under describe.

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.)

<p>Read the first syllable. 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? /i/ – Syllable? fid 	<p>Read the second syllable. 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? 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

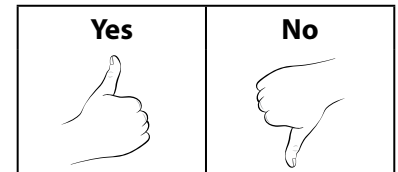
For the next 5 days, you will read and learn facts and opinions about the topic of school lunches.

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.



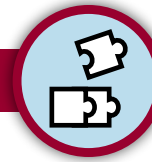
Is what you're eating for lunch today healthy? If you're eating a school lunch, chances are the answer is yes. Although school lunches began much earlier, in 1946 our country launched the National School Lunch Program to ensure that every kid in America could have at least 1 healthy meal each day. Our 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? /ɔ̃/
- 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.

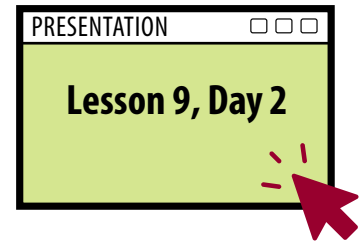
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

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.



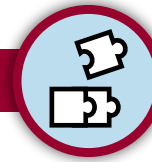
Teacher Tip

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**

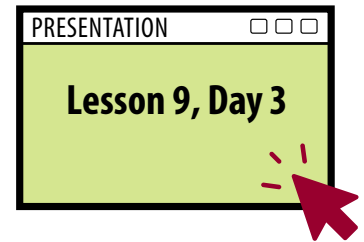
Write the word profess under confess.

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**

--	--	--

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.

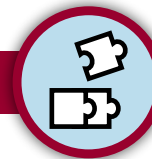
Answer Key

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.



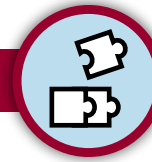
Teacher Tip

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.

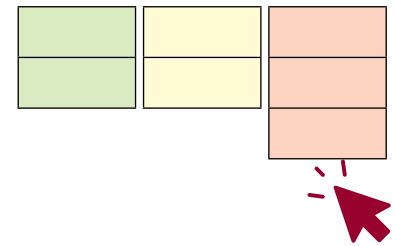
- **Green cards** are for **prefixes**, which are found at the beginning of a word.
- **Red cards** are for **suffixes**, which are found at the end of a word.
- **Yellow cards** are for **roots**, which are the foundation of every word you will build.

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.

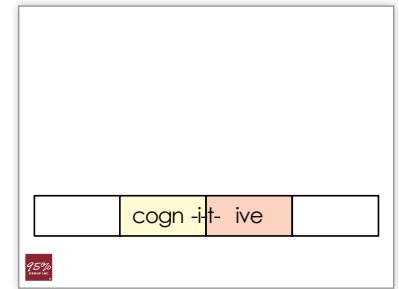


pre	cogn	ing
re	sume sump	(t)ive
	-i-	tion

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

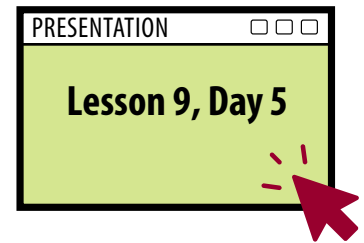
To warm up today, you will “Follow the Pattern” of a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to write at least 3 more words that follow this pattern.

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.”

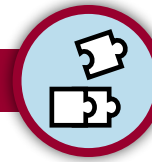
When I read this sentence, I have *empathy* for what Maya is saying. I will highlight this sentence because I think it makes a good point—school lunches make up only 5 of students’ meals in an entire week. Could only 5 meals really be a factor in the increase of obesity in children?

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.

Morphology



7 min

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		

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		
conform		form: to shape or mold	

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**

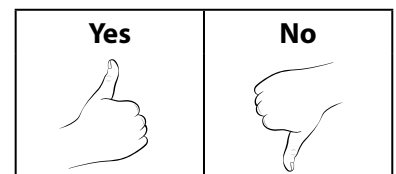
<input type="checkbox"/> pro School lunches should be healthy.	<input type="checkbox"/> My opinion has changed.
<input type="checkbox"/> con School lunches do not need to be healthy.	<input type="checkbox"/> My opinion has stayed the same.

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

Student workbook sample

LESSON 9

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**

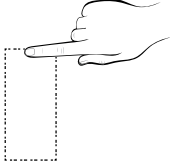


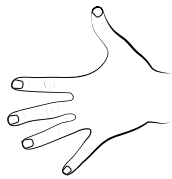
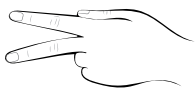

fid th <u>a</u> f	2. lempstin	4. whunflot	6. atchsen
1. hockshuft	3. elpmig	5. habprat	7. nidswum

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	

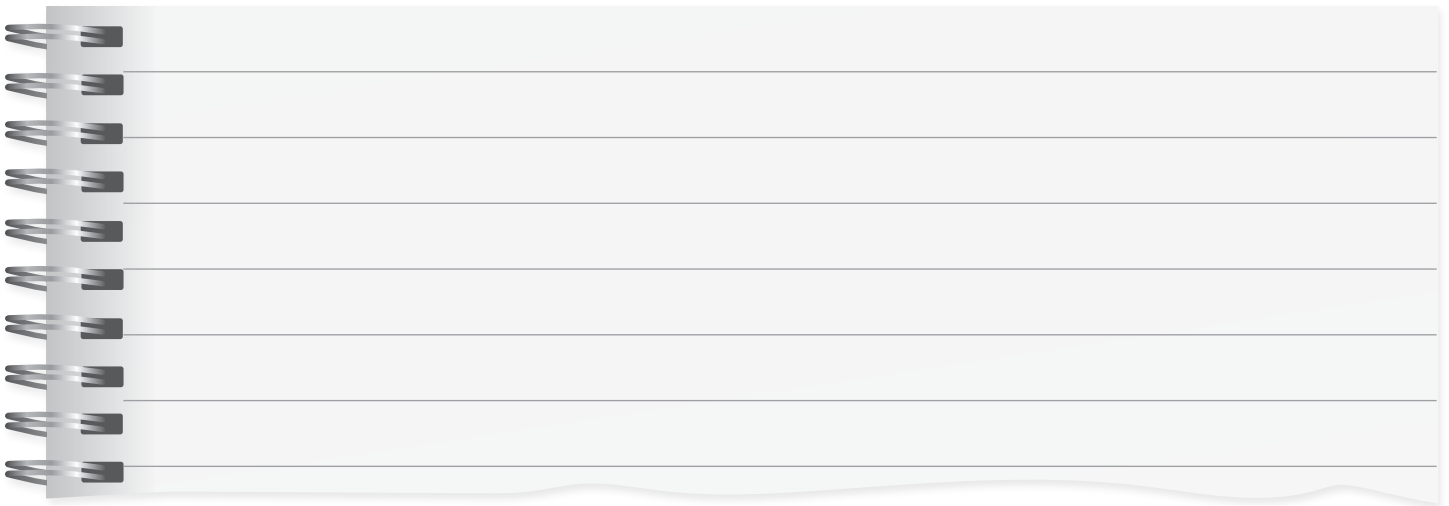
Word:	Definition:
Sentence:	

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.



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

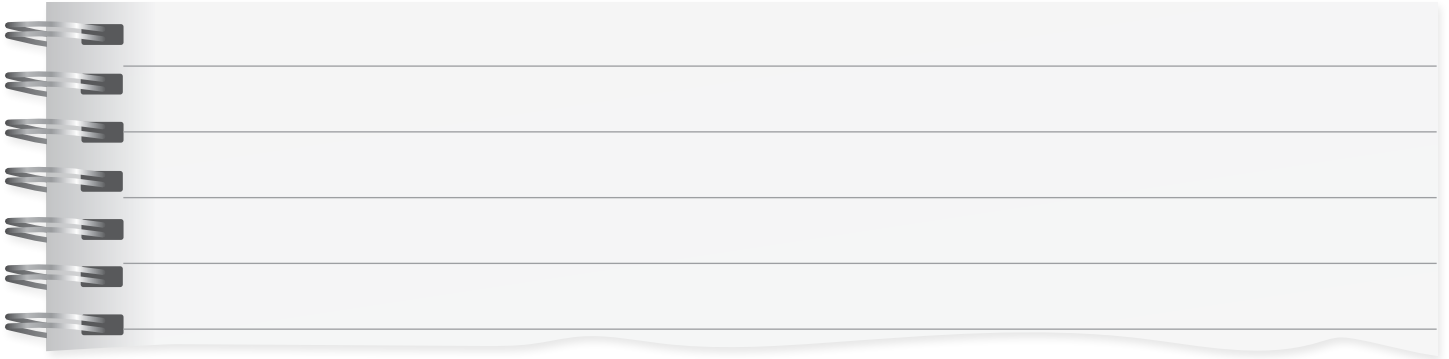
Mark either *pro* or *con*.

- 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. _____

Lesson sample

LESSON 21

Lexicon Lab 1

Teacher Copy of the Passage



Light Up the Sky

1 For years, fireworks have been used to celebrate holidays and community events. However, in recent years a change has come to the way we light up the night skies. Drones sometimes replace fireworks as a way to entertain crowds with a **spectacular** light show. A drone light show at the 2021 Tokyo Summer Olympics was one of the highlights of the
5 event. The crowd was delighted with a massive performance of moving, glowing lights.

Drones are unmanned aircraft that are controlled by a remote from the ground. Drones are used for many different purposes. Uses include search and rescue missions, checking remote properties and utility lines, delivering packages, taking photographs, or just having fun.

10 In 2012, the first drone light show was performed in Austria. Since then, drone light shows have become bigger, better, and more **elaborate**.

The drones used in light shows are smaller and lighter than other kinds of drones. Typically, these drones are made of lightweight plastic and foam and weigh under a pound. This light weight allows the drone to fly longer and move quickly.

15 A light show involves hundreds or even thousands of drones performing in the air. Each drone is fitted with an LED light that is programmed to switch off and on. The lights glow in different colors to create designs with different shapes and patterns. In addition, each drone is programmed with a specific flight path. This programming ensures that the

drones will not crash into each other and allows them to fly in a formation that creates a
20 desired visual effect.

Drones can be **deployed** to create any pattern. They just need to be programmed correctly. Programmers use three-dimensional animation software to design the movement of the drones. It's just like planning the movements of a character in a cartoon.

Once the show is programmed, operators run tests to make sure it works. Testing does not
25 require the programmers to fly the drones. Instead, they use software that **simulates** the drones' sizes, speeds, and movements. Programmers watch the show on a screen to make sure everything is ready to go.

Drone light shows are not cheap. A small show can cost about \$10,000, and prices can run higher than \$300,000. The more drones involved, the higher the cost. That's why
30 the largest and most elaborate shows are seen mostly at major public events, such as the Olympics or the Super Bowl.

Despite the cost, drone light shows may one day replace traditional firework displays. Fireworks can be great fun to watch, but they do create a lot of problems. Fireworks are very loud, which can be upsetting to wild animals, pets, and many people. However,
35 drones produce just a soft hum.

Fireworks also create pollution. Their explosions release chemicals into the air and spent cartridges fall to the ground or into the water. In addition, setting off fireworks in dry climates can be dangerous because they can spark a fire. Fires can also occur if a misguided firework lands on a building roof or a vehicle.

40 Operators and audience members can be seriously hurt if a fireworks display goes wrong. This is much less likely to happen with a drone light show. Even if a drone falls from the sky, it is so lightweight that it is not likely to cause major damage or serious injuries. Finally, fireworks can be used only once, while drones can be reused multiple times.

As technology gets better, the things it can create often get better too. This is true of drone
45 light shows. We can only imagine what the future holds for drone light shows to come. It's likely that these shows will be even easier to create and more amazing to watch. So keep your eyes on the sky. You never know what you might see!



Learning Objective

- Students can accurately read and write multisyllable words, in isolation and in text.
- Students can accurately decode and define domain-specific vocabulary, using syllabication and the morphological structures of words.
- Students can read and respond to grade level text independently and proficiently.

DAY 1

Warm Up

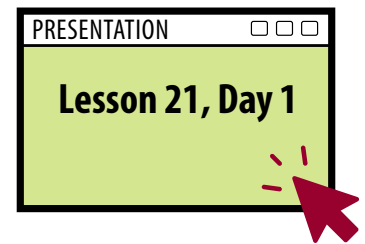


3 min

INTRODUCTION TO LEXICON LAB

Welcome to the **Lexicon Lab**! For the past 20 lessons, you have learned to accurately decode multisyllable words by identifying syllable patterns and applying both the simple and complex division rules. You have also studied meaningful parts of words, called *morphemes*. You are now ready to become word masters in the Lexicon Lab. The Lexicon Lab is a series of 10 lessons in which you will have the opportunity to apply your word study knowledge on a deeper level.

Before you begin your first Lexicon Lab, let's look at what the word **lexicon** means. The word *lexicon* is taken from a Greek word meaning "pertaining to words." Just like going to the gym builds strength for muscles, the Lexicon Lab will build your vocabulary strength and wisdom of words. Increasing your lexicon (or knowledge of words) will equip you with the tools to tackle text independently.





10 min

Multisyllable Word Work

READING MULTISYLLABLE WORDS

(Display paragraph 5 of “Light Up the Sky.”)

A light show involves hundreds or even thousands of drones performing in the air. Each drone is fitted with an LED light that is programmed to switch off and on. The lights glow in different colors to create designs with different shapes and patterns. In addition, each drone is programmed with a specific flight path. This programming ensures that the drones will not crash into each other and allows them to fly in a formation that creates a desired visual effect.



Turn to page 259 in your Student Workbook where you will find paragraph 5 from this week’s passage. There are 6 underlined words in this paragraph.

Let’s decode and read the first word together.

(Display involves.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds?
i, o and e
 - I am not going to connect the vowel letter *o* and the final *e* with a V. I will explain why after we divide the syllables.
- 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? **2**
 - When there are 2 consonants between the vowel sounds, most often we divide between the 2 consonants.
 - Where do I draw a syllable division line? **between the *n* and *v***

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

Read the first syllable. <ul style="list-style-type: none">– Syllable type and gesture? closed– Vowel sound? /i/– Syllable? in	Read the second syllable. <ul style="list-style-type: none">– The silent-<i>e</i> at the end of this syllable prevents the singular form of this word from ending with a consonant <i>v</i>. The vowel is pronounced with its short sound.– Vowel sound? /ɒ/– Syllable? volves
--	---

Step 4: Read the word.

- Word? **involves**

involves

involves

in|volves

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

1. Write the underlined word in the box.
2. Underline the vowel letters.
3. Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
4. Use your knowledge of phonics and syllable patterns, as well as affixes, to help you decide where to draw a line to divide the syllables.
5. For each syllable, say the syllable type while showing the gesture, say the vowel sound, and then read the syllable.
6. Read the word.
7. Repeat these steps for each of the underlined words.
8. When you are finished decoding each word, read the paragraph in your Student Workbook.

Answer Key

1. in <u>vol</u> ves ¹	2. pro gram <u>med</u>
3. thou s <u>and</u> s ²	4. spe ² ci <u>f</u> ic ³ ic
5. per form <u>ing</u>	6. for ma <u>tion</u> ⁴

- 1 Most English words do not end in the letter *v*—usually, a silent-*e* follows the *v*.
- 2 The vowel in this syllable is pronounced with the schwa sound /ə/.
- 3 Most often when the letter *c* is followed by *e*, *i*, or *y*, it is pronounced with the soft sound—/s/.
- 4 The syllable *-tion* is pronounced /shŭn/.



Teacher Tip

Although this section focuses on decoding by syllables, the goal is to encourage students to identify morphemes, or larger chunks of words they recognize, which leads to more efficient word reading. For example, in the word *microscope*, some students may recognize the Greek morpheme *micro* and will not need to decode this morpheme into 2 syllables (*mi*|*cro*) prior to reading the word. Similar to the decoding process in the Morphology sections of this lesson, differentiate by having students who are more proficient decoders highlight the morphemes they recognize in the words *after* they have decoded them by syllable patterns. This strategy will help students see that words can be decoded in multiple ways—by identifying syllable patterns or by recognizing morphemes.



Routine for MS Word Reading:

- Underline the vowels.
- Mark a V connecting the silent-e.
- 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 about a small lightweight device. Before I tell you the title of the article, you will use a Word Splash to help you make a prediction about what the article's topic is.

Remember, **predicting** is a process good readers use to help them understand what they are reading. When you make a prediction, you use words and ideas from the text, along with what you already know, to create a thoughtful guess about what will happen next or about something you will learn from the text. Let's practice the gesture we can use when we make a prediction. (Model the gesture pictured in the right margin.) This gesture indicates we are "looking forward" to what might happen in the text.

(Display Word Splash.)

Here is the Word Splash. Let's read these words together.

Ready? Begin.

fireworks, glowing, flight, programmed, aircraft, hum, performing, audience, designs, reused



Now turn to page 259 in your Student Workbook. The words from the Word Splash come directly from the article you will read and are connected to the topic for the week. I will give you 1 minute to write 1 or 2 sentences predicting what this article is about. Use the sentence stem in your workbook to get you started.

Sentence Stem:

I predict this article will be about ____ (answers vary) ____.

Let's share! Turn to a partner and share your prediction while using the predicting gesture. (*Option:* Select a few students to share aloud with the class.)

(Display article title.)

After seeing the title of the article, "Light up the Sky," can you improve your prediction? (Allow students to adjust their prediction in their Student Workbook or share their new thoughts with the class.)

Predicting

fireworks	hum
glowing	performing
flight	audience
programmed	designs
aircraft	reused

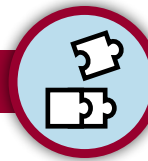
Light Up the Sky

(Display images.)

Now that you have had a chance to make a prediction, let me tell you about the topic of this week's article. You may have attended or watched a fireworks show during a special event or holiday but have you ever watched a drone light show? Drone light shows are an environmentally friendly option that may become more widely used in the future. This week you will read more about the use of drones as modern entertainment.



Morphology



10 min

DECODING

(Display Weekly Words.)

Now I will introduce some words you will see in your reading this week. There are 4 new Weekly Words from this week's passage as well as 2 review words from previous Weekly Word lists. The 2 review words are located at the bottom of the Weekly Word list in gray.



Turn to page 260 in your Student Workbook. Let's decode 1 of the Weekly Words together, and then you will decode the remaining 5 words on your own.

(Display spectacular.)

Look at this word.

- First, we underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? **e, a, u, and a-r**
 - Remember, when the consonant *r* follows a vowel letter, we underline the *r* along with the vowel to represent the vowel sound.
 - How many vowel sounds? **4** How many syllables? **4**
- Next, we identify any prefixes or suffixes in this word.
 - In this word, I see the suffixes *u-l-e* and *a-r*. The *e* in the first suffix is dropped before adding the vowel suffix *a-r*. When combined, it is spelled *u-l-a-r*.
- Now we draw lines to divide the word.
 - First, we divide the suffix combination from the rest of the word. Where do we draw the syllable division line? **between the c and the suffix -ular** (/yūləɹ/)

Weekly Words

deploy	simulate
elaborate	spectacular
credible	discourage

spectacular

spectacular

spectacular

- Finally, we look at the consonants between the remaining vowel sounds.
 - How many consonants are between the first and second vowel sounds? **2**
 - When there are 2 consonants between the vowel sounds, most often we divide between the 2 consonants. Where do we draw the syllable division line? **between the c and t**

Help me decode each syllable and then read the word.

First Syllable

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

Second Syllable

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

Third and Fourth Syllables

- The suffix combination is *u-l-a-r*.
- Suffixes? **ular** (/yŭlə r/)

What's the word? **spectacular**

Let's read a sentence using the word *spectacular*: **Sam scored a spectacular goal in the second half of the game!**

Now it's your turn to decode the remaining words. Here are the steps:

1. Find the vowel letters and underline them.
2. Use your Morphology Key to identify if there are any prefixes or suffixes in the word.
3. If there are prefixes and suffixes, highlight them and then read them.
4. Use your knowledge of phonics and syllable patterns, as well as affixes, to help you decide where to draw a line to divide the syllables.
5. Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
6. For each syllable, identify its syllable type, write the syllable in the correct column, and read the syllable.
7. Read the word.

spec|tac|ular 

spec|tac|ular


spec|tac|ular


spec|tac|ular


Answer Key

Word	Closed	Silent-e	Open	Vowel Team	Vowel-r	C-le	Irregular
1. spec tac u lar	spec tac		u		lar ^{1,2}		
2. de ploy			de	ploy			
3. e lab o rate	lab	rate ³	e o ¹				
4. sim u late	sim	late	u				
5. cred i ble	cred		i ⁴			ble ¹	
6. dis cour age	dis				cour ²		age ^{1,5}

- 1 The vowel in this syllable is pronounced with the schwa sound /ə/.
- 2 In vowel-r syllables, the *r* is underlined along with the vowel letter or letters. The vowel or vowels plus the consonant *r* spells the vowel sound.
- 3 This syllable can be pronounced as a long *a* when the word is used as a verb. In this week's passage, *elaborate* is used as an adjective and the vowel in this syllable is pronounced with the schwa sound, /rət/.
- 4 When the vowel letter *i* occurs at the end of an unaccented syllable and is followed by a consonant, it can be pronounced with a short *i* sound.
- 5 The job of the silent-*e* in this syllable changes the consonant *g* to its soft sound /j/. The silent-*e* does not affect the vowel sound

Now put your finger on the first word in the table. Let's read each of the words together. **spectacular, deploy, elaborate, simulate, credible, discourage**

Response to Reading



2 min

ESSENTIAL QUESTION

Today you made predictions on the topic of the week—*using drones instead of fireworks*. Over the next 4 days, you will read an article about the capabilities of drones and why they are a good alternative to fireworks. Based on what you learn from your reading, you will be able to answer this Essential Question:

- *What are the benefits of a drone light show versus a fireworks show?* (RI.4.3, W.4.2d)

DAY 2**Warm Up****3 min****GUESS THE PATTERN**

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

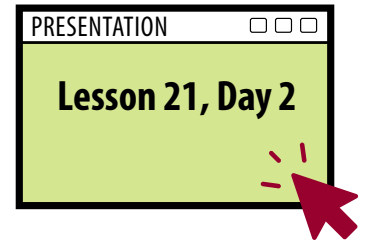
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

The pattern is: **words with 3 closed syllables.**

Follow-up question: **What is a closed syllable pattern? 1 vowel letter followed by 1 or more consonants**

Let’s read aloud these words with 3 closed syllables. Ready? **Begin. disinfect, fantastic, investment, consistent, enrichment, penmanship, volcanic, punishment**



disinfect	enrichment
fantastic	penmanship
investment	volcanic
consistent	punishment

Multisyllable Word Work**8 min****READING MULTISYLLABLE WORDS**

(Display paragraph 10 of “Light Up the Sky.”)

Fireworks also create pollution. Their explosions release chemicals into the air and spent cartridges fall to the ground or into the water. In addition, setting off fireworks in dry climates can be dangerous because they can spark a fire. Fires can also occur if a misguided firework lands on a building roof or a vehicle.



Turn to page 261 in your Student Workbook where you will find paragraph 10 from this week’s passage. There are 6 underlined words in this paragraph.

Let’s decode and read the first word together.

(Display fireworks.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds? ***i-e and o-r***
 - How do I mark the silent-e pattern in the first syllable? **draw a v connecting the i and e**
 - In the second syllable, we will underline the *r* along with the vowel to represent the vowel sound.
- 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? **1**
 - When a word has 1 consonant between the vowel sounds, typically we will divide after the vowel sound.
 - Where do I draw the syllable division line? **between the e and w**

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


<p>Read the first syllable.</p> <ul style="list-style-type: none"> – Syllable type and gesture? silent-e – Vowel sound? /i/ – Syllable? fire 	<p>Read the second syllable.</p> <ul style="list-style-type: none"> – Syllable type and gesture? vowel-r – Remember, when the consonant <i>w</i> comes before <i>o-r</i>, the pronunciation changes to /er/. – Syllable? works (/werks/)
--	--

Step 4: Read the word.

- Word? **fireworks**

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

1. Write the underlined word in the box.
2. Underline the vowel letters.
3. Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
4. Use your knowledge of phonics and syllable patterns, as well as affixes, to help you decide where to draw a line to divide the syllables.
5. For each syllable, say the syllable type while showing the gesture, say the vowel sound, and then read the syllable.
6. Read the word.
7. Repeat these steps for each of the underlined words.
8. When you are finished decoding each word, read the paragraph in your Student Workbook.

fireworks 
 fireworks

fire|works

 **Routine for MS Word Reading:**

- Underline the vowels.
- Mark a V connecting the silent-e.
- 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?

Answer Key

1. fire works	4. ex plo sions ⁵
2. chem ¹ i ² cals ³	5. car tridg ⁴ es ³
3. dan ger ⁴ ous	6. mis guid ⁶ ed

- 1 In words of Greek origin, the consonant digraph *ch* is pronounced /k/.
- 2 When the vowel letter *i* occurs at the end of an unaccented syllable and is followed by a consonant, it can be pronounced with a short *i* sound.
- 3 The vowel in this syllable is pronounced with the schwa sound /ə/.
- 4 Most often when the letter *g* is followed by *e*, *i*, or *y*, it is pronounced with the soft sound—/j/.
- 5 The syllable *-sion* in this word is pronounced /zhŭn/.
- 6 (a)The vowel letter *u* works with the consonant *g* to spell its hard sound, when the next letter is a *e*, *i*, or *y*. For this reason, the vowel letter *u* is not underlined as a vowel sound. This pattern occurs in words of Latin origin.
(b)This syllable follows the silent-e pattern and the vowel is pronounced with its long sound. The final *e* is dropped before adding the vowel suffix *-ed*.

**Teacher Tip**

Although this section focuses on decoding by syllables, the goal is to encourage students to identify morphemes, or larger chunks of words they recognize, which leads to more efficient word reading. For example, in the word *microscope*, some students may recognize the Greek morpheme *micro* and will not need to decode this morpheme into 2 syllables (*mi|cro*) prior to reading the word. Similar to the decoding process in the Morphology sections of this lesson, differentiate by having students who are more proficient decoders highlight the morphemes they recognize in the words *after* they have decoded them by syllable patterns. This strategy will help students see that words can be decoded in multiple ways—by identifying syllable patterns or by recognizing morphemes.

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.

deploy	elaborate	simulate
credible	spectacular	discourage

READ & ANNOTATE

Today you will read an article about the benefits of a drone light show.


(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.

 I can't decode this word.

 I don't know the meaning of this word.

You have completed 20 lessons with explicit instruction on how to annotate when reading. For the next 10 lessons, you are going to continue to practice annotating to self-monitor your reading and support your understanding of the text. Let's review the gestures used for each annotation.

(Display Determining Importance gesture.)

Determining Importance—You determine importance by figuring out what the author wants you to learn and remember from a text. When you identify an important idea, you will draw a star in the margin next to the text and gesture by raising a pointer finger in the air at shoulder level. (Model the determining importance gesture.) Show me how you gesture when you identify an important idea.

(Display Questioning gesture.)

Questioning—When you wonder about words or ideas in the text, you are questioning. Whenever you have a question about the text, annotate by writing a question mark by the text and gesture by raising your hand by your side. (Model the questioning gesture.) Show me how you gesture when you are questioning.

(Display Connecting gesture.)

Connecting—When you identify a text-to-text, text-to-self, or text-to-world connection, annotate by marking a C next to the text and gesture by linking your 2 hands with your pointer fingers and thumbs. (Model the connecting gesture.) Show me how you gesture when you are making a connection.

Determining Importance**Questioning****Connecting**



Turn to page 257 in your Student Workbook. Let's read and annotate paragraph 1 together using the cloze reading procedure. I will read the paragraph aloud, pausing throughout the text. When I pause, you will read the next word in the text aloud. I will also stop and model how to annotate my thinking as we read.

(Display "Light Up the Sky.")

Begin reading the title and paragraph 1 aloud with the students. To encourage active participation, pause at the gray highlighted words, allowing the students to engage by chorally reading the word aloud. Also, reference the Think Aloud stopping points below to support your modeling of how to annotate the text.

Light Up the Sky

For years, fireworks have been used to celebrate holidays and community events. However, in recent years a change has come to the way we light up the night skies.

Think Aloud: I have a connection. I see the phrase "fireworks have been used to celebrate holidays." I will mark a C in the margin and make the connecting gesture. This is a text-to-self connection because I have seen fireworks shows during 4th of July celebrations.

Let's continue reading.

Drones sometimes replace fireworks as a way to entertain crowds with a spectacular light show. A drone light show at the 2021 Tokyo Summer Olympics was one of the highlights of the event. The crowd was delighted with a massive performance of moving, glowing lights.

Think Aloud: I have a question. I see the words "moving, glowing lights." I put a question mark next to these words and I raise my hand by my side to demonstrate that I have a question. The question I have is, "What did the moving, glowing lights look like?"

Now it's your turn to read. Start at paragraph 2 (line 6) and read the rest of the text. Be sure to stop and annotate as you read. Make sure to use all of the annotation strategies as appropriate, while reading the article.

**Teacher Tip**

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

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

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

Consistently providing feedback fosters proud, confident readers.

Morphology

7 min

DEFINE

Now we will use a word analysis table to look at the Weekly Words for this week.

(Display Weekly Words.)



Turn to page 261 in your Student Workbook. We will work together to identify the morphemes in 1 of the Weekly Words.

(Display table.)

The team can _____ drones to create any pattern.

Definition	Morphemes
to use away from	
Circle the synonym and draw a square around the antonym.	
to make breaking send away remain	

Weekly Words

deploy
elaborate

simulate
spectacular



Note: Not all letters from each word may be included in the spellings of the morphemes.

Put your finger on the sentence above the chart. Read aloud this sentence with me.

The team can _____ drones to create any pattern.

The definition for the missing Weekly Word is, “to use away from.”

Use your Morphology Key and context clues to help you determine which Weekly Word is missing. Let’s begin by identifying the root in each of the Weekly Words and find their meanings in your Morphology Key.

- The root in the word elaborate is *labor*. Find the Latin root *labor* in your Morphology Key.
 - What is the meaning of *labor*? **to work**
 - The meaning of *labor* does not match any parts of the definition for the missing word.
- The root in the word spectacular is *spect*. Find the Latin root *spect* in your Morphology Key.
 - What is the meaning of *spect*? **to look at, see, observe, or watch**
 - The meaning of *spect* does not match any parts of the definition for the missing word.
- The root in the word simulate is *simul*. Find the Latin root *simul* in your Morphology Key.
 - What is the meaning of *simul*? **same or like**
 - The meaning of *simul* does not match any parts of the definition for the missing word.
- The root in the word deploy is *ploy*. Find the Latin root *ploy* in your Morphology Key.
 - What is the meaning of *ploy*? **to fold or use**
 - The words *to use* in the meaning of *ploy* can be found in part of the definition for the missing word.
 - To confirm this is the correct word that best completes the sentence, I will check the meaning of the remaining morpheme.
 - The prefix *de-* means “away from, down.” So, I know the word deploy means “to use away from.”

Based on the meanings of these morphemes, which Weekly Word best matches the definition? **deploy**

The team can _____
drones to create any
pattern.



Reread the sentence inserting the word deploy in the blank. *The team can deploy drones to create any pattern.*

- Does this make sense? **yes**
- Write the word deploy in the center of the table.

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

- Write *de-* in the Morphemes section.

What is the next morpheme in this word? **ploy**

- Write *ploy* in the Morphemes section.

Now we will identify a synonym and an antonym. We will circle the synonym and draw a square around the antonym.

- Let's repeat the definition for the word deploy. **to use away from**
- First, we will identify a synonym.
 - Synonyms are words that have the same or similar meanings.
 - Let's look at each word or phrase.
 - What is the first phrase? **to make** This phrase means "act of becoming." This does not mean the same as deploy.
 - What is the next word? **breaking** This word means "to separate of cause separation." This does not mean the same as deploy.
 - What is the next phrase? **send away** This phrase means "to move something or someone to a different location." This means the same as deploy. This could be a synonym, but let's look at the last word.
 - What is the last word? **remain** This word means "to stay in place." This word does not mean the same as deploy.
 - Which of these words or phrases means the same as deploy? **send away**
 - I will draw a circle around the phrase *send away*.
- Next, we will identify an antonym.
 - Antonyms are words with opposite meanings.
 - Which of these words or phrases is the antonym for the word deploy? **remain**
- I will draw a square around the word *remain*.

The team can deploy drones to create any pattern.



Answer Key

The team can **deploy** drones to create any pattern.

<p>Definition</p> <p>to use away from</p>	<p>Morphemes</p> <p>de ploy</p>
<p>Circle the synonym and draw a square around the antonym.</p> <p>to make breaking <u>send away</u> remain</p>	

Response to Reading



2 min



Turn to page 258 in your Student Workbook. Put your finger on line 32. In the last 4 paragraphs of the article (lines 32-47), the author describes some of the disadvantages and hazards of fireworks. You are going to highlight 1 or 2 phrases or sentences from the article that could best support the answer to this question:

(Display question.)

Why might someone choose to conduct a drone light show instead of a firework show? (RI.4.1)

Answer Key (answers vary)

Lines 33-35	<i>"Fireworks are very loud, which can be upsetting to wild animals, pets, and many people. However, drones produce just a soft hum."</i>
Lines 36	<i>"Fireworks also create pollution."</i>
Lines 37-38	<i>"...setting off fireworks in dry climates can be dangerous because they can spark a fire."</i>
Lines 40-41	<i>"Operators and audience members can be seriously hurt if a fireworks display goes wrong. This is much less likely to happen with a drone light show."</i>
Lines 43	<i>"...fireworks can be used only once, while drones can be reused multiple times."</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 demanding.

- Word? **demanding**
- How do we spell it? **d-e-m-a-n-d-i-n-g** Write it.

Change demanding to defending.

- What changes? **Mand changes to fend.**
- How do we spell the new word? **d-e-f-e-n-d-i-n-g**

Write the word defending under demanding.

Next, change defending to offending.

- What changes? **De- changes to of-**
- How do we spell the new word? **o-f-f-e-n-d-i-n-g**

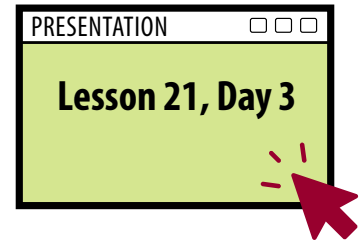
Write the word offending under defending.

Finally, change offending to offended.

- What changes? **-ing changes to -ed.**
- How do we spell the new word? **o-f-f-e-n-d-e-d**

Write the word offended under offending.

Let's read all 4 words. Ready? Begin. **demanding, defending, offending, offended**



demanding
defending
offending
offended

Multisyllable Word Work



10 min

SYLLABLE MAPPING

Today we're going to practice spelling multisyllable words. We've done syllable mapping before, so let's do one together.

The word is *embedded*. Word? **embedded**

- Place a dot in the corner for each syllable we hear. **em/bed/ded**
- How many syllables? **3**

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

<p>First syllable? em</p> <ul style="list-style-type: none"> - First sound? /ě/ Letter? e - Second sound? /m/ Letter? m - Syllable type and gesture? closed - Syllable? em 	<p>Second syllable? bed</p> <ul style="list-style-type: none"> - First sound? /b/ Letter or letters? b - Second sound? /ě/ Letter? e - Third sound? /d/ Letter? d - Syllable type and gesture? closed - Syllable? bed 	<p>Third syllable? ded</p> <ul style="list-style-type: none"> - First sound? /d/ Letter? d - Second sound? /ě/ Letter? e - Third sound? /d/ Letter? d - Syllable type and gesture? closed - Syllable? ded
---	--	--

- Word? **embedded**



Now it's your turn. Turn to page 362 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. Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
5. Write the multisyllable word in the last column and whisper read it to yourself.

--	--	--

em .		
------	--	--

em .	bed .	
------	-------	--

em .	bed .	ded .
------	-------	-------



Answer Key

Words to Dictate	Syllable 1	Syllable 2	Syllable 3	Word
embedded	em	bed	ded ¹	embedded
1. ancestors	an	ces ²	tors ¹	ancestors
2. volcano	vol	ca	no	volcano
3. complain	com ¹	plain		complain
4. gratefully	grate	ful	ly	gratefully
5. allocate	al	lo ¹	cate	allocate

- 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 the soft sound—/s/.

Reading



8 min

WEEKLY WORDS IN CONTEXT

Today you are going to scan this week's passage and locate the Weekly Words in the passage. **Scanning** is an effective strategy for finding specific information. Here is the process of scanning text:

1. Identify what information you need to retrieve from the text.
2. Quickly scan—or look through—the text for key words, headings, names, or dates that relate to the information you are hunting for.
3. Once you have identified the section of text containing the information you need, read the section carefully to ensure complete understanding.

(Display Weekly Words.)

Use the scanning strategy to identify this week's 4 Weekly Words. Once you have identified each word, highlight it. Then use context clues to help you determine its part of speech. Before you begin, let's review the 4 Parts of Speech.

Weekly Words

deploy	simulate
elaborate	spectacular



(Display 4 Parts of Speech Key.) Use the 4 Parts of Speech Key to define and provide examples of a noun, a verb, an adverb, and an adjective.

4 PARTS OF SPEECH KEY			
NOUN	VERB	ADVERB	ADJECTIVE
A noun names people, places, or things.	A verb tells an action or a state of being.	An adverb describes a verb, an adjective, or another adverb.	An adjective describes a noun or pronoun.
Example: <i>Adam</i> is an intelligent young <i>man</i> .	Example: The teacher <i>gave</i> us an assignment.	Example: I <i>gladly</i> went to the store.	Example: The <i>three</i> dogs are <i>rowdy</i> .



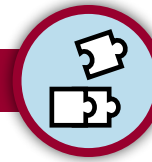
Now turn to page 262 in your Student Workbook. Here are the steps:

1. Scan the passage on pages 257-258.
2. Highlight the 4 Weekly Words.
3. Read the sentence where each Weekly Word appears.
4. Determine the part of speech for each Weekly Word as it is used in the passage.
5. Then, turn to page 262 of your workbook and write the Weekly Word in the left column.
6. Finally, write the part of speech next to the word in the right column.

Answer Key

	Weekly Word	Part of Speech
1.	deployed	verb
2.	elaborate	adjective
3.	simulates	verb
4.	spectacular	adjective

Morphology



7 min

DEFINE

Now we will use a word analysis table to study the remaining Weekly Words.

(Display Weekly Words.)



Turn to page 263 in your Student Workbook. We have already identified the root in each of the Weekly Words and completed a word analysis table for the word deployed. Now you will complete word analysis tables for the remaining 3 Weekly Words.

Answer Key

1. Drones sometimes replace fireworks as a way to entertain crowds with a spectacular light show.

Definition	Morphemes
relating to a public show or display	spect ular
spectacular	
Circle the synonym and draw a square around the antonym. impressive protect boring condition	

2. Operators use software to simulate the drones' sizes, speeds, and movements.

Definition	Morphemes
to make a copy	simul ate
simulate	
Circle the synonym and draw a square around the antonym. ignore copy measure spread	

Weekly Words

deployed
elaborate

simulate
spectacular



Note: Not all letters from each word may be included in the spellings of the morphemes.

3. Since then, drone light shows have become bigger, better, and more elaborate.

Definition	Morphemes
made by working out (in great detail)	e labor ate

elaborate

Circle the synonym and draw a square around the antonym.

forward simple across detailed

Response to Reading



2 min

When words have the same spelling and pronunciation but different meanings, they are known as **homonyms** or multiple meaning words. Readers have to use context clues to understand the meaning of a homonym.

I am going to read paragraph 2 aloud. Listen for the word *remote*. The first time you hear *remote*, it is used as a noun to name an object. The second time it is used in this paragraph, it is used as adjective to describe a place.

(Display paragraph 2.)

Drones are unmanned aircraft that are controlled by a remote from the ground. Drones are used for many different purposes. Uses include search and rescue missions, checking remote properties and utility lines, delivering packages, taking photographs, or just having fun.



Turn to page 264 in your Student Workbook. Using the context clues and the meanings of the morphemes, write 2 definitions for the word *remote*. Write a definition for *remote*, used as a noun, and a definition for *remote*, used as an adjective. Use the sentence stems to jumpstart your response. (RI.4.4, L.4.4)

Answer Key (answers vary)

Remote, as a noun, means **a handheld device used to move or control an object, such as a drone.**

Remote, as an adjective, means **a location removed (or far away) from a city.**

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.

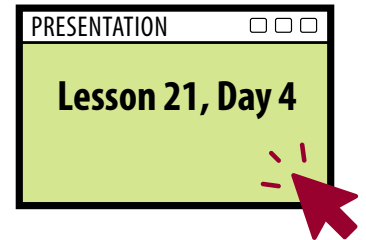
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

The pattern is: **words with the Latin root *form*.**

Follow-up question: **What is the meaning of the Latin root *form*? to shape or mold**

Let’s read aloud these words with the Latin root *form*. Ready? Begin.
performance, reformation, deformed, conforming, information, formula, transformed, formality



performance	information
reformation	formula
deformed	transformed
conforming	formality

Multisyllable Word Work



10 min

SYLLABLE MAPPING

Today we’re going to practice spelling multisyllable words. We’ve done syllable mapping before, so let’s do one together.

The word is overhead. Word? **overhead**

- Place a dot in the corner for each syllable we hear: **o/ver/head**
- How many syllables? **3**

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

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

First syllable? o – First sound? /ō/ Letter? o – Syllable type and gesture? open – Syllable? o	Second syllable? ver – First sound? /v/ Letter? v – Second sound? /er/ Letter or letters? e-r – Syllable type and gesture? vowel-r – Syllable? ver	Third syllable? head – First sound? /h/ Letter? h – Second sound? /ĕ/ The short e sound is spelled with the vowel team e-a . – Third sound? /d/ Letter? d – Syllable type and gesture? vowel team – Syllable? head
---	---	---

o	.		.		.
o	.	ver	.		.
o	.	ver	.	head	.



- Word? **overhead**



Now it's your turn. Turn to page 265 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. Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
5. 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
overhead	o	ver	head	overhead
1. instructor	in	struc	tor ¹	instructor
2. fabulous	fab	u	lous	fabulous
3. frustration	frus	tra	tion ²	frustration
4. vanquished	van	quished		vanquished
5. pollinate	pol	li ¹	nate	pollinate

1 The vowel in this syllable is pronounced with the schwa sound /ə/.
 2 The syllable *-tion* is pronounced /shŭn/.



8 min

Reading



Turn to page 257 in your Student Workbook. On Day 2, you highlighted 1 or 2 sentences from the article that could best support the answer to this question: *Why might someone choose to conduct a drone light show instead of a firework show?*

Today as you will reread “Light Up the Sky” highlight at least 2 additional phrases or sentences that would support an answer to a similar question:

(Display question.)

What are the disadvantages or hazards of using fireworks?

Answer Key (answers vary)

Lines 33-35	<i>“Fireworks are very loud, which can be upsetting to wild animals, pets, and many people. However, drones produce just a soft hum.”</i>
Lines 36	<i>“Fireworks also create pollution.”</i>
Lines 37-38	<i>“...setting off fireworks in dry climates can be dangerous because they can spark a fire.”</i>
Lines 40-41	<i>“Operators and audience members can be seriously hurt if a fireworks display goes wrong. This is much less likely to happen with a drone light show.”</i>
Lines 43	<i>“...fireworks can be used only once, while drones can be reused multiple times.”</i>



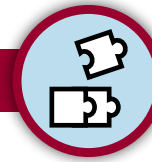
Teacher Tip

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

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

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

Consistently providing feedback fosters proud, confident readers.

Morphology

7 min

WORD CONSTRUCTION WITH MORPHEME CARDS

Note: 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 or 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.

Today we will construct words using prefixes, suffixes, and Latin roots you have previously learned.

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

- 5 green prefix cards
- 5 yellow root cards
- 5 red suffix cards
- morphology mat

You will use a morphology mat and colored morpheme cards to construct different words using Latin roots and affixes.

Before you start constructing words, you and your partner will need to prepare your morpheme cards by labeling them with the prefixes, suffixes, and roots you will use.

(Display list of morphemes.)

On the display, you see a list of 12 different morphemes. Some of them are prefixes, some are suffixes, and some of them are Latin roots.

When I say go, you and your partner will have 3 minutes to identify which of the morphemes are Latin roots and write them on the **yellow cards**. Then, you will decide which are prefixes and write them on the **green cards**. Finally, you will write the suffixes on the **red cards**.

You have 3 minutes to prepare your cards. Ready? Begin.

(Set the timer for 3 minutes.)



vent	inter	e
ory	rupt	ion
dis	ure	in
ible	ive	cept

(Displayed labeled Morpheme Cards.)

Now let's check your cards to see if you labeled them correctly.

- Lay your **green prefix cards** to the right of your morphology mat and check that these cards are correct. You should have 1 that is left blank.
- Place your **yellow Latin root cards** in the top middle of your mat and check that you completed them correctly. You should have 2 blank yellow cards remaining.
- Finally, put your **red suffix cards** to the right of your morphology mat and check that these cards are correct.



Now it's time for you and your partner to construct words.

Turn to page 265 in your Student Workbook. To construct your words, follow these steps:

1. Place 1 root card in a center rectangle on your mat.
2. Next, try adding green prefix and/or red suffix cards to the mat, next to the root, until you have built a word.
3. Read the word to see if it is a word you recognize.
4. Record your words in the Constructed Words table in your workbook.
5. Repeat these steps to see how many words you can build before the time is up.

Ready? (Set the timer for 3 minutes.) **Begin.**

Answer Key

Constructed Words

Possible words: discept, incept, inception, inceptive, intercept, interception, interceptive, rupture, disrupt, disruption, disruptive, erupt, eruptible, eruption, eruptive, interrupt, interruptible, interruption, interruptive, venture, event, invent, inventible, inventive, invention, inventory, intervention, interventive

If time permits, ask students to share a few of the words they constructed. As students are sharing, write the words on chart paper or on the board.

Extension Activity: In a literacy station or during independent work time, have students define and write sentences using a few of the words they constructed.

dis	cept	ible
e	rupt	ion
in	vent	ive
inter		ory
		ure



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 266 in your Student Workbook. There is chart with pictures in your workbook. To complete the chart, you will write the word *fireworks*, if the picture represents a characteristic or an effect of fireworks. You will write the word *drone*, if the picture represents a characteristic or an effect of a drone. You have 2 minutes to fill in the chart. Ready? (Set the timer for 2 minutes.) **Begin.** (RI.4.1)

Answer Key



*protecting ears from
loud noise*
fireworks



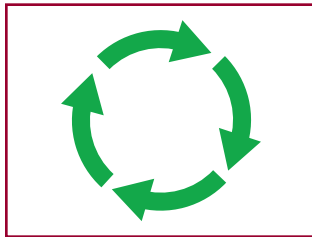
dog sleeping peacefully
drone



grass fire
fireworks



expensive
drone



reusable
drone



trash and debris
fireworks

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.

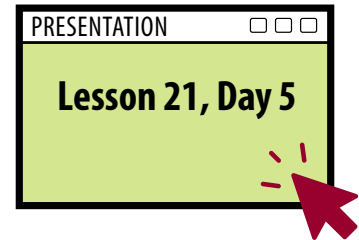
Ready? (Display the pattern description and word list and then set the timer for 2 minutes.) **Begin.**

Answer Key (answers vary)

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

What is a consonant blend? 2 or 3 consonants side by side and each consonant is pronounced

What are some examples of consonant blends in the displayed words? gr, str, sc, lp, pl, nt



The pattern is multisyllable words containing at least one consonant blend.

grocery	sculpture
striking	pleasant

Multisyllable Word Work



5 min

FLUENCY

We've been learning to read multisyllable words with common Latin roots. This week we will build fluency by reading words with the Latin roots *spect* and *vent*.



Turn to page 267 in your Student Workbook. When I say “Begin,” point to the first word. Begin whisper reading across the page. If you finish before I say “Stop,” start at the top and read the words again. **Ready? Begin.** (Time students for 1 minute.)

respect	disrespect	inspect	spectate
inspection	spectator	reinspection	respective
invention	prevent	vented	inventive
preventative	inventor	prevention	reinvent

(Display phrases.)

Next, we're going to read phrases. Let's practice 4 phrases together.

to show respect	the inventor found	to the respective	as a preventative
-----------------	--------------------	-------------------	-------------------



Now it's your turn. When I say "Begin," point to the first phrase in your Student Workbook and whisper it. Continue reading across the page. If you finish before I say "Stop," start at the top and read the phrases again. (Time students for 1 minute.)

to show respect	do not disrespect
she can inspect	came to spectate
for the inspection	as a spectator
during the reinspection	to the respective
for the invention	to prevent injury
vented their frustration	a successful venture
as a preventative	the inventor found
prevention is key	need to reinvent

Reading



10 min



Turn to page 257 of your Student Workbook. Before you begin rereading "Light Up the Sky," let's review the Essential Question for this week. Read it with me.

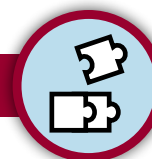
(Display Essential Question.)

What are the benefits of a drone light show versus a fireworks show?

Today while you read, think about how you will answer the Essential Question. I will leave it displayed on the slide for you to refer to.

Ready? Begin reading.

Morphology



7 min

REVIEW & APPLY

Today you will do an activity that asks you to apply the meanings of morphemes and words you have learned.



Turn to page 268 in your Student Workbook. Read each sentence. Use your Morphology Key and the context clues to help you identify the missing word in each sentence. Finally, fill in the blank with the correct word from the Word Bank. Cross off the word once it has been used.

Answer Key

Word Bank			
prevent	credible	translate	consume
scientist	discourage	thermal	variation
Sentences			
1. Her excuse for being gone so long did not seem <u>credible</u> .			
2. The <u>scientists</u> believes that the results of the research are incorrect.			
3. I need to find someone who can <u>translate</u> what I say to the teacher.			
4. I included a <u>variation</u> of different vegetables in my salad.			
5. Don't let one failure get you down or <u>discourage</u> you.			

Note: If students need support, complete the first sentence together.

Response to Reading



5 min

This week you read the article “Light Up the Sky” and learned about the benefits and disadvantages of using drones and fireworks to entertain.



Turn to page 269 of your Student Workbook, you will respond to the Essential Question: *What are the benefits of a drone light show versus a fireworks show?* (RI.4.1, W.4.2d)

(Display Weekly Words.)

When writing your response, use at least 1 of this week's words.

Answer Key (answers vary)

Weekly Words

deploy	simulate
elaborate	spectacular
credible	discourage



Possible student responses:

- The benefits of a drone light show instead of a fireworks show is you can still experience an elaborate light show that is environmentally friendly. The drone light show does not cause pollution and cannot spark fires.
- The benefits of using drones for a light show is that you can simulate fireworks without the dangers. Drones do not produce pollution or cause major damage. Also, unlike fireworks, drones are very quiet when they are deployed.
- There are 3 benefits for using drones versus fireworks. First, drones simulate fireworks without the possibility of starting a fire. Second, drones are quiet when deployed. Third, drones do not create pollution.

Spelling + Match the Meaning



5 min



Turn to page 270 in your Student Workbook. Write your name at the top of page 270, carefully tear the page out, then put your workbook away.

Now it's time for a spelling test. First, I will dictate 6 Weekly Words—4 from this week and 2 review words. You will complete each word by filling in the blank with a correctly spelled morpheme or letter combination. After you have finished spelling these 6 words, you will match each one to its definition by writing the definition's letter next to the word.

Words to Dictate	Letter	Definitions
1. de <u>ploy</u>	d	a. relating to a public show or display
2. e <u>laborate</u>	b	b. made by working out (in great detail)
3. <u>simulate</u>	f	c. absent of heart or not a (good) state of mind
4. <u>spectacular</u>	a	d. to use away from
5. di <u>scourage</u>	c	e. able to believe or trust
6. cre <u>dible</u>	e	f. to make a copy

Now I will dictate a sentence to you. You will repeat it. Then you will write it.

Sentence: *He started his career as a humble peanut farmer.*

Repeat it with me. **He started his career as a humble peanut farmer.**

Now write it.

Underline the word in the sentence that has a *closed|consonant-le* syllable pattern.

Answer Key: humble

Student workbook sample

LESSON 21

Passage



Light Up the Sky

1 For years, fireworks have been used to celebrate holidays and community events. However, in recent years a change has come to the way we light up the night skies. Drones sometimes replace fireworks as a way to entertain crowds with a spectacular light show. A drone light show at the 2021 Tokyo Summer Olympics was one of the highlights of the
5 event. The crowd was delighted with a massive performance of moving, glowing lights.

Drones are unmanned aircraft that are controlled by a remote from the ground. Drones are used for many different purposes. Uses include search and rescue missions, checking remote properties and utility lines, delivering packages, taking photographs, or just having fun.

10 In 2012, the first drone light show was performed in Austria. Since then, drone light shows have become bigger, better, and more elaborate.

The drones used in light shows are smaller and lighter than other kinds of drones. Typically, these drones are made of lightweight plastic and foam and weigh under a pound. This light weight allows the drone to fly longer and move quickly.

15 A light show involves hundreds or even thousands of drones performing in the air. Each drone is fitted with an LED light that is programmed to switch off and on. The lights glow in different colors to create designs with different shapes and patterns. In addition, each drone is programmed with a specific flight path. This programming ensures that the

drones will not crash into each other and allows them to fly in a formation that creates a
20 desired visual effect.

Drones can be deployed to create any pattern. They just need to be programmed correctly. Programmers use three-dimensional animation software to design the movement of the drones. It's just like planning the movements of a character in a cartoon.

Once the show is programmed, operators run tests to make sure it works. Testing does not
25 require the programmers to fly the drones. Instead, they use software that simulates the drones' sizes, speeds, and movements. Programmers watch the show on a screen to make sure everything is ready to go.

Drone light shows are not cheap. A small show can cost about \$10,000, and prices can run higher than \$300,000. The more drones involved, the higher the cost. That's why
30 the largest and most elaborate shows are seen mostly at major public events, such as the Olympics or the Super Bowl.

Despite the cost, drone light shows may one day replace traditional firework displays. Fireworks can be great fun to watch, but they do create a lot of problems. Fireworks are very loud, which can be upsetting to wild animals, pets, and many people. However,
35 drones produce just a soft hum.

Fireworks also create pollution. Their explosions release chemicals into the air and spent cartridges fall to the ground or into the water. In addition, setting off fireworks in dry climates can be dangerous because they can spark a fire. Fires can also occur if a misguided firework lands on a building roof or a vehicle.

40 Operators and audience members can be seriously hurt if a fireworks display goes wrong. This is much less likely to happen with a drone light show. Even if a drone falls from the sky, it is so lightweight that it is not likely to cause major damage or serious injuries. Finally, fireworks can be used only once, while drones can be reused multiple times.

As technology gets better, the things it can create often get better too. This is true of drone
45 light shows. We can only imagine what the future holds for drone light shows to come. It's likely that these shows will be even easier to create and more amazing to watch. So keep your eyes on the sky. You never know what you might see!

DAY 1

Reading Multisyllable Words

A light show involves hundreds or even thousands of drones performing in the air. Each drone is fitted with an LED light that is programmed to switch off and on. The lights glow in different colors to create designs with different shapes and patterns. In addition, each drone is programmed with a specific flight path. This programming ensures that the drones will not crash into each other and allows them to fly in a formation that creates a desired visual effect.



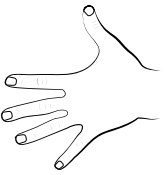


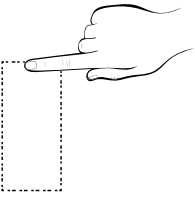
1. involves	4.
2.	5.
3.	6.

Building Background

Write a prediction based on the Word Splash.

I predict this article will be about...

Decoding

Word	Closed 	Silent-e 	Open 	Vowel Team 	Vowel-r 	C-le 	Irregular
1. spectacular							
2. deploy							
3. elaborate							
4. simulate							
5. credible							
6. discourage							

DAY 2

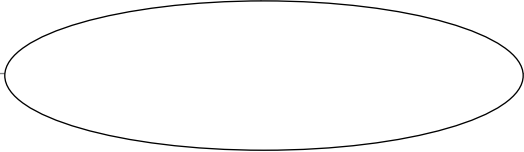
Reading Multisyllable Words

Fireworks also create pollution. Their explosions release chemicals into the air and spent cartridges fall to the ground or into the water. In addition, setting off fireworks in dry climates can be dangerous because they can spark a fire. Fires can also occur if a misguided firework lands on a building roof or a vehicle.

1. fireworks	4.
2.	5.
3.	6.

Define

The team can _____ drones to create any pattern.

Definition	Morphemes
to use away from	
	
<p>Circle the synonym and draw a square around the antonym.</p>	
to make	breaking send away remain

Weekly Words: deploy, elaborate, simulate, spectacular

DAY 3

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Word
	em •	bed •	ded •	embedded
1.				
2.				
3.				
4.				
5.				

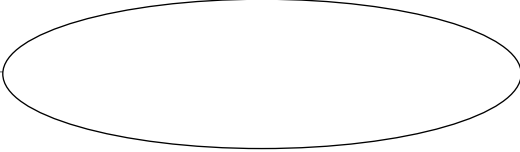
Weekly Words in Context

	Weekly Word	Part of Speech
1.		
2.		
3.		
4.		

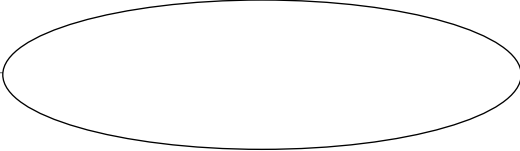
Define

Complete the word analysis tables using these Weekly Words: elaborate, simulate, spectacular.

1. Drones sometimes replace fireworks as a way to entertain crowds with a _____ light show.

Definition	Morphemes
relating to a public show or display	
 <p>Circle the synonym and draw a square around the antonym.</p> <p>impressive protect boring condition</p>	

2. Operators use software to _____ the drones' sizes, speeds, and movements.

Definition	Morphemes
to make a copy	
 <p>Circle the synonym and draw a square around the antonym.</p> <p>ignore copy measure spread</p>	

3. Since then, drone light shows have become bigger, better, and more _____.

Definition	Morphemes
<p>made by working out (in great detail)</p>	<p>Circle the synonym and draw a square around the antonym.</p> <p>forward simple across detailed</p>

Response to Reading

Write two definitions for the word remote.

<p><u>Remote</u>, as a noun, means...</p>
<p><u>Remote</u>, as an adjective, means...</p>

DAY 4

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Word
	o	ver	head	overhead
1.				
2.				
3.				
4.				
5.				


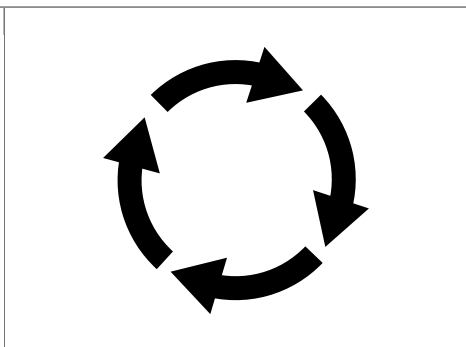

Word Construction

Constructed Words	

Response to Reading

Write the word "fireworks" if the picture represents a characteristic or an effect of fireworks. Write the word "drone" if the picture represents a characteristic or an effect of a drone.

		
<p><i>protecting ears from loud noise</i></p>	<p><i>dog sleeping peacefully</i></p>	<p><i>grass fire</i></p>

		
<p><i>expensive</i></p>	<p><i>reusable</i></p>	<p><i>trash and debris</i></p>

DAY 5**Fluency**

respect	disrespect	inspect	spectate
inspection	spectator	reinspection	respective
invention	prevent	vented	inventive
preventative	inventor	prevention	reinvent

to show respect	do not disrespect
she can inspect	came to spectate
for the inspection	as a spectator
during the reinspection	to the respective
for the invention	to prevent injury
vented their frustration	a successful venture
as a preventative	the inventor found
prevention is key	need to reinvent

Morphology

Read each sentence. Use your Morphology Key and the context clues to help you identify the missing word in each sentence. Finally, fill in the blank with the correct word from the Word Bank. Cross off the word once it has been used.

Word Bank			
prevent	credible	translate	consume
scientist	discourage	thermal	variation

Sentences	
1.	Her excuse for being gone so long did not seem _____.
2.	The _____ believes that the results of the research are incorrect.
3.	I need to find someone who can _____ what I say to the teacher.
4.	I included a _____ of different vegetables in my salad.
5.	Don't let one failure get you down or _____ you.

Response to Reading

What are the benefits of a drone light show versus a fireworks show? Use at least one Weekly Word in your response.

A spiral-bound notebook with lined pages, intended for writing a response to the reading prompt. The notebook is shown from a slightly elevated angle, with the spiral binding on the left side. The pages are white with light gray horizontal lines. The bottom edge of the notebook has a wavy, torn-paper effect.

Spelling + Match the Meaning

1. de_____	a. relating to a public show or display
2. e_____ate	b. made by working out (in great detail)
3. _____late	c. absent of heart or not a (good) state of mind
4. _____ular	d. to use away from
5. dis_____	e. able to believe or trust
6. cred_____	f. to make a copy

Write the dictated sentence on the lines below.

Assessment sample

UNIT 2

95 Phonics Core Program®
Grade 4 Word Study–Unit Assessment #2
Teacher Directions
(Administer after Lesson 14.)

A. SYLLABLE MAPPING CCSS: RF.3, L.2d

You are going to spell multisyllable words with the closed, silent-e, or open syllable pattern and either a simple or complex syllable division. These words will also include some of the affixes and roots you have learned during this unit.

We will begin by spelling the first word together. The word is program. In the table on your paper, tap one box for each syllable you hear. (pro/gram) How many syllables? (2) Now, for each syllable, write the letters that spell it in the correct syllable box, next to the word *Example*. Finally, write the whole word. (Give the students time to complete their spellings.)

Watch me and correct your work if it does not match mine. (Model how to write each syllable in the correct syllable box.) The syllable p-r-o should be in the First Syllable box. The syllable g-r-a-m should be in the Second Syllable box. The word program, spelled p-r-o-g-r-a-m, should be in the last box.

Now it's your turn. I'll say some more words. For each word, you count its syllables and then write each one in the correct syllable box on your paper. Finally, you'll write the whole word.

Words to Dictate	First Syllable	Second Syllable	Word
Example: <i>program</i>	pr <u>o</u>	gr <u>a</u> m	program
1. <i>placement</i>	plac <u>e</u> (1)	me <u>n</u> t (1)	placement (1)
2. <i>motion</i>	mo <u>t</u> (1)	ti <u>o</u> n (1)	motion (1)
3. <i>ingests</i>	in <u>g</u> (1)	gest <u>s</u> (1)	ingests (1)
4. <i>cognate</i>	co <u>g</u> (1)	nat <u>e</u> (1)	cognate (1)
5. <i>confused</i>	co <u>n</u> (1)	fus <u>e</u> d (1)	confused (1)

Now that you have completed your spellings, follow the directions below the table on your paper.

- Circle one syllable that follows the open syllable pattern. (answers vary) (1)
- Underline one syllable that follows the closed syllable pattern. (answers vary) (1)
- Draw a V connecting the vowels in one syllable that follows the long vowel silent-e pattern. (answers vary) (1)

Scoring: Each word is worth 3 points. Award 1 point for each correctly spelled syllable and 1 point for each correctly spelled word. Then award 1 point for each correct response to the three prompts below the table.

Example: The student has correctly spelled the word motion but incorrectly mapped its syllables as mot-ion. Therefore, the student receives 1 point total (0 points for each syllable spelling and 1 point for the whole-word spelling).

Total possible points: 18

B. SENTENCE DICTATION CCSS: RF.3, L.2

You are going to write one sentence using correct spelling and punctuation. I'll say the sentence and you'll repeat it. Then, you'll have time to write the sentence on your paper. Listen as I say the sentence.

Using insect repellent to prevent bug bites is an effective solution. (13)

Say it with me: **Using insect repellent to prevent bug bites is an effective solution.** Repeat the sentence one more time: **Using insect repellent to prevent bug bites is an effective solution.** Now write it. If you forget a word, raise your hand and I will repeat the sentence for you. (Allow ample time for students to write the sentence.)

Now that you have written the sentence, underline one 2-syllable word that contains an initial open syllable followed by a closed syllable. (or follows the Open|Closed syllable pattern). (1)

Scoring: Award 1 point for each correctly spelled word, 1 point for an uppercase letter at the beginning of the sentence, 1 point for correct end punctuation, and 1 point for correctly underlining a pattern word.

Total possible points: 14

C. MORPHOLOGY CCSS: RF.3a, RF.4c, L.4, L.5c

Read the sentences and complete the morphology table on your paper.

1) Begin by reading the sentence and then locate the underlined word in the sentence. Use your Morphology Key to help you write the meaning (or its Latin root). 3) Now write a definition for the underlined word in the space provided. Use the word's morpheme meanings and the sentence's context clues to help you. 4) Finally, circle the synonym that best replaces the underlined word in the sentence. Check your answer by rereading the sentence with the synonym in place of the underlined word. Make sure the sentence still makes sense.

Sentence: Your garden will be more <u>attractive</u> to bees if you grow plants rich in nectar and pollen.			<p>Scoring:</p> <ul style="list-style-type: none"> • Award 2 points for the correct meaning of the Latin root. • Award 2 points for circling the correct synonym. • Use the rubric below to determine the number of points to award for the definition of the underlined word: <ul style="list-style-type: none"> ○ 6 points if the meaning is clear and demonstrates understanding of the morphemes and context. ○ 3 points if the meaning is clear but shows a limited understanding of the morphemes and context. ○ 0 points if the meaning is unclear and demonstrates no understanding of the morphemes or context. <p>Total possible points: 10</p>
at	tract	ive	
to, toward, in, or near	to draw or pull	showing a quality or tendency	
Write a definition for the underlined word.			
showing a quality to draw or pull in			
Circle a synonym for the underlined word.			
desirable	offensive	boring	

D. READING AND RESPONSE CCSS: RI.4, RF.3, RF.4a, RF.4c, L.2, L.4, L.5c

Before you begin this section, read the directions carefully.

Read the passage to yourself. After reading the passage, read each question carefully and then write your response.

Nomads of the Congo Basin

1 Humans have lived in the Congo Basin for many years. The basin provides food, fresh water, and
 2 homes to more than 75 million people. The people native to the rainforest are smaller than the
 3 those who live in the grasslands. This helps them move under the dense canopy of the trees more
 4 easily. These rainforest dwellers live in tribal groups of 15 to 70. Since they are nomads, their
 5 **groups move to new parts of the forest often**, transporting all they own on their backs. When they
 6 decide to settle temporarily, or for a short time, they clear away and consume only as much
 7 vegetation as needed to survive while they are there. This means that after they vacate a spot,
 8 nature can quickly reclaim the space. To preserve the health and survival of these forest nomads,
 9 visitors will venture to the village to trade their goods with its inhabitants. The nomads of the Congo Basin
 10 have learned to adapt to the environment of the rainforest, and they will continue to roam the land for
 11 many years to come.

***Differentiation Option:** For students who may need extra support, you can provide the suggested sentence stems to jumpstart responses.

1. The author explains that the tribal groups of the rainforest are nomads. Highlight context clues that help you understand the meaning of the word nomads. (2) Then use your own words to tell what nomads means. Make sure you use a complete sentence. **Nomads are people who often travel to new locations.** (2)

***Sentence Stem:** *Nomads are* _____.

2. Lines 6–7 say the nomads “clear away and consume only as much vegetation as needed to survive while they are there.” What does consume mean? Use your Morphology Key and the sentence’s context clues to help you define consume. Then use a complete sentence to tell what consume means. **The word consume means “to take or use with.”** (2)

***Sentence Stem:** *Consume means* _____.

3. In the Lesson 13 article, “Wild Weather,” you learned that the word permanently means “act of staying completely or not changing.” In this passage, the author uses an antonym for the word permanently when describing how the nomads settle. What is the antonym? **The antonym is temporarily.** (2)

***Sentence Stem:** *The antonym is* _____.



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Teacher Directions
(Administer after Lesson 14.)

Scoring: Award **2** points for correctly highlighting the context clues. Also, award **1** point for an accurate written response and **1** additional point if the response is written as a complete sentence.

Example (based on Question 1) Student response: *travelers*

The student receives **1** out of **2** points because the response is correct (**1** point), but the response is not a complete sentence (**0** points).

Example (based on Question 2) Student response: The word consume means “take.”

The student receives **0** out of **2** points because the answer is incorrect (**0** points) and is not an **accurate** response written as a complete sentence (**0** point).

Total possible points: 8

Total Points: 50

Name: _____ Date: _____

A.	SYLLABLE MAPPING	Points: _____/18
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	First Syllable	Second Syllable	Word
Example:			
1.			
2.			
3.			
4.			
5.			

- Circle one syllable that follows the open syllable pattern.
- Underline one syllable that follows the closed syllable pattern.
- Draw a V connecting the vowels in one syllable that follows the long vowel silent-e pattern.

B.	SENTENCE DICTATION	Points: _____/14
-----------	---------------------------	------------------

1. _____

C. MORPHOLOGY	Points: _____/10
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1. Begin by reading the sentence.
2. Then look at the underlined word in the sentence. Use your Morphology Key to help you write the meaning for its Latin root.
3. Now write a definition for the underlined word in the space provided. Use the word's morpheme meanings and the sentence's context clues to help you.
4. Finally, circle the synonym that best replaces the underlined word in the sentence. Check your answer by rereading the sentence with the synonym in place of the underlined word. Make sure the sentence still makes sense.

Sentence: Your garden will be more <u>attractive</u> to bees if you grow plants rich in nectar and pollen.		
at	'trac	ive
to, toward, in, on, near	showing a quality or tendency	
Write a definition for the underlined word.		
Circle a synonym for the underlined word.		
desirable	offensive	boring

D.	READING AND RESPONSE	Points: _____/8
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Read the passage to yourself. After reading the passage, read each question carefully and then write your response.

Nomads of the Congo Basin

1 Humans have lived in the Congo Basin for many years. The basin provides food, fresh water, and
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 8 nature can quickly reclaim the space. To preserve their health and survival, these nomads
 9 will venture to the villages to trade the goods with the inhabitants. The nomads of the Congo Basin
 10 have learned to adapt to the environment of the rainforest and will continue to roam the land for
 11 many years to come.

1. The author explains that the tribal groups of the rainforest are nomads. Highlight context clues that you use to understand the meaning of the word nomads. Then use your own words to tell what nomads means. Make sure you use a complete sentence.

2. Lines 6–7 say the nomads “clear away and consume only as much vegetation as needed to survive while they are there.” What does consume mean? Use your Morphology Key and the sentence’s context clues to help you define consume. Then use a complete sentence to tell what consume means.

3. In the Lesson 13 article, “Wild Weather,” you learned that the word permanently means “act of staying completely or not changing.” In this passage, the author uses an antonym for the word permanently when describing how the nomads settle. What is the antonym?

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Digraphs & Unusual Consonants

Consonant Digraphs

ch	ph
ck	sh
gh	th
ng	wh

Complex Consonants

dge
tch

Silent Letters

gn	mb
kn	wr

Consonant Blends

Beginning Blends

bl-	cl-	dr-	fl-	gl-	pl-	sc-	sp-	tr-
br-	cr-		fr-	gr-	pr-	scr-	spl-	tw-
						sk-	spr-	
						sl-	st-	
						sm-	str-	
						sn-	sw-	

Ending Blends

-ct	-ft	-ld	-lp	-mp	-nd	-pt	-sk
		-lf	-lt		-nk		-sp
		-lk			-nt		-st

6 Syllable Types

Closed



- 1 vowel letter followed by 1 or more consonants.
- Vowel sound is short.

Silent-e



- 1 vowel letter, 1 consonant, and a final silent-e.
- Vowel sound is long.

Open



- 1 vowel letter followed by no consonants.
- Vowel sound is long.

Vowel Team



- 2 or more letters side by side that are pronounced as 1 vowel sound.
- Vowel sound is long, short, or other.

Consonant-le



- 1 consonant plus the letter l and the vowel letter e.
- Vowel sound is /e/.

Vowel-r



- 1 vowel letter followed by the consonant r.
- Vowel sound is affected by the r.

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 blends and digraphs together when dividing.

con | struct

Other

When a word has 1 consonant between the vowel sounds, first try to divide after the vowel.

ra | ven

If it is not a word you know, then divide after the consonant.

rob | in

When a word has the consonant-le pattern, the consonant and the l-e stick together as 1 syllable.

pic | kle

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