

95 Phonics Core Program®

GRADE 5

Product sample

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Weekly lesson components

95 Phonics Core Program® Grade 5 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 #1 to Text Read & Annotate Identify unknown words and important ideas, pose questions, and make connections through structure annotation strategies.	Exposure #2 to Text Weekly Words in Context Defining Weekly Words in text based on the morphological structure.	Exposure #3 to Text Reading for Accuracy Apply knowledge of syllabication and morphological structures to accurately read text.	Exposure #4 to Text 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 Identifying the affixes and roots in the Weekly Words and defining words based on the meanings of the morphemes.	Define 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.
Building word knowledge and meaning through the morphological structure of words.						
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 5 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>Wind and Water, Sea and Sky:</i> <i>Harnessing the Power of Fluids (I)</i> mechanical, capture, transfer, energy	dis- in- trans-	sect	-ed -ing -ion
2	Silent-e (Single Syllable) The 7 Jobs of Silent-e	<i>Plants Without Soil (I)</i> nutrients, agriculture, cultivate, static	con- ex- in-	cise	-ive -ion
3	Open (Single Syllable)	<i>World War I: America Joins the War (I)</i> declare, isolate, oppose, provoke	de- pre- pro- re-	pel/puls cise	-ion -ive
4	Vowel Teams (Single Syllable)	<i>Kentucky's Pack Horse Librarians (I)</i> circulate, distribute, librarian, rural	at- ob- con- dis-	tain/tinu	-ment -ous -ion
5	Consonant-le (Single Syllable)	<i>Great Aunt Becky's Journal (L)</i> endure, mission, recite, terrain	ad- per- in- re-	flect/flex mit/miss	-ible -ion -ive
6	Vowel-r (Single Syllable)	<i>An Amazing Journey (I)</i> describe, expand, expedition, territory	di- in- pro- re-	vid/vis	-al -ize -ible -ion
7	Review 6 Syllable Types (Single Syllable)	<i>Running on Sunlight: How Energy Powers Life (I)</i> absorb, attract, consume, decompose, evolve, produce, reflect, transform	un- at- con- dis- re-	tract tain/tinu	-ic -ist
Administer Unit 1 Assessment					

95 Phonics Core Program® Grade 5 Word Study

Lesson	Target Phonics Skill(s)	Text Title & Weekly Words	Morphology	
			Greek Combining Forms	Suffixes
8	Closed Simple Multisyllable (MS)	<i>The Evolution of Camouflage (I)</i> conceal, disguise, disruptive, environment, inconspicuous, mimic, resemble, technique	graph, phone/phono, photo, tele	-ed -ic
9	Closed Complex MS	<i>Connecticut, First and Foremost (I)</i> accusation, legislature, innovation, provision, ratify, recognition, revolutionize, temperate	bio, geo, (o)logy, <i>graph</i>	-y -ist
10	Silent-e Simple MS	<i>Early American Spycraft (I)</i> detect, intercept, invisible, observe, translate, transmit, transport, transcribe	auto, bio, graph	-al -ic -y
11	Silent-e Complex MS	<i>Cato's Capture (L)</i> acquire, assembly, assume, dispel, diverse, implicitly, preemptive, tyranny	eco, nomy, auto, <i>bio, (o)logy</i>	-ic -ist
12	Open Simple MS	<i>The Clean-Up Crew (I)</i> complex, compost, compound, microscopic, nutrient, organism, sustain, vital	em, path, sym, <i>(o)logy, tele</i>	-ic -ist -y
13	Open Complex MS	<i>A Horse of Different Color (I)</i> adaptable, aquatic, biologist, biodiversity, dorsal, genetic, notorious, pectoral	ecto, endo, morph, <i>poly, graph, (o)logy</i>	-ic -y
14	Review Closed, Silent-e Open MS	<i>Harr and Her Pups (L)</i> admirable, complicate, distinguish, fortitude, furtively, indicate, recognize, vulnerable	<i>bio, eco, geo, graph, morph, nomy, (o)logy</i>	-al -ic -ist -y
Administer Unit 2 Assessment				

UNIT 2

95 Phonics Core Program® Grade 5 Word Study



Lesson	Target Phonics Skill(s)	Text Title & Weekly Words	Morphology	
			Greek Combining Forms	Suffixes
15	Vowel Teams, Simple MS	<i>Mysterious Objects in the Sky (I)</i> aerial, accelerate, anxious, astronomer, conclude, illusion, meteorologist, unidentified	chrono, gram, mono, graph, (o)logy	-al -er -ic -y
16	Vowel Teams, Complex MS	<i>Lighter Than Air: The Story of Balloon Flight (I)</i> astronaut, atmosphere, century, construct, descend, extend, manufacturer, sturdier	astro, physi, bio, geo, graph	-al -er -ic -y
17	Review Closed, Silent-e, Open, Vowel Teams MS	<i>It's a Bird! It's a Plane! It's a Weather Balloon (I)</i> accurate, altitude, ascend, forecast, humidity, predict, refine, troposphere	techn, bio, geo, (o)logy, poly	-al -ic -ist -ity
18	Consonant-le, Multisyllable	<i>Checks and Balances: Protecting the People (I)</i> executive, judicial, legislative, monarch, preventive, promote, representative, veto	cracy, crat, demo, auto, graph, poly	-er -ic -ist -y
19	Vowel-r, Multisyllable	<i>Hello, Robot! (I)</i> algorithm, alternative, analyze, diagnose, obstacle, operation, privacy, specific	em, (o)logy, path, sym, tele	-ic -ist -y
20	Review Vowel Teams, Consonant-le, Vowel-r MS	<i>The Best Toys Ever (I)</i> compromise, criteria, iconic, induct, inspire, longevity, origin, universal	Word Construction Review (Greek Combining Forms)	
Administer Unit 3 Assessment				
21	Achieving Automaticity: Lexicon Lab 1	<i>Microbe World (I)</i> antibiotic, microbiologist, microbiome, microscope	Prefixes at- con- dis- ex- in-	Latin Root tain tract vis
			Suffixes -al -ible -ive -ment	

95 Phonics Core Program® Grade 5 Word Study

Lesson	Target Phonics Skill(s)	Text Title & Weekly Words	Morphology		
			Prefixes	Latin Root	Suffixes
22	Achieving Automaticity: Lexicon Lab 2	Social Networks and Generation Next (I) confrontation, initiate, proximity, reputation	com- de- re- un-	flect/flex pel/puls	-al -ible -ion -ive
23	Achieving Automaticity: Lexicon Lab 3	Desert Survival (I) estivate, nocturnal, permeate, vacate	Word Construction Review (Latin Roots)		
24	Achieving Automaticity: Lexicon Lab 4	Sonoran Desert Seasons (Poem) dormant, frigid, migrate, torpor	Greek Combining Forms		
25	Achieving Automaticity: Lexicon Lab 5	Toxic Defense (I) adaptation, antidote, ingest, toxin	Suffixes		
Administer Unit 4 Assessment					
26	Achieving Automaticity: Lexicon Lab 6	Six Flags Over Texas (I) interference, resist, secede, sovereignty	Review: Concept Sort		
27	Achieving Automaticity: Lexicon Lab 7	The Wonderful World of Chocolate (I) commodity, engineers, ethical, unfortunate	Review: Concept Sort		
28	Achieving Automaticity: Lexicon Lab 8	Tepui: Islands in the Sky (I) compress, endemic, erosion, topography	Review: Concept Sort		
29	Achieving Automaticity: Lexicon Lab 9	Souvenirs (Poem) apprehend, resemblance, transformation, traversing	Review: Concept Sort		
30	Achieving Automaticity: Lexicon Lab 10	Under DC (L) cavernous, obligation, submerge, subterranean	Review: Concept Sort		
Administer Unit 5 Assessment					

Lesson sample

LESSON 4

Vowel Teams, Single Syllable

Teacher Copy of the Passage

KENTUCKY'S PACK HORSE LIBRARIANS



1 The Great Depression that followed the 1929 stock market crash was a time when many people went without—without food, money, or homes. Times were hard in big cities, small

5 towns, and **rural** communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the

10 WPA, people got jobs doing all kinds of things. Some built schools, hospitals, and roads, while others painted murals in post offices and wrote guidebooks. Some even delivered library books on horseback.

15 In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, **librarians** rode on horseback to **distribute** books and magazines to small **rural** communities tucked into the

20 mountains of eastern Kentucky. The people in this region lived especially hard lives during the Depression. They had few schools and no libraries, and their homes were old and outdated. People didn't have electricity or

25 telephones, and they used horses and horse-drawn wagons instead of cars. The founders of the Pack Horse Library Project aimed to connect

the people of **rural** eastern Kentucky to ideas and events happening around the world by

30 bringing them a variety of reading materials.

Here's how the program worked: A small library was set up in each mountain county. Books and magazines were donated to the library by churches, colleges, and larger libraries. Each

35 library had one **librarian** who monitored the books and kept them organized. Five or six pack horse **librarians**, or carriers, would bring the materials to drop off points in the mountains. A drop off point might be a church, a one-room

40 school, or a home.

Pack horse **librarians**, who were almost always women, came from the mountain communities they worked in. Their faces were familiar, and as a result, they were welcomed by most people.

45 The **librarians** were paid \$28.00 a month—not a lot of money—but it was a good wage during the Depression. They had to provide their

own horses, so many rented horses from local farmers for 50 cents a week. Their days began
50 early, at the small county library, where they chose reading materials and packed them into saddlebags.

There were very few roads in the mountains, and none were paved. The carriers took rugged
55 mountain paths, cutting through the woods and riding over rocky, muddy ground. They often used creek beds as roads because they were flat and easy to follow. When a path took them up or down a steep hillside, riders got off their
60 horses to keep the animals from slipping and falling. When the hills were too steep, carriers tied up their horses and continued by foot. Rain, snow, and sleet made the trips more difficult, but like mail carriers, the horseback **librarians**
65 didn't let the weather stop them. They traveled between 50 and 80 miles a week.

For people living in the eastern Kentucky mountains, the most exciting days of the month were the days the "book woman" visited.
70 Young and old crowded around the book woman, eager to see what she had brought. She handed out picture books, novels, and poetry. Magazines like *Popular Mechanics*, *Women's Home Companion*, and *National Geographic*
75 were especially popular. The book women also **distributed** reading materials to one-room schoolhouses where the books and magazines would **circulate** through all the students in the school room.

80 The pack horse **librarians** had many stops to make, but they didn't hurry. Connecting with the people on their **rural** routes was part of the

job. People liked to chat with the **librarians** and ask questions, such as how to care for a sick
85 child. **Librarians** often took the time to read aloud to an injured worker, an elderly person, or a child, who couldn't go to school. They also brought badly needed medicines and delivered
90 news about other mountain families. Sometimes a carrier was asked to contact a doctor or a midwife.

Although the pack horse libraries received many book and magazine donations, they always needed more reading materials. **Librarians**
95 were constantly repairing the materials to make them last as long as possible. They passed out bookmarks made out of old Christmas cards so people would not dog-ear the pages in books. Nevertheless, the materials eventually became
100 so worn they could no longer be repaired. Hardworking **librarians** clipped pictures and articles from the tattered pages and used them to make scrapbooks, which were **distributed** with the books and magazines.

105 All WPA programs were cut back in 1942 as the United States got ready for war. In 1943, money for the Pack Horse Library Project stopped altogether, and the program ended. The communities in **rural** eastern Kentucky no
110 longer had access to reading materials; however, this was only temporary. After county roads were improved, bookmobiles began to appear in the mountain communities. The pack horse **librarians** continued to deliver more than
115 books and magazines. They brought new ideas, information about hundreds of topics, and a love of reading to the people of Kentucky.



Learning Objective

- Students can accurately identify the vowel team syllable pattern as a strategy for accurately decoding (reading) and encoding (writing) vowel team 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 this word chain, you will listen to each word and change 1 sound in the word to make a new word. Ready? Let's begin.

Note: Monitor the students to ensure they are writing 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 most.

- **Word?** **most** The long o vowel sound in the word most is part of the phonogram—ost.
 - A **phonogram** is a series of letters that represent 1 or more sounds. Phonograms can affect the way we hear and say the vowel sound in the word.
- How do we spell it? **m-o-s-t** Write it.

Change most to mist.

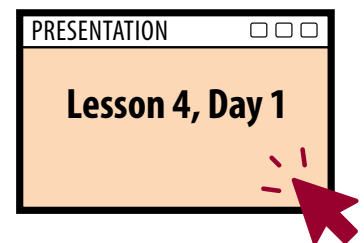
- Which sound changes? **The /ō/ sound changes to /ī/.**
- How do we spell the new word? **m-i-s-t**

Write the word mist under most.

Next, change mist to mint.

- Which sound changes? **The /s/ sound changes to /n/.**
- How do we spell the new word? **m-i-n-t**

Write the word mint under mist.



most
mist
mint
mine

Finally, change mint to mine.

- Which sound changes? **Change /i/ to /ī/.**
- How do we spell the new word? **m-i-n-e**

Write the word mine under mint.

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

Let's read all 4 words. Ready? Begin. **most, mist, mint, mine**

Word Work



Sort Words

(Refer to the 6 Syllable Types poster.) Remember, 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 vowel team syllable pattern. Vowel team syllable words have 2 or more letters side by side that are pronounced as 1 vowel sound.

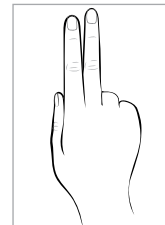
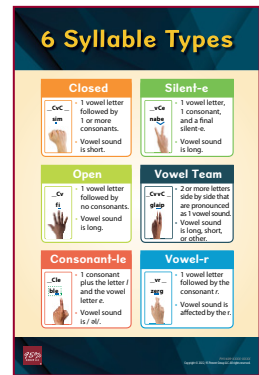
The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together. Practice the gesture with me. **vowel team**

(Display woal.)

I'm going to look for the vowel team 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 letters.) There are 2 vowel letters side by side: **o** and **a**.
- This syllable follows the vowel team syllable pattern, and the gesture looks like this. (Gesture and say "Vowel team.")
- The vowel sound is /ō/.
- The syllable is woal.
- I sort this syllable under the vowel team syllable column.



woal

woal



(Display blath.)




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 vowel or vowels.**
 - Yes, let's pretend to touch the vowel letter or letters. (Point to the vowel in the word displayed on the presentation slide.)
- How many vowel letters? **1**
- Vowel team or not a vowel team? **not a vowel team**
 - We know this is not a vowel team syllable because its vowel letter *a* does not team up with *t* to make a vowel sound.
- This syllable has 1 vowel letter followed by 2 consonants. Syllable type and gesture? **closed**
- Vowel sound? **/ă/**
- Syllable? **blath**
- Where do we sort this syllable? **under the closed column**



Now it's your turn. Turn to page 37 in your Student Workbook. Identify if each syllable follows the closed, silent-e, open, or vowel team syllable pattern. Then say the vowel sound and read the word. Finally, write the word in the correct column.

Answer Key

Closed 	Silent-e 	Open 	Vowel Team 
blath	rebe	cha	woal
kib	thone	ni	zoin
trox	vaze	tra	floud

blath



blath



Routine for Word Sorts:

- Find the vowel or vowels.
- How many vowel letters?
- If there is more than 1 vowel letter, are they side by side?
- Syllable type and gesture?
- Say the vowel sound and read the syllable.
- Where does this word go?

1. rebe	6. floud
2. zoin	7. kib
3. cha	8. ni
4. thone	9. vaze
5. trox	10. tra

Reading



5 min

BUILDING BACKGROUND

For the next 5 days, you will read and learn facts about a former library program from Kentucky—the *Pack Horse Library Project*.

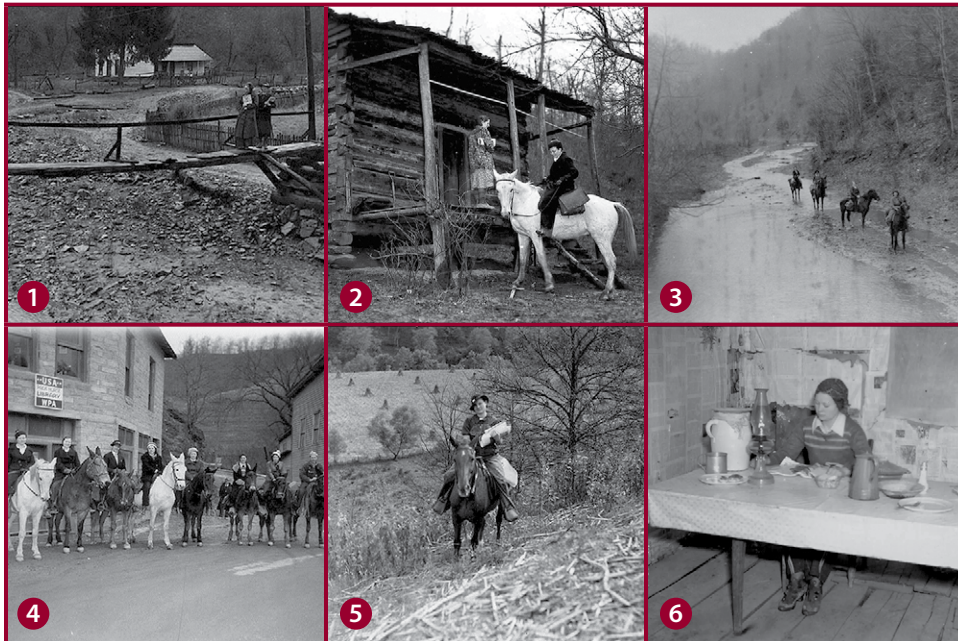
This library program was created during one of America's most difficult periods, the Great Depression. During the Great Depression many families lost their jobs and homes and went without necessities,

like food. Most people lost all their money, as banks began to fail and close. This meant people could not purchase needed items, which led to businesses closing and people losing their jobs. The Great Depression began in 1929 and lasted until the start of World War II in 1941.

You may be thinking, what does the Great Depression have to do with a library program in Kentucky? President Franklin D. Roosevelt was eager to help people start working again and revive the economy. President Roosevelt started a group of government programs in the 1930s to do this, one of which was the Works Progress Administration (WPA). The WPA provided jobs for millions of Americans during the Great Depression. An interesting job created because of this program was the job of a pack horse librarian.

Imagine living in a time where you didn't have technology or even access to books. Rural Kentucky was an isolated region without the basic comforts of electricity, telephones, or roads. This week's article will provide details about how the program was established and how it kept mountain communities aware of events and news from around the world.

(Display images.)





Turn to page 37 in your Student Workbook. Based on these photographs, write some words or phrases you think could describe the women who took on the role of a pack horse librarian.

- Do you think this job was easy? Why or why not?
- Do you think they did anything beyond delivering books?
- Were people excited or hesitant to see these women?

You can also write about other things you observe in the photographs.

- What is the landscape like in Kentucky?
- Describe the buildings and homes during this time in history.

Let's share! Turn to a partner and share the notes you added to your workbook. (*Option:* Select a few students to share aloud with the class.)

Morphology



10 min

DECODING

(Display Weekly Words.)

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

(Refer to the 6 Syllable Types and the Syllable Division Rules posters.)

We will look for patterns inside the words so we can decode them. Remember, when we decode words, we apply what we know about the 6 syllable types to help us accurately read words. As we decode, we can refer to the 6 Syllable Types poster, as well as the Syllable Division Rules poster for support.

Watch and listen as I model how to decode the first word. Then we will decode the next 3 words together.

(Display circulate.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- The vowel letters are *i-r*, *u*, and *a-e*.
 - When a consonant *r* follows a vowel letter, we underline both the *r* and the vowel letter because the vowel plus the *r* spell the vowel sound.

Weekly Words

circulate
distribute

librarian
rural



circulate

- In this word the vowel letters *a* and silent-*e* work together to spell the vowel sound. To remind me these vowel letters work together, I will draw a V shape connecting the *a* to the *e*.
- 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.
 - Most often when there are 2 consonants between 2 vowel sounds, I draw a line between the consonants. I draw a line between the *r* and the *c*.
- There is only 1 consonant between the second and third vowel sounds. I will draw a syllable division line after the vowel letter *u*. (Refer to the word *ra|ven* on the Syllable Division Rules poster.)

Help me decode each syllable and then read the word.

First Syllable

- The syllable type is vowel-*r*.
 - The pattern is 1 vowel letter followed by the consonant *r*.
 - The gesture for a vowel-*r* syllable is the middle finger crossed over the index finger.
- Vowel sound? /*er*/
- Because the letter *c* is followed by a vowel letter *i*, it is pronounced with its soft sound, /*s*/.
- Syllable? **cir**

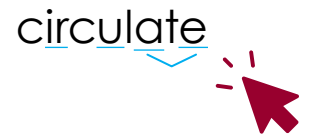
Second Syllable

- Syllable type and gesture? **open** How do you know? **1 vowel letter followed by no consonants**
- Vowel sound? /*ū*/
- Syllable? **cu**

Third Syllable

- Syllable type and gesture? **silent-*e*** How do you know? **1 vowel letter, 1 consonant, and an *e* at the end**
- Vowel sound? /*ā*/
- Syllable? **late**

What's the word? **circulate**

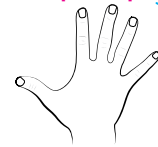
circulate 

cir|cu|late 

cir|cu|late 



cir|cu|late 



cir|cu|late 



Let's read a sentence using the word circulate: *Open the windows so the air will circulate in the room.*

(Display distribute.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? *i, i, and u-e*
 - In this word the vowel letters *u* and silent-*e* work together to spell the vowel sound. To remind me these vowel letters work together, I will draw a V shape connecting the *u* to the *e*.
 - There are 3 vowel sounds. So, how many syllables are in this word? **3**
- Look 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**
 - *D-i-s* spells a prefix and should stick together as a syllable.
 - I know the consonants *t-r* spell a consonant blend, so they stick together.
 - Where should I draw a syllable division line? **between the s and t**
- Looking at the next 2 vowel sounds, there is only 1 consonant between them. Because of this, you can divide the syllables in 2 ways.
 - (Refer to the word *ra|ven* on the Syllable Division Rules poster.) **Where do we most often divide a syllable when there is only 1 consonant between the vowel sounds? after the vowel**
 - In this word, if we divided after the vowel letter, the syllable would be pronounced /ī/, and the word would be pronounced /distribūt/.
 - Is this pronunciation correct? **no**
 - (Refer to the word *rob|in* on the Syllable Division Rules poster.) **If you read the word with an open syllable and the long vowel sound doesn't sound right, try dividing the syllable the second way—after the consonant. This turns the syllable into a closed syllable pattern with a short vowel pronunciation.**
 - For this word, we are going to divide after the consonant *b*. The syllable is pronounced /trīb/. The word is distribute.
 - Is this pronunciation correct? **yes**

distribute 

distribute 

dis|trib|ute 

Help me decode each syllable and then read the word.

First Syllable

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

Second Syllable

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

Third Syllable

- Syllable type and gesture? **silent-e** How do you know? **1 vowel letter followed by 1 consonant and an e at the end**
- Vowel sound? /ū/
- Syllable? **ute**

What's the word? **distribute**

Let's read a sentence using the word *distribute*: ***This weekend at the food bank, Armen will distribute food to those in need.***

(Display librarian.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? ***i, a-r, i, and a***
 - When a consonant *r* follows a vowel letter, we underline both the *r* and the vowel letter because the vowel plus the *r* spell the vowel sound.
 - In this word there are 4 vowel sounds. How many syllables? **4**
- Look at the consonants between the vowel sounds. I will draw lines to divide the word into syllables.
- How many consonants are between the first and second vowel sounds? **2**
 - Most often, when there are 2 consonants between the vowel sounds, we divide between the consonants. In this example, the 2 consonants—*b* and *r*—spell a consonant blend. The letters in the consonant blend *b-r* will stick together. So, I draw a line between the *i* and the *b*.



librarian

librarian

- How many consonants are between the second and third vowel sounds? **1**
 - The consonant *r* sticks with the *a* to spell the vowel sound in the second syllable, so I draw a syllable division line after the *r*.
- How many consonants are between the last 2 vowel sounds? **none**
 - When the vowel letter *i* comes before another vowel, it usually does *not* form a vowel team. Typically the *i* is the end of 1 syllable, and the other vowel letter begins a new syllable—the vowel letters do *not* stick together.
 - Where should I draw a syllable division line? **between the *i* and *a***

Help me decode each syllable and then read the word.

First Syllable

- Syllable type and gesture? **open** How do you know? **1 vowel letter followed by no consonants**
- Vowel sound? **/i/**
- Syllable? **li**

Second Syllable

- The syllable type is vowel-r.
 - The pattern is 1 vowel letter followed by the consonant *r*.
 - The gesture for a vowel-r syllable is the middle finger crossed over the index finger.
- In this word the *a-r* vowel spelling occurs in an accented syllable; therefore, the vowel *a* is pronounced with its long sound, /air/.
- Syllable? **brar**

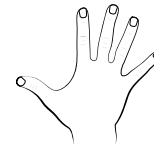
Third Syllable

- When the vowel letter *i* ends a syllable, before another vowel in a suffix, the syllable is pronounced with a long e sound.
- The vowel sound is /ē/.
- Syllable? **i**

Note: When adding a vowel suffix, such as *-an*, to the word *library*, drop the *y*, add *i*, and then add the suffix *-an* (*library-i-an*). The new word is librarian.

li|brar|i|an 

li|brar|i|an



li|brar|i|an



li|brar|i|an



Fourth Syllable

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

What's the word? **librarian**

Let's read a sentence using the word librarian: *While researching for my project, I asked the librarian to help me find a few books.*

(Display rural.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? **u and a**
 - 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**
 - (Refer to the word ra|ven on the Syllable Division Rules poster.)
Most often, we divide after the vowel letter, so where should I draw a line? after the vowel letter u

Note: When the consonant *r* is followed by another vowel letter, the /r/ sound is captured by the vowel sound after the *r*. For this reason, the vowel letter before the consonant *r* is not affected and, in an open syllable, is pronounced with its long sound.

Help me decode each syllable and then read the word.

First Syllable

- Syllable type and gesture? **open** How do you know? **1 vowel letter followed by no consonants**
- Vowel sound? /ū/
- Syllable? **ru**

Second Syllable

- Syllable type and gesture? **closed** How do you know? **1 vowel letter followed by 1 or more consonants**
- The vowel sound is pronounced with the schwa sound /ə/ (/ü/).
- Syllable? **ral**

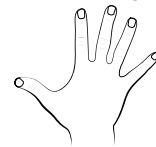


rural

rural

ru|ral

ru|ral



ru|ral



What's the word? **rural**

Let's read a sentence using the word rural: *We left the city to find a rural area with lots of land.*

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. cir	cu	late		circulate
2. dis	trib	ute		distribute
3. li	brar	i	an	librarian
4. ru	ral			rural

Response to Reading



2 min

ESSENTIAL QUESTION

Today you gained background knowledge on the topic of the week—*Kentucky pack horse librarians*. Over the next 4 days, you will read an article about how this program worked in the rural mountains of Kentucky. Based on what you learn from your reading, you'll also be able to answer this Essential Question:

- *Based on information in the article about the job of pack horse librarian, what can you infer about the people who chose to serve their communities in this way?* (RI.5.1, RI.5.3)

DAY 2

Warm Up



3 min

GUESS THE PATTERN

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

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

Answer Key

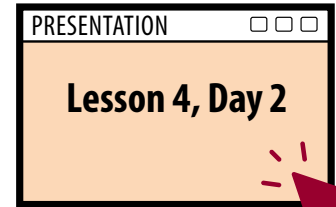
The pattern is: **words with the inflectional ending -ed.**

Follow-up question: **What are some different sounds the inflectional ending -ed has in these words? /t/, /ed/, and /d/**

When reading or spelling words with -ed, remember these 3 things:

- The suffix -ed can be pronounced 3 different ways—/ed/, /d/, and /t/.
- When a word ends in e, drop the e before adding -ed.
- When a 1-syllable word has 1 vowel letter followed by 1 consonant (a closed syllable), double the final consonant before adding -ed. This is called the 1-1-1 Rule.

Let’s read aloud these words with the inflectional ending -ed. Ready? Begin. **jumped, splashed, taped, twisted, diced, spilled, crashed, roped**



jumped	diced
splashed	spilled
taped	crashed
twisted	roped

Word Work



8 min

SORT WORDS

Today we are practicing how to read words with the vowel team syllable pattern.

Before we begin, let’s review the vowel team syllable pattern. Vowel team syllable words have 2 or more letters side by side that are pronounced as 1 vowel sound.

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team is 2 fingers together. Practice the gesture with me. **vowel team**

Watch me identify if a word follows the vowel team pattern.

(Display foil.)

- I find the vowel letter or letters by pointing to them. (Point to the vowel letters.) There are 2 vowel letters—*o-i*—side by side.
- This syllable follows the vowel team syllable pattern and the gesture looks like this. (Gesture and say “Vowel team.”)
- The vowel sound is /oi/.
- The syllable is *foil*.
- I sort this syllable under the vowel team column.

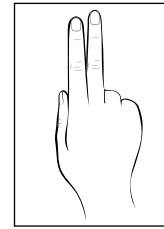
(Display flute.)

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 2 fingers in the shape of a V to point toward the vowels in the word displayed on the presentation slide.)
- How many vowel letters? **2**
- Vowel team or not vowel team? **not vowel team**
 - Yes, we know this is not a vowel team syllable between the vowel letters are not side by side.
- The word has 1 vowel letter, 1 consonant, and an e at the end. Syllable type and gesture? **silent-e**
- Vowel sound? /ū/
- Word? **flute**
- Where do we sort this syllable? **the silent-e syllable column**



Now it’s your turn. Turn to page 38 in your Student Workbook. Identify if each syllable follows the closed, silent-e, open, or vowel team syllable pattern. Then say the vowel sound and read the word. Finally, write the word in the correct column.



foil



foil



flute





flute



Routine for Word Sorts:

- Find the vowel or vowels.
- How many vowel letters?
- If there is more than 1 vowel letter, are they side by side?
- Syllable type and gesture?
- Say the vowel sound and read the syllable.
- Where does this word go?

Answer Key

Closed 	Silent-e 	Open 	Vowel Team 
crop	flute	fly	foil
shock	shine	go	heat
lunch	tape	we	blue

- | | |
|----------|----------|
| 1. crop | 6. tape |
| 2. shine | 7. shock |
| 3. fly | 8. blue |
| 4. heat | 9. lunch |
| 5. go | 10. we |

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.

circulate	distribute	librarian	rural
-----------	------------	-----------	-------

Now let's practice reading words that follow the vowel team syllable pattern. As you read each word, hold up the vowel team gesture.

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

beach	snail	green	coast
spoon	teach	glow	sweep
coin	throat	sail	stray
flaw	cheek	goes	bright

 **Teacher Tip**

Vowel Teams

In the **95 Phonics Core Program**®, vowel teams are divided into 2 categories: *predictable* and *unpredictable*.

Vowel teams readers can easily determine how to pronounce are called *predictable vowel teams*. **Note:** For vowel teams that stand for the same sound (such as *ai/ay*, *oi/oy*, and *au/aw*), the vowel team used depends on the sound’s placement within a syllable. For example, the vowel teams *ai*, *oi*, and *au* usually are not found at the end of a syllable—usually they are followed by a consonant. However, the vowel teams *ay*, *oy*, and *aw* are often found at the end of a syllable.

Vowel Teams	Keywords
ai	ma <u>il</u>
ay	ha <u>y</u>
oi	o <u>il</u>
oy	bo <u>y</u>
igh	ni <u>ght</u>
oa	o <u>at</u>

Vowel Teams	Keywords
ee	ee <u>l</u>
oe	to <u>e</u>
au	sa <u>uce</u>
aw	str <u>aw</u>

In contrast, we call other vowel teams *unpredictable* because there are at least 2 common ways to pronounce them. Instruct students to try pronouncing an unknown word with the more common pronunciation first (as represented in the first keyword of each keyword pair in the charts below). If that doesn’t make a word they know, they should try the alternate pronunciation.

Vowel Teams	Keywords
ie	ch <u>ief</u> /t <u>ie</u>
ow	sn <u>ow</u> / <u>ow</u> l
ea	ea <u>gle</u> /br <u>ea</u> d

Vowel Teams	Keywords
oo	mo <u>on</u> /bo <u>ok</u>
ou	ho <u>use</u> /to <u>uch</u>
ew	me <u>w</u> /sc <u>rew</u>

During the Read & Annotate activity, students will identify vowel team syllable words in this week’s reading passage. It is important to monitor the students during this task to clarify and correct some common mistakes. **Note:** Single-syllable vowel team words are highlighted gray in the Teacher Copy of the Passage.

Some words appear to follow the vowel team syllable pattern—2 or more letters side by side that are pronounced as 1 vowel sound; however, these words are vowel-r words and should *not* be highlighted. For example, the word *their* appears to follow a vowel team pattern because its vowel letters *e-i* are side by side. However, *e-i* is not a common vowel team spelling, and the vowel pair is followed by the consonant *r*. For this reason, the word their is considered an irregular high-frequency word and should not be underlined as a pattern word.

Here are a few more examples from this week’s text:

- **Irregular high-frequency words:** *through, built, would, could, though, brought*
- **Vowel-r syllable words that may appear to be vowel team words:** *early, our, their*

Also, although the following words have or appear to have a vowel team syllable, the students will be instructed to only underline 1-syllable words at this time.

- **Multisyllable words:** *followed, people, without, cities, communities, Roosevelt, organization, Administration, doing, guidebooks*

READ & ANNOTATE

Today you will read an article about the Kentucky pack horse librarians from the 1930s. The purpose for your reading today is to annotate while you read. Let's review.

(Display Annotation Key.)

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.

When we read today, we will focus on identifying 3 things—words with the vowel team syllable pattern, important ideas, and unknown words. First, we will *scan* paragraph 1 and highlight any 1-syllable words that follow the vowel team syllable pattern. After that, we will read the paragraph. During this time, we will mark a star next to each important idea and underline any words we do not know.

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

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**



Turn to page 35 in your Student Workbook and have a highlighter ready. Let's read and annotate part of the article together.

(Display "Kentucky's Pack Horse Librarians.")

First, I will scan the text to identify any 1-syllable words that follow the vowel team syllable pattern. When I see a vowel team syllable word, I will make the vowel team gesture and read the word. Watch what I do and highlight the vowel team syllable words with me.

Annotation Key

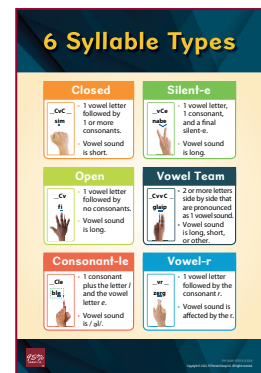
This is an important idea.

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.



As you conduct this activity, you will notice the text from the article 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 vowel team syllable words.

Kentucky's Pack Horse Librarians

The **Great** Depression that followed the 1929 stock market crash was a time when many people went without—without **food**, money, or homes.

- **Think Aloud:** The word Great has 2 letters side by side that spell 1 vowel sound: its e-a spells the /ā/ sound. (This is an uncommon sound for the e-a spelling.) I will highlight the word. I gesture using the vowel team gesture and read the word Great.

The words followed and without include vowel teams, but both are 2-syllable words, so we will not highlight them. Today's pattern words have just 1 syllable.

The word food has 2 letters side by side that spell 1 vowel sound: its o-o spells the /ū/ sound. So, I will highlight the word. I gesture using the vowel team gesture and read the word food.

Continue using the established process to finish identifying 1-syllable vowel team words in the next few sentences of this paragraph:

*Times were hard in big cities, small **towns**, and rural communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the WPA, people got jobs doing all kinds of things. Some built **schools**, hospitals, and **roads**, while others painted murals in post offices and wrote guidebooks. Some even delivered library **books** on horseback.*

Note: The words *their*, *through*, and *built* are not considered vowel team words because of their irregular vowel spellings.

Now you will continue by scanning the next paragraph and highlighting 1-syllable vowel team words. Stop after line 30. Don't forget to make the vowel team gesture and read the word before you highlight it.

I will give you 2 minutes, and then we will check your work together. There are 6 vowel team pattern words in this section. See if you can identify all 6.

(Display paragraph with the highlighted words.)

Let's read the highlighted words in this paragraph as you check your work. If you did not have a chance to finish highlighting, then highlight the additional words as we read them aloud. (Read aloud only the words at this time, not the entire text of the paragraph.)


Answer Key

In 1936, the WPA established a **new** work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute **books** and magazines to small rural communities tucked into the mountains of eastern Kentucky. The people in this region lived especially hard lives during the Depression. They had **few schools** and no libraries, and their homes were old and outdated. People didn't have electricity or telephones, and they used horses and horse-**drawn** wagons instead of cars. The founders of the Pack Horse Library Project **aimed** to connect the people of rural eastern Kentucky to ideas and events happening around the world by bringing them a variety of reading materials.

Note: If students point out the e-y in *they* as a possible vowel team spelling, tell them this spelling of the long a sound is very rare and, therefore, considered irregular.


Now I will read the first paragraph aloud and mark a star next to each important idea and underline any words whose meanings or pronunciations I'm unsure of. Follow along with me as I annotate.

The Great Depression that followed the 1929 stock market crash was a time when many people went without—without food, money, or homes.

 **Think Aloud:** I will mark a star next to the first sentence. This sentence is an important idea because it gives me a glimpse into what life was like during the Great Depression.

I am also going to underline Great Depression because I don't know much about that event in history. If the article doesn't go into more detail, this is something I can research on my own. I can ask a librarian to help me find a book on this topic.

Times were hard in big cities, small towns, and rural communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the WPA, people got jobs doing all kinds of things.

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

I will also mark a star next to the sentences that state, “People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work ...” This is an important idea because it tells about a way the president helped Americans during the Great Depression.

Now you will read the rest of the article, stopping to make a star by each important idea and underline words you do not know. If you finish reading before the time is up, reread the article and highlight any 1-syllable vowel team words you can identify. (Students should not focus on highlighting pattern words until *after* they have read and annotated the article. **Option:** Highlighting the vowel team syllable words can be an application task assigned during a literacy station or used as a support activity during small group instruction.)



Teacher Tip

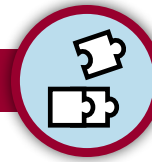
Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

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



7 min

DEFINE

Now we will use morpheme meanings to define the Weekly Words from the article.



Turn to page 38 in your Student Workbook. We will work together to identify the morphemes in the Weekly Words. Then we will use the meanings of the morphemes to write a definition for each word.

CIRCULATE

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

The magician will circulate around the children's birthday party.

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

The first morpheme in this word is *circ*.

- *Circ* is a Latin root meaning "circle" or "ring."
 - Write *circ* in the first box under the word circulate.
- Repeat after me. The Latin root *circ* means "circle" or "ring." **The Latin root *circ* means "circle" or "ring."**

What's the suffix in this word? **-ate**

- The suffix *-ate* means "to cause or make."
- Write *-ate* in the empty box beside *circ*.
- Repeat after me. The suffix *-ate* means "to cause or make." **The suffix *-ate* means "to cause or make."**

What is the word? **circulate**

Using what I know about the meanings of the morphemes, watch as I build a definition for the word circulate.

- *Circ* means "circle" or "ring."
- The suffix *-ate* means "to cause or make."

Using the meanings of these 2 morphemes, I think the definition for the word circulate is "to make a circle."

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

The magician will circulate around the children's birthday party.



circulate		
circ	ul	ate
circle, ring	to cause or make	

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

- *The magician will circulate around the children's birthday party.*
- A context clue for the meaning of circulate is the word "around."
- I know that when you move around something, you walk in a *circle*.
- Based on the meanings of the morphemes and the context clues, I know the correct definition for the word circulate is "to make a circle." If you need to edit your definition, do that now.

DISTRIBUTE

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

The teacher will distribute the students into assigned groups.

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

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

- The prefix *dis-* means "not" or "apart."
 - Write *dis-* in the first box under the word distribute.
- Repeat after me.
 - The prefix *dis-* means "not" or "apart." **The prefix *dis-* means "not" or "apart."**

The last part of this word is *tribute*.

- *Tribute* comes from a Latin word meaning "to pay or assign."
 - Write *tribute* in the empty box next to *dis-*.
- Repeat after me.
 - *Tribute* means "to pay or assign." ***Tribute* means "to pay or assign."**

What is the word? **distribute**

Using what you know about the meanings of the morphemes, try building a definition for the word distribute.

- Write your definition for distribute 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 magician will circulate around the children's birthday party.



circulate		
circ	ul	ate
circle, ring	to cause or make	
to make a circle		

The teacher will distribute the students into assigned groups.

distribute	
dis	tribute
not, apart	to pay or assign

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

- *The teacher will distribute the students into assigned groups.*
- Some context clues for the meaning of distribute include the words “assigned groups.”
- When a teacher assigns students to more than 1 group, it is so the groups can work apart from each other.
- The correct definition for the word distribute is “to assign apart (from others).” If you need to edit your definition, do that now.

The teacher will distribute the students into **assigned groups**



distribute	
dis	tribute
not, apart	to pay or assign
to assign apart (from others)	

Response to Reading



2 min

Sometimes authors don't directly tell readers every detail of a story. In these cases, readers must use information from the text, along with what they know from their own lives, to form a more complete understanding of the story. When readers do this, they are **inferring**. There is a gesture we can use when we are inferring. (Model the gesture pictured in the right margin.) This gesture indicates we are combining what the author says with our own background knowledge, to help us “read between the lines,” or understand the text on a deeper level.

This week, we are going to use a graphic organizer called a **4-Step Inferring Table**. This chart will help you explain and evaluate an inference you have made.

Inferring



(Display 4-Step Inferring Table.)

Step 1	Step 2
<p>The inference I made was _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Clues from the text that helped me make the inference are _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Step 3	Step 4
<p>This is what I already knew about the topic: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Inferring helped me understand what I was reading because _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Turn to page 39 in your Student Workbook to find your own copy of the 4-Step Inferring Table. Today you will fill out Step 1 of this table by making an inference based on text I will read aloud to you from the article “Kentucky Pack Horse Librarians.” As I read, notice what the text says about the job requirements of a pack horse librarian. Then use your background knowledge to help you infer what personality traits someone would need in order to become a good pack horse librarian. (RI.5.1)

(Display Paragraph 4 from “Kentucky’s Pack Horse Librarians.”)

Now listen and think as I read aloud this paragraph.

Pack horse librarians, who were almost always women, came from the mountain communities they worked in. Their faces were familiar, and as a result, they were welcomed by most people. The librarians were paid \$28.00 a month—not a lot of money—but it was a good wage during the Depression. They had to provide their own horses, so many rented the horses from local farmers for 50 cents a week. Their days began early, at the small county library, where they chose reading materials and packed them into saddlebags.

(Display prompt.)

Here is your prompt: What can you infer about the personality traits of a pack horse librarian? Write your inference in Step 1 of the table in your workbook. We’ll complete Steps 2 through 4 later in the week.

Answer Key (answers vary)

Possible responses for Step 1:

The inference I made was that pack horse librarians were...

- hard-working
- known by others
- friendly
- resourceful
- tough
- intelligent
- brave

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 sound 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 flat.

- Word? **flat**
- How do we spell it? **f-l-a-t** Write it.

Change flat to flash.

- Which sound changes? **The /t/ sound changes to /sh/.**
- How do we spell the new word? **f-l-a-s-h**

Write the word flash under flat.

Next, change flash to slash.

- Which sound changes? **Change /f/ to /s/.**
- How do we spell the new word? **s-l-a-s-h**

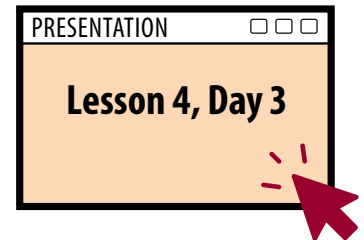
Write the word slash under flash.

Finally, change slash to slate.

- Which sound changes? **Change /ă/ to /ā/.**
- How do we spell the new word? **s-l-a-t-e**

Write the word slate under slash.

Let's read all 4 words. Ready? Begin. **flat, flash, slash, slate**



flat
flash
slash
slate



10 min

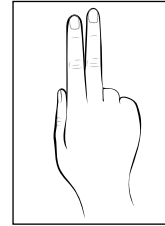
Word Work

SOUND-SPELLING MAPPING

Now we're going to practice spelling words that follow the vowel team syllable pattern. Before we begin, let's review the vowel team syllable pattern.

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for a vowel team syllable is 2 fingers together. Practice the gesture with me. **vowel team**



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. All the words we spell today will have a long vowel sound spelled with 1 of these vowel team patterns.

(Display the Vowel Sounds and Vowel Team Patterns chart. Keep the chart displayed throughout the following activity.)

The word is teeth.

First, I figure out how many boxes I need.

- I finger-stretch and say the sounds—/t/ /ē/ /th/.
- There are 3 sounds, so I need 3 boxes. I tap and place a dot in the bottom right corner for each sound I hear—/t/ /ē/ /th/.

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

- The first sound in the word is /t/. I write the letter *t* in the first box.
- The vowel sound is /ē/. The long e sound in this word is spelled with the vowel team *e-e*. I write the vowel letters *e-e* together in the second box because, even though a vowel team is spelled with 2 or more letters, it is pronounced as 1 sound.
- The last sound is /th/. I write the letters *t-h* in the third box.
 - There are 2 or more letters (point to the vowel letters *ee*) **side by side that are pronounced as 1 vowel sound, so this word follows the vowel team syllable pattern.** (Gesture and say "Vowel team.")
- The word is teeth.

Vowel Sounds	Vowel Team Patterns
Long a	ai ay
Long e	ea ee
Long i	igh
Long o	oa

•	•	•			
---	---	---	--	--	--

t	ee	th			
---	----	----	--	--	--

Now it's your turn.



Turn to page 40 in your Student Workbook. In your workbook you will see more sound-spelling boxes. Let's spell more words with the vowel team syllable pattern. 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 croak. Word? **croak**

First, we will figure out how many boxes we need.

- Finger-stretch and say the sounds with me. /k/ /r/ /ō/ /k/
- How many sounds? **4**
- How many boxes do we need? **4** Say the sounds again and place a dot in 1 box for each sound in the word. /k/ /r/ /ō/ /k/

•	•	•	•		
---	---	---	---	--	--



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

- What is the first sound? /k/ Which letter spells this sound? **c** Which box? **first box**
- Next sound? /r/ Which letter? **r** Which box? **second box**
- Next sound? /ō/ Which of the vowel team patterns displayed can spell the long o sound? **o-a** Which box or boxes? **third box**
- Last sound? /k/ Which letter? **k** Which box? **fourth box**
 - Why do we spell the /k/ sound with the letter *k* instead of the consonant digraph *c-k*? **The vowel sound is long.**
 - Remember, the /k/ sound is only spelled with a *c-k* when it *immediately* follows a short vowel. Otherwise, it's spelled with a *k*.
- Syllable type and gesture? **vowel team** How do we know? **2 or more letters side by side that are pronounced as 1 vowel sound**
- Word? **croak**

c	r	oa	k		
---	---	----	---	--	--

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

First, we will figure out how many boxes we need.

- Finger-stretch and say the sounds with me. /s/ /n/ /ā/ /l/
- How many sounds? **4**
- How many boxes do we need? **4** Say the sounds again and place a dot in 1 box for each sound in the word. /s/ /n/ /ā/ /l/

•	•	•	•		
---	---	---	---	--	--

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

- What is the first sound? /s/ Which letter spells this sound? **s** Which box? **first box**
- Second sound? /n/ Which letter? **n** Which box? **second box**
- Next sound? /ā/ Which vowel team pattern displayed can spell the long a sound? **a-i** Which box or boxes? **third box**
- Last sound? /l/ Letter? **l** Which box? **fourth**
- Syllable type and gesture? **vowel team** How do we know? **2 or more letters side by side that are pronounced as 1 vowel sound**
- Word? **snail**

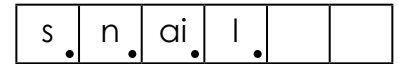
Now it's your turn. Here are the steps:

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 each box you'll need.
3. Write the letters. Remember that each sound gets its own box.
4. Say the syllable type.
5. Read the word to yourself.

Answer Key

Words to Dictate	Correct Answers in Student Workbook
1. croak	c . r . oa . k .
2. snail	s . n . ai . l .
3. spray	s . p . r . ay .
4. flights	f . l . igh . t . s .
5. dream	d . r . ea . m .

Note: The vowel team pattern *ai* is most often found in the middle of a syllable or word, whereas *ay* is most often found at the end.



Routine for Sound-Spelling Mapping

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

Reading



8 min

WEEKLY WORDS IN CONTEXT

Today we are going to reread a portion of the article “Kentucky’s Pack Horse Librarians.”

(Display “Kentucky’s Pack Horse Librarians.”)



Turn to page 35 in your Student Workbook. Put your finger on the title of the article and read the title with me (line 15).

Kentucky’s Pack Horse Librarians

Now put your finger on paragraph 2. As I read, I’m going to pause at 1 of the Weekly Words. I’ll model how to define its morphemes. Then I’ll model how to define the whole word, based on its morpheme meanings and context clues from the article.

In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute books and magazines to small rural communities tucked into the mountains of eastern Kentucky.

Think Aloud: I am going to underline the word rural because it is from the Weekly Words list.

- First, I will give you the meanings of the morphemes in the word rural.
 - The first morpheme in this word is *rur*. *Rur* is a Latin root meaning “countryside, farm.”
 - The last morpheme is *-al*. The definition for the suffix *-al* is “related to, like.”
- Using what I know about the meanings of the morphemes along with “small . . . communities” (line 19) and “mountains” (line 20), I can determine the definition for rural.
 - The word rural means “related to the countryside or a farm.”

rural	
rur	al
countryside, farm	related to, like
related to the countryside or a farm	



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

- Because the word *countryside* is in the definition, I am going to see if the word *country* makes sense in the context of the sentence.
 - Listen as I reread the sentence, inserting *country* in place of rural: *As part of this program, librarians rode on horseback to distribute books and magazines to small country communities tucked into the mountains of eastern Kentucky. Does this word make sense in this sentence? yes*
- Let's reread these lines aloud together and replace rural with *country*. (Reread lines 15-20 chorally.)

In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute books and magazines to small rural communities tucked into the mountains of eastern Kentucky.

country



Now it's your turn. Beginning at line 20, finish reading paragraphs 2 and 3 to learn more about pack horse libraries. There is 1 Weekly Word in this section we have not defined—librarian. Using the meanings of its morphemes and the context clues from the sentences, write a definition for this Weekly Word and identify a synonym.

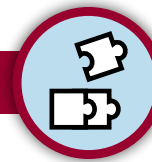
Follow these steps:

1. Read lines 20-40.
2. Pause and underline the Weekly Word. The word is librarian.
3. Write a definition for this word in the table on page 40 of your workbook.
4. Identify a synonym or short phrase that could replace the Weekly Word.
5. As I modeled for you, write the synonym or phrase in the margin, with a line connecting it to the Weekly Word.
6. Reread the paragraph with its replacement synonym or phrase.
7. Determine if the sentence still makes sense. If not, adjust the synonym or phrase until it fits the context of the sentence.

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

Answer Key

librarian		
libr	ary	ian
book	relating to, place where, or quality	one who has a certain skill or art
one who has skill relating to books		
Synonym: (answers vary) curator, book specialist		

Morphology

7 min

DEFINE

Today you will review the meanings of the Weekly Words by identifying a synonym for each one. Remember synonyms are words that have the same meaning or similar meanings. (RI.5.4, L.5.5c)



Turn to page 41 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 will use each word only once. There are 2 words that you will not use.

Answer Key

Sentences	Synonyms
1. The <u>librarian</u> found the overdue book at the circulation desk.	keeper of books
2. Make ten copies of the invitation and <u>distribute</u> them to your friends.	give
3. We are used to living in a <u>rural</u> community, away from the noise of the city.	farm
4. Every heartbeat helps <u>circulate</u> blood through the body.	flow

Word Bank	
flow	advertise
pleasant	keeper of books
farm	give

Response to Reading



2 min

In this week's article, the author provides information about the Pack Horse Library Project and describes the terrain that riders contended with during their daily commute.



Turn to page 41 in your Student Workbook. Create a mental image and describe what you picture when you hear the word *rugged* used in the following text. Listen as I read aloud paragraph 5 (lines 53-66). (RI.5.4, L.5.4a)

There were very few roads in the mountains, and none were paved. The carriers took rugged mountain paths, cutting through the woods and riding over rocky, muddy ground. They often used creek beds as roads because they were flat and easy to follow. When a path took them up or down a steep hillside, riders got off their horses to keep the animals from slipping and falling. When the hills were too steep, carriers tied up their horses and continued by foot. Rain, snow, and sleet made the trips more difficult, but like mail carriers, the horseback librarians didn't let the weather stop them. They traveled between 50 and 80 miles a week.

(Display sentence stem.)

Now write about your mental image. Use the sentence stem in your Student Workbook to jumpstart your response.

Sentence stem:

When I hear the word rugged, I imagine _____ .

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

When I hear the word rugged, I imagine rough land with steep hills on which it would be difficult to walk or ride horses.

DAY 4

Warm Up



3 min

GUESS THE PATTERN

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

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

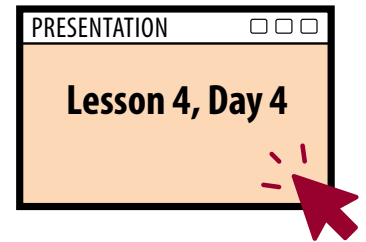
Answer Key

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

Follow-up question: **Where do you find the prefix in a word? at the beginning of a word**

Remember, a prefix is a word part that changes the meaning of a word. The prefix *trans-* means “across” or “beyond.”

Let’s read aloud these words with the prefix *trans-*. Ready? Begin.
translate, transfix, transcript, transit, transpire, transplant, transfuse, transpose



translate	transpire
transfix	transplant
transcript	transfuse
transit	transpose

Word Work



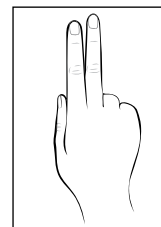
10 min

SOUND-SPELLING MAPPING

Now we’re going to practice spelling words that follow the vowel team syllable pattern. Before we begin, let’s review the vowel team syllable pattern.

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together. Practice the gesture with me. **vowel team**



(Display the Vowel Team Patterns chart. Keep the chart displayed throughout the following activity.)



Turn to page 42 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. Each word we spell today will be spelled with 1 of these vowel team patterns.

The word is *broil*. Word? **broil**

First, we figure out how many boxes we need.

- Finger-stretch and say the sounds with me. **/b/ /r/ /oi/ /l/**
- How many sounds? **4**
- How many boxes do we need? **4** Say the sounds again and place a dot in 1 box for each sound in the word. **/b/ /r/ /oi/ /l/**

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

- What is the first sound? **/b/** Which letter? **b** Which box? **first box**
- Second sound? **/r/** Which letter? **r** Which box? **second box**
- Third sound? **/oi/** Which vowel team pattern displayed can spell the **/oi/** vowel sound in the *middle* of a word? **o-i** Which box or boxes? **third box**
- Last sound? **/l/** Letter? **l** Which box? **fourth box**
- Syllable type and gesture? **vowel team** How do we know? **2 or more letters side by side that are pronounced as 1 vowel sound**
- Word? **broil**

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. Say the syllable type.
5. Read the word to yourself.

Vowel Team Patterns	
ai	ay
oi	oy
ea	
igh	
oe	



•	•	•	•		
---	---	---	---	--	--

Note: The vowel team patterns *ai* and *oi* are most often found in middle of a syllable or word, whereas, *ay*, *oy*, and *oe* are most often found at the end.

b	r	oi	l		
---	---	----	---	--	--

Answer Key

Words to Dictate	Correct Answers in Student Workbook
1. broil	b . r . oi . l .
2. sighed	s . igh . ed .
3. trait	t . r . ai . t .
4. woes	w . oe . s .
5. eat	ea . t .
6. coy	c . oy .
7. leash	l . ea . sh .
8. tray	t . r . ay .

 Routine for Sound-Spelling Mapping

- Finger-stretch the sounds.
 - How many sounds?
 - How many boxes?
 - Dot boxes in workbook.
- Sound? Write the letter. (Repeat for each sound.)
- Syllable type and gesture?
- If a silent-e syllable, mark a V connecting the vowel letters.
- Word?

Reading



8 min

Earlier this week, we discussed the inferring strategy and how good readers use it to understand details of a text that are not explicitly stated by an author. Inferring is often called “reading between the lines,” which is figurative language for what readers do in order to comprehend more about a text than what is written on the page.

Today you will continue to infer as you read, “Kentucky’s Pack Horse *Librarians*.” Remember, inferring involves using your own knowledge and experiences, along with the text, to gain a deeper understanding of something not stated in the text.

What gesture did we learn to use when inferring? **Put your index finger to your forehead, like you’re thinking of something.**

Inferring





Turn to page 35 in your Student Workbook and point to paragraph 4 (line 41.) Today you will reread this paragraph to identify words and phrases that support the inference you made in Step 1 of the 4-Step Inferring Table. Remember, your inference was about personality traits a pack horse librarian would have needed in order to do the job well. Highlight the words and phrases as you come to them.

Then turn to page 39 and complete Step 2 of the 4-Step Inferring Table by recording the clues that helped you make your inference. (RL.5.1)

(Display 4-Step Inferring Table. This version of the table includes a model response for Step 1.)

Step 1	Step 2
<p>The inference I made was pack horse librarians were brave women who cared about their communities.</p>	<p>Clues from the text that helped me make the inference are _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Step 3	Step 4
<p>This is what I already knew about the topic: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Inferring helped me understand what I was reading because _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Answer Key (answers vary)

Possible responses for Step 2

Clues from the text that helped me make the inference are . . .

- They came from the communities they worked in.
- They were welcomed by most people.
- They were paid a good wage for their work.
- They had to provide their own horses.
- Many rented the horses they used.
- Their days began early.
- They chose books to distribute.

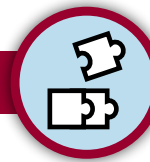
**Teacher Tip**

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

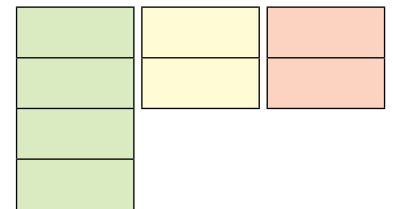
Note: Students will use their morpheme cards and morphology mat. Word Construction is most efficient and engaging when students are working in collaborative groups of 2-to-3 students. Manage materials by having each group share 1 set of morpheme cards and 1 morphology mat. Make 1 student responsible 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.

Today we will construct more words using prefixes, suffixes, and Latin roots. Remember, 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.

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

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

We will use a morphology mat and colored morpheme cards to construct different words by changing the affixes attached to Latin roots.



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.

Before we start constructing words, let's prepare the morpheme cards by labeling them with the prefixes, suffixes, and roots we will use.

(Display labeled morpheme cards.)

- The prefixes we will use are *at-*, *con-*, *dis-*, and *ob-*. Label the green cards with these prefixes.
- Next, label the red cards with the suffixes: *-ment* and *-ous*.
- Finally, label the yellow cards with the Latin roots: *tain*, *tin*/*tinu*.
 - Even though these Latin roots have multiple spellings, they all have the same meaning—“to hold.”

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

- **Begin by placing the yellow root card *tinu* (/tĭn-ŭ/) in the second rectangle.**
 - The Latin root *tinu* means “to hold.”
- **Next, I am going to choose a green prefix card to add to the root *tinu*.**
 - Place the green prefix card *con-* on the mat, in the rectangle *before* the root *tinu*.
 - The prefix *con-* means “together, with.”
 - Add the vowel *e* at the end of *tinu*. When the root *tinu* occurs at the end of a word, the *e* is added because the vowel *u* rarely occurs at the end of English words.
- The word is *continue*. Say it with me. **continue**
- *Continue* means “to hold together.”
- Read this sentence using the word *continue* with me. **The rain will continue all weekend.**
- I write the word *continue* on the first line of the table.

at	tain	ment
con	tin tinu	ous
dis		
ob		



con	tinu		

tain/tin/tinu
continue

- Now I am going to choose a red suffix card to add to the mat *after* the root *tinu*.
 - I place the red suffix card *-ous* on the mat.
 - The suffix *-ous* means “characterized by.”
 - Because the root *tinu* is no longer at the end of the word, I will delete the *e* before adding the suffix *-ous*. You can choose to cross off the vowel letter *e* or erase it from your yellow card.
- What’s the new word? **continuous**
 - Continuous means “characterized by holding together.”
 - Read this sentence using the word continuous with me. *The continuous sound from the refrigerator kept me up all night.*
- Finally, I write the word continuous under the word continue in the table.



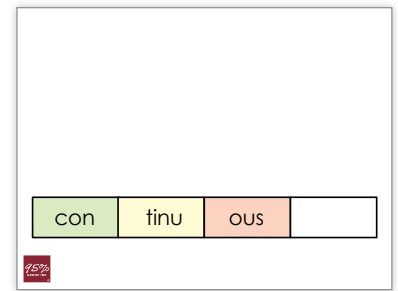
Now it’s your turn to construct more words. Turn to page 42 in your Student Workbook. You will see the words we just built using the root *tinu*. Construct 2 more words using the root *tain/tin/tinu*. Record your words in the table located in your workbook. To construct your words, follow these steps:

1. Place 1 of the root cards 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. Record your words in the correct column in your workbook.
4. Repeat these steps until you have constructed the number of words needed to complete the table in your workbook.

Give students 2 minutes to build 2 more words before introducing the new routine below.

Answer Key

tain/tin/tinu
continue
continuous
Possible words: attain, attainment, contain, containment, continuation, discontinue, discontinuous, obtain



tain/tin/tinu
continue
continuous

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.

Now let's define 1 of the words you may have constructed.

- Did anyone construct the word *attain*?

I will model how to define the word *attain*. Follow along by completing the table in your workbook on page 42. We will use the Morphology Key to help us.

- The word we are defining is *attain*. Spell the word aloud as you write *attain* in the box labeled "Word." **a-t-t-a-i-n**

Now let's use the Morphology Key to look up the morphemes.

- The prefix is *at-*. Find the prefix *at-* on your Morphology Key. Show me a thumbs up once you have identified its meaning.
 - What is the meaning of *at-*? **to, toward, in, or near**
- The Latin root is *tain*. Find the Latin root *tain* on your Morphology Key. Show me a thumbs up once you have identified the meaning of *tain*.
 - What is the meaning of *tain*? **to hold**

Using the meaning of the morphemes, the definition of the word *attain* is "to hold near."

- Write the definition for *attain*—"to hold near"—in the box labeled "Definition."
 - When you *attain* something, you get near to it or you reach it.
- Finally, we will write a sentence using the word *attain*. Here is an example: *If you work hard, you can attain your goal.*
- Create your own sentence using the word *attain*. Write it in the box labeled "Sentence."

Word: attain	Definition: to hold near
Sentence: (answers vary)	

If time permits, allow student volunteers to share their sentences.

Response to Reading



2 min

Today we will continue our work with the inferring strategy.



Turn to page 39 in your Student Workbook and complete Step 3 in the 4-Step Inferring Table by telling what background knowledge helped you make the inference you wrote in Step 1. Look back at Steps 1 and 2 before beginning to write. (RI.5.3)

(Display the 4-Step Inferring Table. This version of the table includes model responses for Steps 1 and 2.)

Step 1	Step 2
<i>The inference I made was pack horse librarians were brave women who cared about their communities.</i>	<i>Clues from the text that helped me make the inference are they “rented horses from local farmers” to ride while doing their job, they “came from the mountain communities they worked in,” and “they were welcomed by most people.”</i>
Step 3	Step 4
<i>This is what I already knew about the topic: _____</i> _____ _____ _____	<i>Inferring helped me understand what I was reading because _____</i> _____ _____ _____

Answer Key (answers vary)

Possible responses for Step 3:

This is what I already knew about the topic:

- Librarians help people check out books.
- Pack horse librarians worked during the Great Depression.
- Parts of Kentucky are still very wild and mountainous.
- In the 1930s, people in rural Kentucky were without electricity, telephones, or roads.
- Pack horse librarians helped people in their communities keep with news from around the world.

DAY 5

Warm Up



3 min

FOLLOW THE PATTERN

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

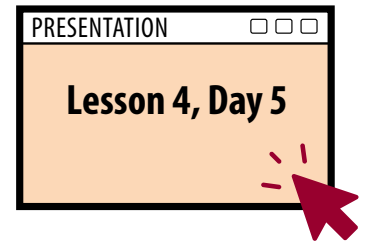
Ready? (Display the pattern description and word list and then set the timer for 2 minutes.) **Begin.**

Answer Key (answers vary)

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

Let's review. What is a long vowel silent-e syllable? **1 vowel letter, 1 consonant, and an e at the end**

What type of vowel sound is found in a silent-e syllable word? **a long vowel sound**




The pattern is single syllable words with the long i silent-e syllable pattern.

bike	ripe
kite	slide

Word Work



5 min

 On page 43 of your Student Workbook, there are some lines for writing sentences. I'll tell you a sentence. You'll repeat it. Then you'll write it, and we'll check it together.

First sentence: Teams need to distribute the books before the crowd spreads out.

Repeat it with me. **Teams need to distribute the books before the crowd spreads out.** 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 seeds will circulate, grow, and bloom in her garden. Repeat it with me. **The seeds will circulate, grow, and bloom in her garden.** Now write it. (Repeat the correction procedure above.)

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

Reading



10 min

Today while rereading “Kentucky’s Pack Horse *Librarians*,” you are going to focus on synthesizing, or pulling together, all the knowledge you have about the Pack Horse Library Project. Think about the Essential Question for this lesson—*Based on information in the article about the job of pack horse librarian, what can you infer about the people who chose to serve their communities in this way?*



Turn to page 35 in your Student Workbook. As you read, continue to reflect on your inference about the personality traits of pack horse librarians and think about whether information from the article as a whole adds support for this inference. Also, think about the Weekly Words and how they connect to important ideas in the article.

Ready? Begin reading.

Weekly Words

circulate
distribute

librarian
rural

Morphology



7 min

MORPHEME MANIPULATION

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



Turn to page 44 of your Student Workbook. Here are the steps:

1. I will dictate 1 word from the Weekly Word list, and you will write it in the top 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.
4. We will continue this process until we have 4 words in the chain.

Let’s begin. The first word is *circulate*. Word? **circulate**

- What is the Latin root? **circ** Spell it. **c-i-r-c** Write it in the top left box.
 - What is its meaning? **circle, ring** Write the meaning for *circ* in the white empty box to the right of the shaded box.

- To support a smoother pronunciation of the word, write the connecting vowel letter *u* and the consonant *l* next to the root *circ*.
- The last morpheme in this word is the suffix *-ate*. Spell it. **a-t-e** Write it at the end to finish spelling the word in the top left box.
 - The meaning for the suffix *-ate* is already written in your workbook. What’s the meaning? **to cause or make**
- The definition for the word *circulate* is “to make a circle.”
 - The definition for the word *circulate* is in your workbook but 2 keywords are missing. What keywords do you need to write to complete the definition? **make and circle**
- Here is an example of the word *circulate* in a sentence: *The teacher will circulate around the classroom, helping students as they work.*

Words	Meanings of Morphemes		Definitions of Words
circulate		circ: circle, ring	ate: to cause or make
			to make a circle

Add the prefix *re-* to the word *circulate*. What’s the new word?

recirculate

- What is the prefix? **re-** Spell it. **r-e** Write it.
 - What’s the meaning for the prefix *re-*? **again, back** Write the meaning in the box to the right of where you just wrote *re-*.
- What is the Latin root? **circ** Spell it. **c-i-r-c** Write it.
- Add the connecting vowel letter *u* and the consonant *l* next to *circ*.
- What is the suffix? **-ate** Spell it. **a-t-e** Write it.
- Because *circulate* means “to make a circle,” what does *recirculate* mean? **to make a circle again**
 - Write the missing word to complete the definition for *recirculate*.
- Here is an example of the word *recirculate* in a sentence: *The tank will clean the water and recirculate it throughout the system.*

Words	Meanings of Morphemes		Definitions of Words
circulate		circ: circle, ring	ate: to cause or make
recirculate	re: again, back		to make a circle
			to make a circle again

Change the word recirculate to reformulate.

- What morpheme changes? **The Latin root *circ* changes to *form*.**
- What is the new Latin root? ***form*** Spell it. **f-o-r-m** Write it.
 - The meaning of the Latin root *form* is “to shape or mold.” Write the meaning of *form* under where you wrote the meaning for *circ*.
- Add the connecting vowel letter *u* and the consonant *l* next to *form*.
- What is the suffix? **-ate** Spell it. **a-t-e** Write it.
- The definition for the word reformulate is “to cause to shape or mold again.”
 - The definition for the word reformulate is in your workbook but 2 keywords are missing. What keywords do you need to write to complete the definition? **shape and again**
- Here is an example of the word reformulate in a sentence: *The company plans to reformulate the packaging so the material is recyclable.*

Words	Meanings of Morphemes		Definitions of Words
circulate			to <u>make</u> a <u>circle</u>
recirculate	re: again, back	circ: circle, ring	to make a circle <u>again</u>
reformulate		form: to shape or mold	to cause to <u>shape</u> or mold <u>again</u>

Delete *ulate* from the end of reformulate. What's the new word? **reform**

- What is the prefix? **re-** Spell it. **r-e** Write it.
- What's the Latin root? **form** Spell it. **f-o-r-m** Write it.
- Using what you know about the meaning of the morphemes *re-* and *form*, what does *reform* mean? **to shape or mold back**
 - Write the missing words that complete the definition for reform.
- Here is an example of the word reform in a sentence: *In order to protect farming, we need to reform some laws.*


Words	Meanings of Morphemes			Definitions of Words
circulate	re: again, back	circ: circle, ring	ate: to cause or make	to <u>make</u> a <u>circle</u>
recirculate				to make a circle <u>again</u>
reformulate		form: to shape or mold		to cause to <u>shape</u> or mold <u>again</u>
reform				to <u>shape</u> or <u>mold back</u>

Let's read the 4 words together, starting at the top. **circulate, recirculate, reformulate, reform**

Response to Reading



5 min

 Turn to page 39 in your Student Workbook and complete step 4 in the 4-Step Inferring Table. Look back at steps 1, 2, and 3 before beginning to write. (RI.5.3)

(Display the 4-Step Inferring Table. This version of the table includes model responses for Steps 1, 2, and 3.)

Step 1	Step 2
<i>The inference I made was pack horse librarians were brave women who cared about their communities.</i>	<i>Clues from the text that helped me make the inference are they "rented horses from local farmers" to ride while doing their job, they "came from the mountain communities they worked in," and "they were welcomed by most people."</i>
Step 3	Step 4
<i>This is what I already knew about the topic: Pack horse librarians lived in rural Kentucky, which, in the 1930s, was an isolated region with mountains and no electricity, telephones, or roads.</i>	<i>Inferring helped me understand what I was reading because _____</i> _____ _____ _____

Answer Key (answers vary)**Possible response for Step 4:**

Inferring helped me understand what I was reading because it made me better able to connect to who the pack horse librarians were as people and appreciate the risks they took and the services they provided.

If time permits, allow students to share their 4-Step Inferring Table responses.

Spelling + Match the Meaning**5 min**

Turn to page 45 in your Student Workbook. Write your name at the top of page 45, carefully tear the page out, then put your workbook away.

This week, we practiced reading and writing 1-syllable vowel team words. Now it's time for a spelling test.

I will dictate 6 words that follow the vowel team syllable pattern. You will write the words next to the appropriate number in your workbook. Let's begin.

1. playing
2. coin
3. boats
4. showed
5. training
6. seed

Now I will dictate each Weekly Word and you will complete the word by filling in the blank with a correctly spelled morpheme or letter combination. After you have completed all the words, you will match each one to its definition by writing the definition's letter next to the word.

Words to Dictate	Letter
7. <u>circulate</u>	c
8. <u>distribute</u>	e
9. <u>librarian</u>	b
10. <u>rural</u>	a

Definitions
a. related to the countryside or a farm
b. one who has skill relating to books
c. to make a circle
d. act of keeping up (at something hard)
e. to assign apart (from others)
f. action of pulling (in) with

Student workbook sample

LESSON 4

Passage

KENTUCKY'S PACK HORSE LIBRARIANS



1 The Great Depression that followed the 1929 stock market crash was a time when many people went without—without food, money, or homes. Times were hard in big cities, small towns, and rural communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the WPA, people got jobs doing all kinds of things. Some built schools, hospitals, and roads, while others painted murals in post offices and wrote guidebooks. Some even delivered library books on horseback.

15 In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute books and magazines to small rural communities tucked into the mountains of eastern Kentucky. The people in this region lived especially hard lives during the Depression. They had few schools and no libraries, and their homes were old and outdated. People didn't have electricity or telephones, and they used horses and horse-drawn wagons instead of cars. The founders of the Pack Horse Library Project aimed to connect

the people of rural eastern Kentucky to ideas and events happening around the world by bringing them a variety of reading materials.

Here's how the program worked: A small library was set up in each mountain county. Books and magazines were donated to the library by churches, colleges, and larger libraries. Each library had one librarian who monitored the books and kept them organized. Five or six pack horse librarians, or carriers, would bring the materials to drop off points in the mountains. A drop off point might be a church, a one-room school, or a home.

Pack horse librarians, who were almost always women, came from the mountain communities they worked in. Their faces were familiar, and as a result, they were welcomed by most people. The librarians were paid \$28.00 a month—not a lot of money—but it was a good wage during the Depression. They had to provide their

own horses, so many rented horses from local farmers for 50 cents a week. Their days began
 50 early, at the small county library, where they chose reading materials and packed them into saddlebags.

There were very few roads in the mountains, and none were paved. The carriers took rugged
 55 mountain paths, cutting through the woods and riding over rocky, muddy ground. They often used creek beds as roads because they were flat and easy to follow. When a path took them up or down a steep hillside, riders got off their
 60 horses to keep the animals from slipping and falling. When the hills were too steep, carriers tied up their horses and continued by foot. Rain, snow, and sleet made the trips more difficult, but like mail carriers, the horseback librarians
 65 didn't let the weather stop them. They traveled between 50 and 80 miles a week.

For people living in the eastern Kentucky mountains, the most exciting days of the month were the days the "book woman" visited.

70 Young and old crowded around the book woman, eager to see what she had brought. She handed out picture books, novels, and poetry. Magazines like *Popular Mechanics*, *Women's Home Companion*, and *National Geographic*
 75 were especially popular. The book women also distributed reading materials to one-room schoolhouses where the books and magazines would circulate through all the students in the school room.

80 The pack horse librarians had many stops to make, but they didn't hurry. Connecting with the people on their rural routes was part of the



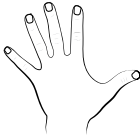

job. People liked to chat with the librarians and ask questions, such as how to care for a sick
 85 child. Librarians often took the time to read aloud to an injured worker, an elderly person, or a child, who couldn't go to school. They also brought badly needed medicines and delivered news about other mountain families. Sometimes
 90 a carrier was asked to contact a doctor or a midwife.

Although the pack horse libraries received many book and magazine donations, they always needed more reading materials. Librarians
 95 were constantly repairing the materials to make them last as long as possible. They passed out bookmarks made out of old Christmas cards so people would not dog-ear the pages in books. Nevertheless, the materials eventually became
 100 so worn they could no longer be repaired. Hardworking librarians clipped pictures and articles from the tattered pages and used them to make scrapbooks, which were distributed with the books and magazines.

105 All WPA programs were cut back in 1942 as the United States got ready for war. In 1943, money for the Pack Horse Library Project stopped altogether, and the program ended. The communities in rural eastern Kentucky no
 110 longer had access to reading materials; however, this was only temporary. After county roads were improved, bookmobiles began to appear in the mountain communities. The pack horse librarians continued to deliver more than
 115 books and magazines. They brought new ideas, information about hundreds of topics, and a love of reading to the people of Kentucky.

DAY 1

Sort Words

Words	Closed 	Silent-e 	Open 	Vowel Team 
1. rebe				
2. zoin				
3. cha				
4. thone	blath			woal
5. trox				
6. floud				
7. kib				
8. ni				
9. vaze				
10. tra				



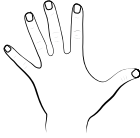

Building Background

List words or phrases you think could describe the pack horse librarians and their job. Also, list other things you observe in the photographs displayed.

A large area with horizontal lines for writing, resembling a spiral notebook page.

DAY 2

Sort Words

Words	Closed 	Silent-e 	Open 	Vowel Team 
1. crop				
2. shine				
3. fly				
4. heat				
5. go				
6. tape				
7. shock				
8. blue				
9. lunch				
10. we				

Define

circulate	
	ul
circle, ring	to cause or make
Definition:	

distribute	
not, apart	to pay or assign
Definition:	

Response to Reading

Step 1	Step 2
<p><i>The inference I made was _____</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><i>Clues from the text that helped me make the inference are _____</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Step 3	Step 4
<p><i>This is what I already knew about the topic: _____</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><i>Inferring helped me understand what I was reading because</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

DAY 3

Sound-Spelling Mapping

1.

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

2.

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

3.

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

4.

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

5.

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

Weekly Words in Context

librarian		
libr	ary	ian
book	relating to, place where, or quality	one who has a certain skill or art
Definition:		
Synonym:		

Define

Directions: 1) Read the sentence.
 2) Choose the synonym from the Word Bank that best replaces the underlined word in the sentence. 3) Reread the sentence with the synonym in place of the underlined word.
 4) Cross off the word you used.
 Each word in the Word Bank will be used only once.

Word Bank	
flow	advertise
pleasant	keeper of books
farm	give

Sentences	Synonyms
1. The <u>librarian</u> found the overdue book at the circulation desk.	
2. Make ten copies of the invitation and <u>distribute</u> them to your friends.	
3. We are used to living in a <u>rural</u> community, away from the noise of the city.	
4. Every heartbeat helps <u>circulate</u> blood through the body.	

Response to Reading

What do you imagine when you hear the word rugged in paragraph 5 of this week's article?

When I hear the word rugged, I imagine...

DAY 4

Sound-Spelling Mapping

1.

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

2.

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

3.

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

4.

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

5.

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

6.

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

7.

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

8.

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

Word Construction

tain/tin/tinu
continue
continuous

Word:	Definition:
Sentence:	

DAY 5

Sentence Dictation

1. _____

2. _____

Morpheme Manipulation

Definitions of Words	to _____ a _____		to make a circle _____		to cause to _____ or _____ mold _____		to _____ or _____	
Meanings of Morphemes			ate: to cause or make					
Words								

Spelling + Match the Meaning

1. _____

4. _____

2. _____

5. _____

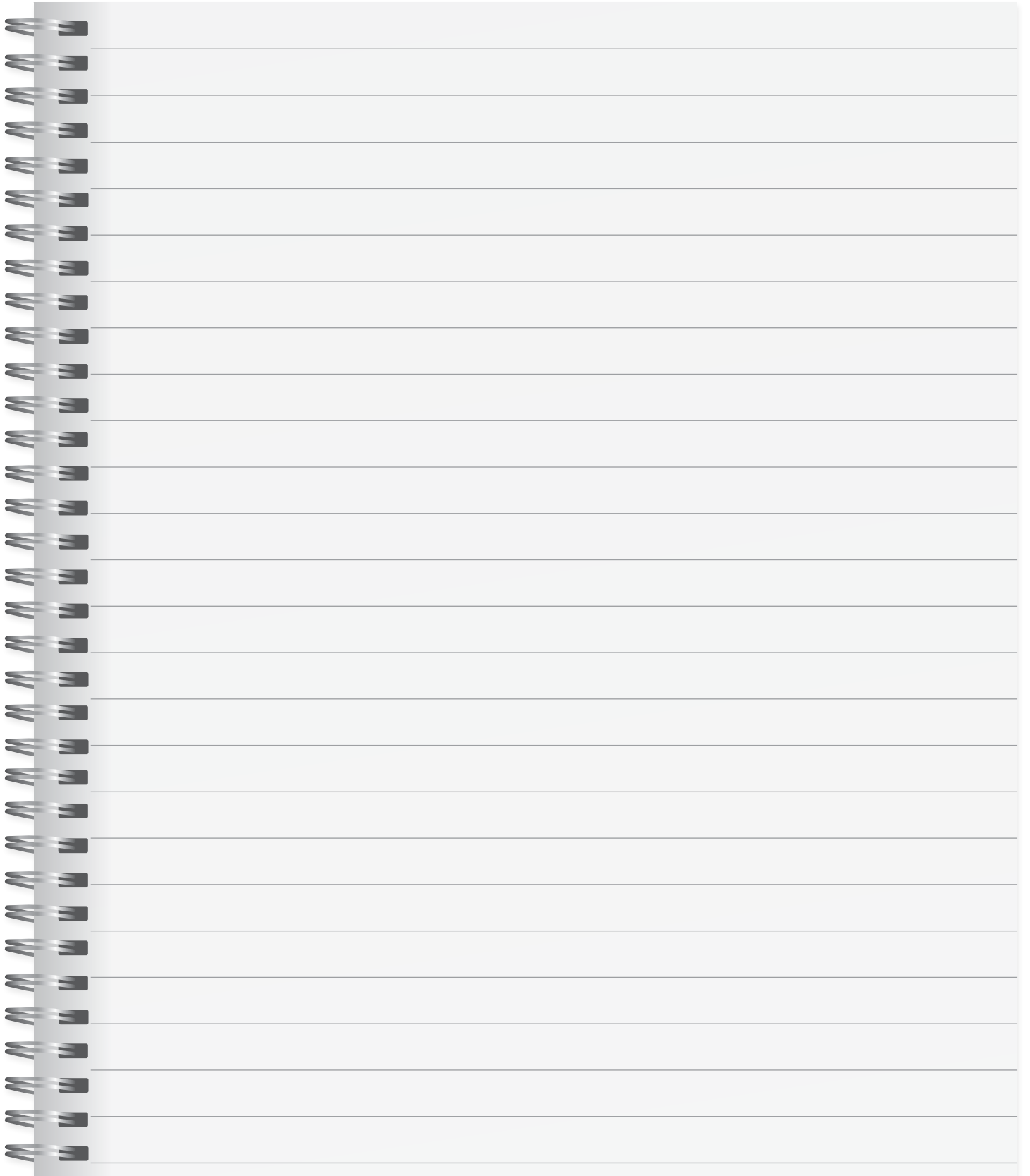
3. _____

6. _____

7. _____ ulate	
8. dis _____	
9. librar _____	
10. _____ al	

a. related to the countryside or a farm
b. one who has skill relating to books
c. to make a circle
d. act of keeping up (at something hard)
e. to assign apart (from others)
f. action of pulling (in) with

Lesson
4



Lesson sample

LESSON 9

Closed, Complex Multisyllable

Teacher Copy of the Passage



Connecticut, First and Foremost

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

The Constitution State

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

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

30 The Nutmeg State

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

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

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

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

The Provisions State

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

70 A Land of Firsts

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

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

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

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

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

Fun and Games

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

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

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



Learning Objective

- Students can accurately identify, read, and write closed multisyllable words with a complex division pattern, in isolation and in text.
- Students can accurately decode and define domain-specific vocabulary, using syllabication and the morphological structures of words.

DAY 1

Warm Up



3 min

WORD CHAIN

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

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

The first word is conclude.

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

Change conclude to concept.

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

Write the word concept under conclude.

Next, change concept to intercept.

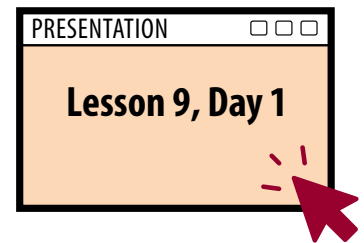
- What changes? **Con changes to inter.**
- How do we spell the new word? **i-n-t-e-r-c-e-p-t**

Write the word intercept under concept.

Finally, change intercept to intercom.

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

Write the word intercom under intercept.



conclude
concept
intercept
intercom

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

Multisyllable Word Work



10 min

READING MULTISYLLABLE WORDS

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

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

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

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

(Display pebmid.)

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

- This word has 2 syllables because there are 2 vowel sounds. The vowel letters that spell the vowel sounds are *e* and *i*.
- How many consonants are between the vowel sounds? **2**
- Because there are 2 consonants, where do we most often divide the syllables? **between the 2 consonants**
 - I divide this word between the consonants *b* and *m*.
- Because both syllables follow the closed syllable pattern, we will read each syllable with a short vowel sound. (Point to each syllable as you read it. Then read the whole word with students.)
 - First syllable? **peb**
 - Second syllable? **mid**
 - Word? **pebmid**

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



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

pebmid
 pebmid

pebmid

syllable divisions, we must use our knowledge of consonant blends and digraphs to help us decide where to divide the syllables. Remember, the letters in a consonant blend or digraph stick together.

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

(Display brumchab.)

Step 1: Underline the vowels.

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

Step 2: Draw a line between the syllables.

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

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

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

Step 4: Read the word.

- Word? **brumchab**



Now it's your turn. Turn to page 95 in your Student Workbook. Here are the steps:

1. Underline the vowel letters.
2. Use your knowledge of consonant blends and digraphs to help you decide where to draw a line to divide the syllables. Remember, the consonants in a blend or digraph stick together.

brumchab



brumchab

brum|chab

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

Answer Key

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

Routine for MS Word Reading:

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

Reading



5 min

BUILDING BACKGROUND

(Display [map](#).)

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

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

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

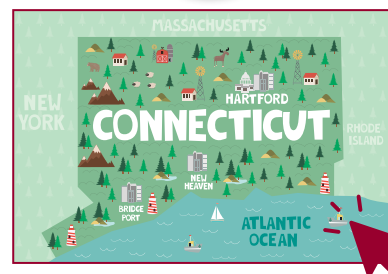
- The *K* stands for "what I *know*."
- The *W* stands for "what I *want* to know."
- Finally, the *L* stands for "what I *learned*."

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

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

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

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



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

Some facts about the state of Connecticut are:

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

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



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

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

Morphology



10 min

DECODING

(Display Weekly Words.)

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

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

(Display accusation.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- The vowel letters are *a*, *u*, *a*, and *i-o*.
 - There are 4 vowel sounds which means there are 4 syllables.
- Looking at the consonants between the vowel sounds, I will draw lines to divide the word into syllables.
 - There are 2 consonants between the first 2 vowel sounds. I draw a syllable division line between *c* and *c*.

Weekly Words

accusation	ratify
innovation	recognition
legislature	revolutionize
provision	temperate

accusation

accusation

ac|cusation

- There is 1 consonant between the second and third vowel sounds. Most often when there is 1 consonant between 2 vowel sounds, I draw a line after the vowel letter. So, I draw a line after the vowel letter *u*. (Refer to the Syllable Division Rules poster.)
- There is 1 consonant between the third and fourth vowel sounds. I draw a line after the vowel letter *a*.

Help me decode each syllable and then read the word.

First Syllable

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

Second Syllable

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

Third Syllable

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

Fourth Syllable

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

What's the word? **accusation**

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

ac|cu|sation

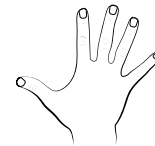


ac|cu|sa|tion

ac|cu|sa|tion



ac|cu|sa|tion



ac|cu|sa|tion



ac|cu|sa|tion



(Display legislature.)

Look at this word.

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

Help me decode each syllable and then read the word.

First Syllable

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

legislature



legislature

legislature

leg|islature

leg|is|lature

leg|is|la|ture

leg|is|la|ture

leg|is|la|ture



Second Syllable

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

Third Syllable

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

Fourth Syllable

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

What's the word? **legislature**

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



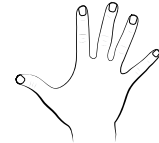
Now it's your turn to decode the remaining words. Turn to page 96 in your Student Workbook. Here are the steps:

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

leg|is|la|ture



leg|is|la|ture



leg|is|la|ture



Answer Key

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

- ¹ The vowel in this syllable is pronounced with the schwa sound /ə/.
- ² The syllable *-tion* is pronounced /shūn/.
- ³ The syllable *-sions* is pronounced /zhūnz/.
- ⁴ In vowel-r syllables, the *r* is underlined along with the vowel letter. The vowel plus the consonant *r* spells the vowel sound.

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

(Display Weekly Words.)

1. ac	cu	sa	tion		accusation
2. leg	is	la	ture		legislature
3. in	no	va	tion		innovation
4. pro	vi	sions			provisions
5. rat	i	fy			ratify
6. rec	og	ni	tion		recognition
7. re	vo	lu	tion	ize	revolutionize
8. tem	per	ate			temperate

Response to Reading



2 min

ESSENTIAL QUESTION

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

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

DAY 2

Warm Up



3 min

GUESS THE PATTERN

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

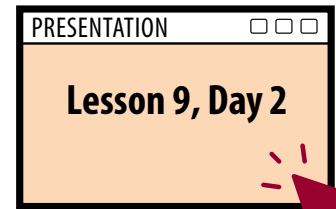
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

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

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

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



flick	dramatic
skeptic	comic
electric	organic
quick	aquatic

Multisyllable Word Work



8 min

READING MULTISYLLABLE WORDS

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

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

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



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

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

(Display athletic.)

Step 1: Underline the vowels.

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

Step 2: Draw a line between the syllables.

- How many consonants are between the first 2 vowel sounds? **3**
 - When there are more than 2 consonants between 2 vowel sounds, we look for consonant blends or digraphs. Remember, the consonants in a blend or digraph stick together.
- There is a consonant digraph between the vowel sounds. What digraph do you recognize? **t-h**
- Because the letters *t* and *h* stick together as a consonant digraph, I divide the syllables between the letters *h* and *l*.
- How many consonants are between the last 2 vowel sounds? **1**
- Where do I draw the syllable division line? **between the t and i**

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

athletic

athletic

ath|letic

ath|letic

Read the first syllable.	Read the second syllable.	Read the third syllable.
– Syllable type and gesture? closed	– Syllable type and gesture? closed	– Syllable type and gesture? closed
– Vowel sound? /ă/	– Vowel sound? /ĕ/	– Vowel sound? /ĭ/
– Syllable? ath	– Syllable? let	– Syllable? ic

Step 4: Read the word.

- Word? **athletic**



Now it's your turn. Turn to page 97 in your Student Workbook. Here are the steps:

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

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

Answer Key

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

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



Routine for MS Word Reading:

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

Reading



10 min

READING FOR ACCURACY

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

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

accusation	legislature	innovation	provisions
ratify	recognition	revolutionize	temperate



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

(Display article headings.)

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

(Chorally read the headings displayed.)


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

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

(Display K-W-L Chart.)

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

Know	Want to Know	Learned



READ & ANNOTATE

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

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

(Display Annotation Key.)

The purpose for your reading today is to annotate while you read. Let's review.

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

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

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



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

(Display "Connecticut, First and Foremost.")

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

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

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

Annotation Key


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




Connecting



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

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

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

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

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



Teacher Tip

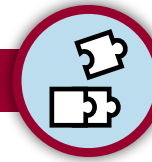
Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

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

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

Consistently providing feedback fosters proud, confident readers.

Morphology



7 min

DEFINE

Now we will use morpheme meanings to define some words from the article you just read.



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

LEGISLATURE

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

The legislature met to process and pass the new laws.

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

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

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

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

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

What is the word? **legislature**

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

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

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

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

The legislature met to process and pass the new laws.



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

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

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

INNOVATION

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

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

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

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

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

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

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

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

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

The legislature met to process and pass the new laws.



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

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

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

What is the word? **innovation**


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

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

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

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

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

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

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

PROVISIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

What is the word? **provisions**

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

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

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

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

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

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



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



2 min

Response to Reading

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

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



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

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

Answer Key (answers vary)

Possible student connections could include:

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

DAY 3

Warm Up



3 min

WORD CHAIN

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

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

The first word is static.

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

Change static to ecstatic.

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

Write the word ecstatic under static.

Next, change ecstatic to eccentric.

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

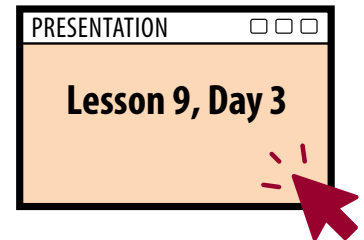
Write the word eccentric under ecstatic.

Finally, change eccentric to concentric.

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

Write the word concentric under eccentric.

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



static
ecstatic
eccentric
concentric



10 min

Multisyllable Word Work

SYLLABLE MAPPING

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

The word is *pumpkin*. Word? **pumpkin**

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

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

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

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

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



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

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

--	--	--



Answer Key

Words to Dictate	Syllable 1	Syllable 2	Syllable 3	Word
pumpkin	pump	kin		pumpkin
1. activate	ac	ti ¹	vate	activate
2. windowsill	win	dow	sill	windowsill
3. complex	com	plex		complex ✓
4. freedom	free	dom ¹		freedom
5. subtraction	sub	trac	tion ¹	subtraction ✓

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

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

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

Reading



8 min

WEEKLY WORDS IN CONTEXT

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



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

(Display “Connecticut, First and Foremost.”)

Listen as I read paragraphs 3 and 4 under the heading “The Nutmeg State.” As I read, I am going to pause at 1 of the Weekly Words. I’ll model how to define its morphemes. Then I’ll model how to define the whole word, based on its morpheme meanings and context clues from the article. Once I have defined the word, I will identify a synonym for the Weekly Word and reread the sentence with the synonym inserted to see if it makes sense. Follow along with me as I read, beginning at line 31.

The Nutmeg State

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

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

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

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

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

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

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


**The Nutmeg State**

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

mild

Listen as I continue reading paragraph 4.

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

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

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

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

Follow these steps:

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

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

Answer Key

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

Morphology



7 min

DEFINE



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

RATIFY

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

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

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

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

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

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

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

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

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



ratify	
rat	ify
approved or certain	make or become

What is the word? **ratify**

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

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

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

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

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

RECOGNITION

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

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

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

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

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

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

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

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



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

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

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

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

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

What is the word? **recognition**

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

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

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

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

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

REVOLUTIONIZE

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

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

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

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

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

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



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

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

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

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

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

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

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

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

What is the word? **revolutionize**

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

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

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

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

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

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



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

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



2 min

Response to Reading

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

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

Answer Key (answers vary)

Possible student response:

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

DAY 4

Warm Up



3 min

GUESS THE PATTERN

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

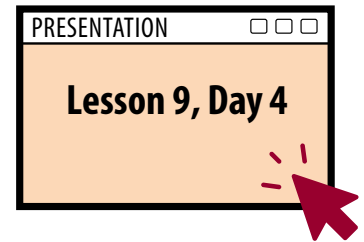
Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

Answer Key

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

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

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



combine	compute
complete	compound
comfort	compile
compact	complain

Multisyllable Word Work



10 min

SYLLABLE MAPPING

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

The word is abstracted. Word? **abstracted**

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

.	.	.

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

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

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



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

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

Answer Key

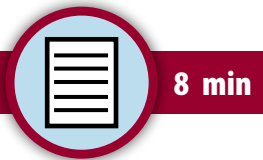
Words to Dictate	Syllable 1	Syllable 2	Syllable 3	Word
abstracted	ab	stract	ed	abstracted
1. calculate	cal	cu	late	calculate
2. daffodil	daf	fo ¹	dil	daffodil
3. blackbird	black	bird		<u>black</u> bird ✓
4. monster	mon	ster		mon <u>ster</u> ✓
5. introduce	in	tro ¹	duce ²	int <u>ro</u> duce ✓


¹ The vowel in this syllable is pronounced with the schwa sound /ə/.
² Most often when the letter *c* is followed by *e*, *i*, or *y*, it is pronounced with its soft sound—/s/.

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


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

Reading



 Turn to page 93 in your Student Workbook. Today your purpose for reading is accuracy, especially when you come to a Weekly Word. If you come to a word you're unsure about, use your word study skills—divide the word into syllables and look for patterns or morphemes you recognize.

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

 **Teacher Tip**

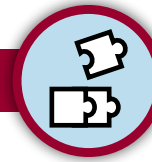
Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

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

Listen for opportunities to provide corrective and/or positive feedback.
 Consistently providing feedback fosters proud, confident readers.

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

Morphology



7 min

WORD CONSTRUCTION WITH MORPHEME CARDS

Note: Word Construction is most efficient and engaging when students are working in collaborative groups of 2-to-3 students. Manage materials by having each group share 1 set of morpheme cards and 1 morphology mat. Students will use the white sides of the cards today, but they can still share the responsibility for writing the Greek Combining Forms on the cards. Then have students begin building words with the cards. This is when the academic conversation gets exciting! As students construct new words, have them discuss how to decode and define the words.

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

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

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

Now let's construct some words.

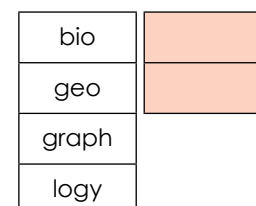
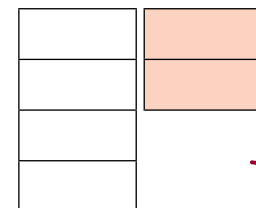
To help you construct words, you will need the following materials:

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

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

(Display morpheme cards.)

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



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

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

Let's build 2 words together.

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

Constructed Words
biology

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

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

Constructed Words
biology
biologist

bio	ist
geo	y
graph	
logy	



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

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

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



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

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

Answer Key

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

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

Word:	Definition:
Sentence:	

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

Response to Reading



2 min



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

(Display sample bumper stickers.)

Answer Key (answers vary)

Possible bumper sticker slogans:

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



DAY 5

Warm Up



3 min

FOLLOW THE PATTERN

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

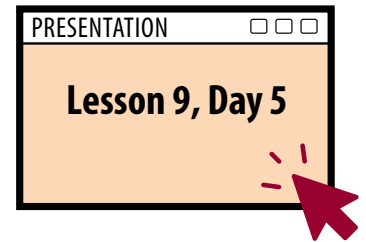
Ready? (Display the pattern description and word list and then set the timer for 2 minutes.) **Begin.**

Answer Key (answers vary)

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

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

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



The pattern is multisyllable words containing only closed syllables.

fantastic	penmanship
basketball	consistent

Multisyllable Word Work



5 min



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

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

Repeat it with me. **The princess was impressed by the king’s address.**
Now write it.

(Display sentence.)

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

Second sentence: *The complex assignment was unexpected.*

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

(Repeat the correction procedure above.)

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

Reading

10 min

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



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

Morphology

7 min

MORPHEME MANIPULATION

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



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

1. I will dictate 1 word from the Weekly Word list, and you will write it in the top box.
2. We will review the meaning for each morpheme and then the definition for the word. You will follow along and complete the empty spots in the table located in your workbook. You can use your Morphology Key to help you.
3. Next, we will change 1 morpheme in the word to build a new word with a new meaning.
4. We will continue this process until we have 4 words in the chain.

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

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

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

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

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

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

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

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

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

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

Change the word inspection to inspector.

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

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

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

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

Response to Reading



5 min

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



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

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

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

Answer Key (answers vary)

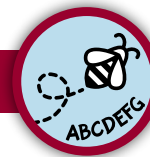
Possible student response:

This article was about Connecticut's nicknames and innovations.

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

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

Spelling + Match the Meaning



5 min



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

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

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

Student workbook sample

LESSON 9

Passage



Connecticut, First and Foremost

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

The Constitution State

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

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

30 The Nutmeg State

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

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

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

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

The Provisions State

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

70 A Land of Firsts

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

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

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

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

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

Fun and Games

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

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

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

DAY 1

Reading Multisyllable Words

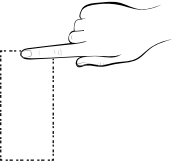

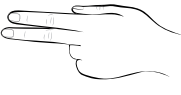
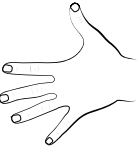


brum chab	2. flethwug	4. crugflot	6. zofprol
1. wockcluft	3. lelptig	5. ishstome	7. nithswum

Building Background

Take notes below.

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

Decoding

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

DAY 2

Reading Multisyllable Words

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

Define

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

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

provisions

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

Response to Reading

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



DAY 3

Syllable Mapping

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

Weekly Words in Context

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

Define

ratify	
approved or certain	make or become
Definition:	

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

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

Response to Reading

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

DAY 4

Syllable Mapping

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

Word Construction with Morpheme Cards

Constructed Words
biology
biologist

Word:	Definition:
Sentence:	

Response to Reading

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

--

DAY 5

Sentence Dictation

1. _____

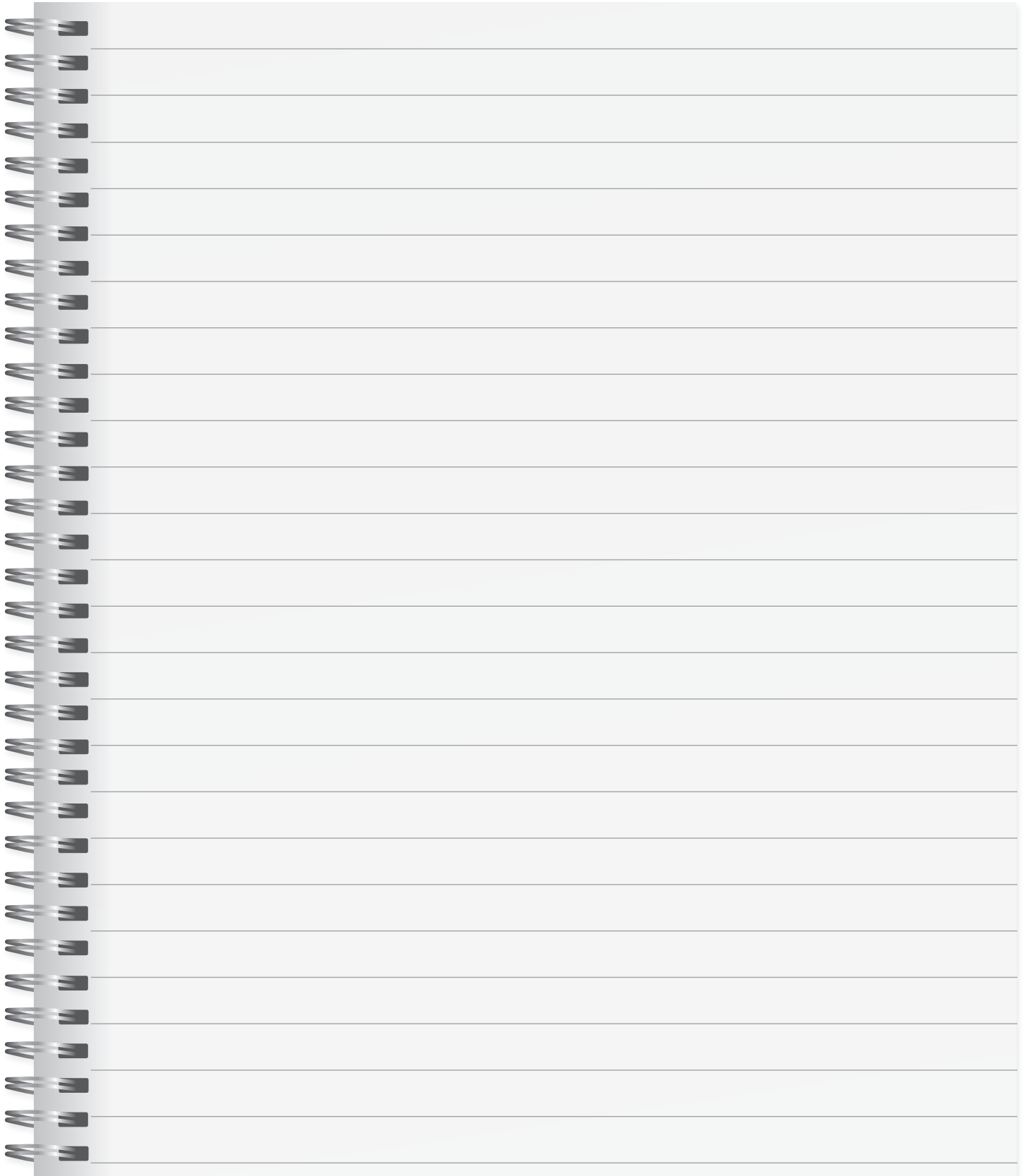
2. _____

Morpheme Manipulation

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

Spelling + Match the Meaning

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

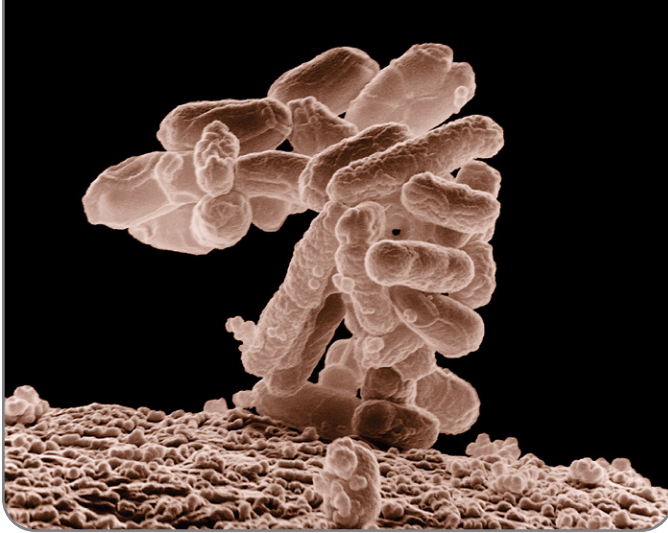


Lesson sample

LESSON 21

Lexicon Lab 1

Teacher Copy of the Passage



Microbe World

1 Animal or Plant...It's a Microbe!

Microbes are tiny living things, too small to be seen without a **microscope**. Microbes are not animals because they only have a single cell.

5 (By comparison, most animals have millions of

cells.) Microbes are not plants because they consume nutrients rather than using photosynthesis to turn sunlight into food. There are many types of microbes, including yeast (the fungus that makes bread rise), bacteria, and some parasites that cause disease. Viruses are sometimes considered microbes, but the definition of *microbe* is debatable. The average person might think of microbes in one way, but a **microbiologist** or doctor might have a different definition.

Microbes Everywhere

You do not see microbes, but they are everywhere, from the bottoms of the oceans, to the driest deserts, to the atmosphere miles above the planet's surface. Every time you take a breath, you inhale hundreds, if not thousands, of microbes. Most of these microbes are carried out on your next exhale, but some join all the other microbes that are already part of you. Microbes live in your nasal passages; on your skin, gums, and teeth; and in your stomach and digestive system.

You might have thousands of different kinds of microbes in various **microbiomes** in and on your body. The microbes in your armpits are different from the ones on your hands, which are different from the ones behind your ears. You have more microbes in your body than you do human cells, but don't worry—the vast majority of microbes either help us or are neutral and harmless.

Microbes to the Rescue

Microbes are beneficial in many ways. They manufacture important vitamins and proteins that your body needs. Microbial bacteria living on the skin defend against illness and injury, while internal

microbes help train your immune system to fight infections. Also, microbes in your gut help you
25 digest food. The particular mix of microbes in your stomach and intestines can affect how well you
absorb energy from food. Some scientists suspect that changes to the gut **microbiome** over time can
contribute to unhealthy weight gain.

Harmful Microbes

Although many microbes are beneficial, some can cause serious diseases. For example, *staphylococcus*
30 *aureus* may cause food poisoning and other dangerous infections. Yet, this common bacteria is often
found on the skin without causing harm. There's about a one in three chance you have this microbe in
your nostrils right now. Fortunately, you have a lot of good microbes in your nose, as well, and these
helpful microbes keep the harmful ones in check.

Unfortunately, the harmful microbes sometimes grow too strong or move to a different part of the body
35 where they can cause problems. Microbes that are harmless in your nose may cause an infection on your
skin. Bacteria that live in your intestines could cause food poisoning if transferred to your hands and
mouth where it is swallowed. Therefore, it is important to wash your hands after using the bathroom to
make sure you don't transfer any bacteria from one end of the digestive system to the other.

Battling Infections

If you get an infection caused by harmful bacteria, you may be prescribed **antibiotics**. **Antibiotics**
40 are valuable in fighting infections, but taking **antibiotics** kills the helpful microbes in the gut, as well
as any harmful ones. Sometimes people have digestive problems after taking **antibiotics** because they
have lost beneficial microbes. It's important to only take **antibiotics** when they are truly needed, to
avoid unnecessary side effects. For example, **antibiotics** won't work against viruses, so taking them for
45 a viral cold or flu does more harm than good.

Taking unnecessary **antibiotics** can also lead to infections that resist **antibiotics**. This happens when
some bacteria do not die from an **antibiotic** but instead change to become stronger. In this case, the
antibiotic no longer works against the infection, so the disease becomes more dangerous and harder
to cure. Like people, pets and livestock should only get **antibiotics** when they absolutely need them.
50 Some big farms give healthy animals **antibiotics** in hopes of preventing disease. This contributes to
antibiotic resistance in animals and people. According to the World Health Organization, **antibiotic**
resistance is one of the biggest threats to global health today.

Imagining the millions of microbes in and on your body may be uncomfortable, but don't try to
eliminate them! While a few microbes are harmful, most are neutral or beneficial, and we need all the
55 beneficial microbes in order to survive.



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

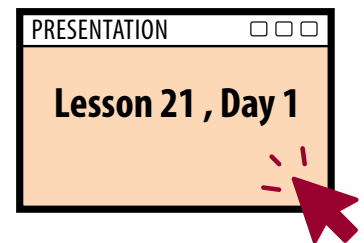


3 min

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 1 of “Microbe World”.)

Animal or Plant...It’s a Microbe!

Microbes are tiny living things, too small to be seen without a microscope. Microbes are not animals because they only have a single cell. (By comparison, most animals have millions of cells.) Microbes are not plants because they consume nutrients rather than using photosynthesis to turn sunlight into food. There are many types of microbes, including yeast (the fungus that makes bread rise), bacteria, and some parasites that cause disease. Viruses are sometimes considered microbes, but the definition of microbe is debatable. The average person might think of microbes in one way, but a microbiologist or doctor might have a different definition.



Turn to page 257 in your Student Workbook where you will find paragraph 1 from this week’s passage. There are 6 underlined words in this paragraph.

Let’s decode and read the first word together.

(Display microbes.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds?
i* and *o-e
 - How do I mark the silent-e pattern? **draw a V connecting the *o* and *e***
- 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**
 - Most often, when there are 2 consonants between the vowel sounds, we divide the consonants. In this word, the letters *c* and *r* spell a consonant blend. The letters in a consonant blend stick together.
 - Where do I draw a syllable division line? **between the *i* and *c***

microbes



microbes

mi|crobes

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? open – Vowel sound? /i/ – Syllable? mi 	<p>Read the second syllable.</p> <ul style="list-style-type: none"> – Syllable type and gesture? silent-e – Vowel sound? /ō/ – Syllable? crobes
--	---

Step 4: Read the word.

- Word? **microbes**

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. m <u>i</u> <u>cro</u> b <u>e</u> s	3. ph <u>o</u> <u>to</u> syn the ¹ sis	5. par ³ a ¹ <u>si</u> t <u>e</u> s
2. nu tri ² <u>en</u> t <u>s</u> ¹	4. bac te ri ² a ¹	6. def i ¹ ni ⁴ <u>ti</u> o <u>n</u> ⁵

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

² The vowel letter *i* before a vowel suffix is most often pronounced with a long *e* sound (e.g., *premium*, *studious*).

³ When the *a-r* spelling occurs in a stressed syllable before a vowel letter, the vowel *a* is pronounced with its long sound /air/.

⁴ This is an unaccented open syllables pronounced /i/. When the vowel *i* occurs at the end of a syllable and is followed by a consonant, it can be pronounced with a short *i* sound.

⁵ The syllable *-tion* is pronounced /shūn/.

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?

**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**5 min****BUILDING BACKGROUND**

Let's try an exercise...take a deep breath in through your nose. Now, breathe the air out through your mouth. Did you notice anything odd, other than air, traveling in and out of your mouth or nose during those breaths?

Now I want you to take one hand and brush your arm, the side of your face, or your leg. Was there anything noticeable on your hand after completing that exercise? What if I told you there were thousands of microorganisms in the air that passed in and out of your nose and mouth during the breathing exercise. There were also microorganisms that moved to and from your hand as you touched each body part.

The term *micro* means "small." The term *organism* means "a life form." Over the next week, we will learn about microorganisms called **microbes** (pronounced mī-krōb-z). **Microbes are extremely small organisms that can only be seen under a *microscope*.**



Turn to page 257 in your Student Workbook. Now, look at the images of microbes displayed on the slide presentation. Take a minute to answer these questions about each microbe.

- What is each microbe's color?
- Does the microbe remind you of something?
- Where do you suspect the microbe can be found?

Write your answers in the table in your workbook.

(Display Examples of Microbes table.)



Microbes are on your skin and inside your body, as well as all throughout our planet. We will learn more about microbes throughout the week.

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 258 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 antibiotic.)

Look at this word.

- First, we underline the vowel letters that spell the vowel sounds.
 - What are the vowel letters? **a, i, i, o, and i**
 - How many vowel sounds? **5** How many syllables? **5**
- Next, we identify any prefixes or suffixes in this word.
 - What prefix do you see? **anti-**
 - What suffix do you see? **-ic**
- Now we draw lines to divide the word.
 - First, we divide the prefix from the rest of the word. Where do we draw the syllable division line? **between the prefix anti- and the letter b**

antibiotic

antibiotic

antibiotic

Weekly Words

antibiotic	microbiome
microbiologist	microscope
adaptable	humidity



- Next, we divide the suffix from the rest of the word. Where do we draw the syllable division line? **between the letter t and the suffix -ic**
- Finally, we look at the consonants between the remaining vowel sounds.
 - There are 0 consonants between the remaining vowel sounds.
 - When the vowel letter *i* comes before another vowel, it usually does *not* form a vowel team. Typically the *i* is the end of 1 syllable, and the other vowel letter begins a new syllable—the vowel letters do *not* stick together.
 - Where do we draw the syllable division line? **between the *i* and *o***

Help me decode each syllable and then read the word.

First and Second Syllables

- The prefix is *a-n-t-i*.
- Syllables? **anti-**

Third Syllable

- Syllable type and gesture? **open**
- Vowel sound? **/i/**
- Syllable? **bi**

Fourth Syllable

- Syllable type and gesture? **closed**
- Vowel sound? **/ō/**
- Syllable? **ot**

Fifth Syllable

- The suffix is *i-c*.
- Suffix? **-ic**

What's the word? **antibiotic**

Let's read a sentence using the word *antibiotic*: ***The doctor prescribed an antibiotic when I had a throat infection.***

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.

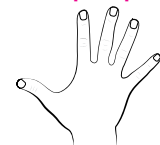
anti|bi|ot|ic



anti|bi|ot|ic



anti|bi|ot|ic



anti|bi|ot|ic



anti|bi|ot|ic



- If there are prefixes and suffixes, highlight them and then read them.
- 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.
- Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
- For each syllable, identify its syllable type, write the syllable in the correct column, and read the syllable.
- Read the word.

Answer Key

Word	Closed	Silent-e	Open	Vowel Team	Vowel-r	C-le
an ti bi ot ic	an ot ic		ti bi			
1. mi cro bi ol o gist	ol gist ³		mi cro bi o ¹			
2. mi cro bi ome		ome	mi cro bi			
3. mi cro scope		scope	mi cro ¹			
4. a dapt a ble	dapt		a ¹ a ¹			ble ¹
5. hu mid i ty	mid		hu i ² ty			

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

² 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.

³ Most often when the letter *g* is followed by *e*, *i*, or *y*, it is pronounced with its soft sound—/j/.

Now put your finger on the first word in the table. Let's read each of the words together. **antibiotic, microbiologist, microbiome, microscope, adaptable, humidity**

Response to Reading



2 min

ESSENTIAL QUESTION

Today you extended your background knowledge of microbes. Over the next 4 days, you will read an informational text about microbes. Based on what you learn from your reading, you will be able to answer this Essential Question:

- Why is the definition of microbe debatable?* (RI.5.1)

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.**

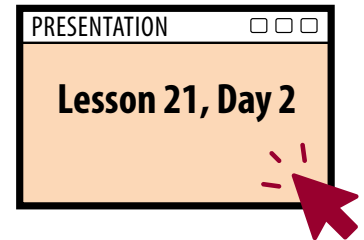
Answer Key

The pattern is: **multisyllable words with a silent letter or silent-letter pattern.**

Follow-up question:

What are some of the silent letters or silent-letter patterns in the words displayed? ***k-n, b, g-n, w-r, p, m-b, and s***

Let’s read aloud these words with a silent letter or silent-letter pattern. Ready? Begin. **knowledge, subtle, gnarly, wrestle, receipt, succumb, island, knapsack**



knowledge	receipt
subtle	succumb
gnarly	island
wrestle	knapsack

Multisyllable Word Work



8 min

READING MULTISYLLABLE WORDS

(Display paragraph 4 of “Microbe World.”)

Microbes to the Rescue

Microbes are beneficial in many ways. They manufacture important vitamins and proteins that your body needs. Microbial bacteria living on the skin defend against illness and injury, while internal microbes help train your immune system to fight infections. Also, microbes in your gut help you digest food. The particular mix of microbes in your stomach and intestines can affect how well you absorb energy from food. Some scientists suspect that changes to the gut microbiome over time can contribute to unhealthy weight gain.



Turn to page 259 in your Student Workbook where you will find paragraph 4 from this week's passage. There are 6 underlined words in this paragraph.

Let's decode and read the first word together.

(Display manufacture.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds?
a, u, a, and u-r-e
 - Remember, when the consonant *r* follows a vowel letter, we will underline the *r* along with the vowel to represent the vowel sound.
 - I am not going to connect the vowel letter *u* and the final *e* with a V. I will explain why after we divide the syllables.
- How many vowel sounds? **4** How many syllables? **4**

Step 2: Draw a line between the syllables.

- How many consonants are between the first and second vowel sounds? **1**
 - There is 1 consonant between the first and second vowel sounds. Because of this, you can divide the syllable in 2 ways. In this word, we divide after the consonant *n*.
- How many consonants are between the second and third vowel sounds? **1**
 - We divide this syllable after the vowel letter *u*.
- How many consonants are between the third and fourth vowel sounds? **2**
 - Where do I draw the syllable division line? **between the c and t**

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

manufacture



manufacture

man|u|fac|ture

<p>Read the first syllable.</p> <ul style="list-style-type: none"> – Syllable type and gesture? closed – Vowel sound? /ă/ – Syllable? man 	<p>Read the second syllable.</p> <ul style="list-style-type: none"> – Syllable type and gesture? open – Vowel sound? /ū/ – Syllable? u 	<p>Read the third syllable.</p> <ul style="list-style-type: none"> – Syllable type and gesture? closed – Vowel sound? /ă/ – Syllable? fac 	<p>Read the fourth syllable.</p> <ul style="list-style-type: none"> – Syllable type and gesture? vowel-r – In this syllable, the reduced long <i>u</i> sound affects the pronunciation of the letter <i>t</i>. The <i>t</i> is pronounced /ch/. The vowel sound is /er/. – Syllable? ture (/cher/)
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Step 4: Read the word.

- Word? **manufacture**

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. man <u>u</u> <u>fac</u> <u>ture</u> ¹	3. in <u>fec</u> <u>tions</u> ³	5. en <u>er</u> <u>gy</u> ⁴
2. in <u>ter</u> <u>nal</u> ²	4. par <u>tic</u> <u>u</u> <u>lar</u> ²	6. un <u>health</u> <u>y</u>

- ¹The syllable *-ture* is pronounced /cher/.
- ²The vowel in this syllable is pronounced with the schwa sound /ə/.
- ³The syllable *-tion* is pronounced /shŭn/.
- ⁴Most often when the letter *g* is followed by *e*, *i*, or *y*, it is pronounced with its soft sound—/j/.



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

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.

microbiome	microscope	humidity
microbiologist	antibiotic	adaptable

READ & ANNOTATE

Today you will read an article about microbes. Microbes can be found everywhere—some beneficial, some harmful.

(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.

You have completed 20 lessons with explicit instructions on how to annotate when reading. For the next 10 lessons, you are going to annotate the text based on your own understanding of what you are reading. Let's review the gestures used for each annotation.

(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.

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.

**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.

(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.



Turn to page 255 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 "Microbe World!")

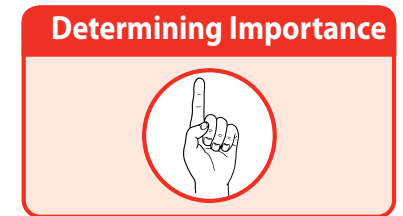
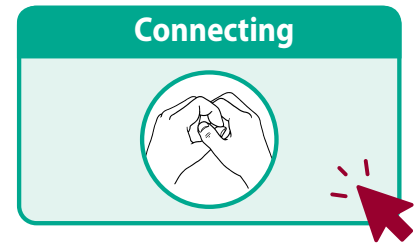
Begin reading the title and paragraph 1 aloud with the students. Reference the Think Aloud stopping points below to support your modeling of how to annotate the text.

Microbe World

Animal or Plant . . . It's a Microbe!

Microbes are tiny living things, too small to be seen without a microscope. Microbes are not animals because they only have a single cell. (By comparison, most animals have millions of cells.) Microbes are not plants because they consume nutrients rather than using photosynthesis to turn sunlight into food.


Think Aloud: I am going to stop here and gesture by raising my finger in the air while placing a star next to this section. Here, the author provides a definition and supporting background information about microbes. I think knowing this information is an important part of understanding the topic of *microbes*.



I am also going to write a C in the margin by the word *photosynthesis* and make the connecting gesture because I have a text-to-text connection. I remember reading about *photosynthesis* in the article from Lesson 7—"Running on Sunlight: How Energy Powers Life." We learned that *photosynthesis* is the chemical process in which plants absorb the energy of sunlight and then transform the energy into sugar. This helps them grow.

Let's continue reading.

There are many types of microbes, including yeast (the fungus that makes bread rise), bacteria, and some parasites that cause disease. Viruses are sometimes considered microbes, but the definition of microbe is debatable. The average person might think of microbes in one way, but a microbiologist or doctor might have a different definition.

 **Think Aloud:** I will put question marks next to the words *yeast*, *fungus*, and *parasites* because I have questions about these words. I want to know how they relate to the microbes found on and in my body and everywhere on our planet.

Now it's your turn to read. Start at paragraph 2 that has the heading "Microbes Everywhere" (line 11), 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

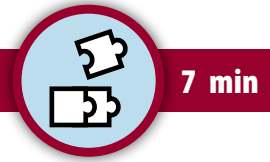
Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

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



DEFINE

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

(Display Weekly Words.)



Turn to page 259 in your Student Workbook. We will work together to identify the morphemes in 1 of the Weekly Words.

(Display table.)

Microbes are tiny living things, too small to be seen without a _____.

Definition	Morphemes
to see something small	
<p style="text-align: center;">Circle the synonym and draw a square around the antonym.</p> <p style="text-align: center;">scale enlarging lens handshake microscope</p>	

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

Microbes are tiny living things, too small to be seen without a _____.

The definition for the missing Weekly Word is “to see (something) small.”

Use your Morphology Key and context clues to help you determine which Weekly Word is missing. Because we have Weekly Words that share the same morpheme, let’s begin by finding the morpheme that is different in each word.

- In the word *antibiotic*, *anti-* is the morpheme that is different from the other 3 words. Find the prefix *anti-* in your Morphology Key.
 - What is the meaning of *anti-*? **against, opposite**

Weekly Words	
antibiotic	microbiome
microbiologist	microscope



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

Microbes are tiny living things, too small to be seen without a _____.

- The meaning of *anti-* does not match any parts of the definition for the missing word.
- In the word *microbiologist*, *-ist* is the morpheme that is different from the other 3 words. Find the suffix *-ist* in your Morphology Key.
 - What is the meaning of *-ist*? **one who performs a specific action**
 - The meaning of *-ist* does not match any parts of the definition for the missing word.
- In the word *microbiome*, *biome* is the morpheme that is different from the other 3 words. Find the Greek word *biome* in the Other section of your Morphology Key.
 - What is the meaning of *biome*? **natural life zone or community**
 - The meaning of *biome* does not match any parts of the definition for the missing word.
- In the word *microscope*, *scope* is the morpheme that is different from the other 3 words. Find the Greek Combining Form *scope* in your Morphology Key.
 - What is the meaning of *scope*? **to watch or see**
 - The words “to see” in the meaning of *scope* can be found in part of the definition for the missing word.
 - To confirm this is the word that best completes the sentence, I will check the meaning of the remaining morpheme.
 - The Greek Combining Form *micro* means “small.” So, I know the word *microscope* means “to see (something) small.”

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

Reread the sentence inserting the word *microscope* in the blank.
Microbes are tiny living things, too small to be seen without a microscope.

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

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

- Write *micro* in the box in the Morphemes section.

Microbes are tiny living things, too small to be seen without a **microscope**.



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

- Write *scope* in the box 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 microscope. **to see something small**
- 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 word? **scale** This word names a tool used to determine the weight of an object. This does not mean the same as microscope.
 - What is the next phrase? **enlarging lens** This phrase contains the word *large* which relates to the purpose of a microscope—making things large enough to be seen. This could be the synonym, but let's look at the rest of the words.
 - What is the next word? **handshake** This word names a way for 2 people to greet each other or show they have come to an agreement. This does not mean the same as microscope.
 - What is the last word? **macroscope** This word names a tool used to study large objects. This word does not mean the same as microscope.
 - Which of these words or phrases means the same as microscope? **enlarging lens**
 - I will draw a circle around the words *enlarging lens*.
- Next, we will identify an antonym.
 - Antonyms are words with opposite meanings.
 - Which of these words is the antonym for the word microscope? **macroscope**
 - I will draw a square around the word *macroscope*.

Answer Key

Microbes are tiny living things, too small to be seen without a microscope.

Definition to see something small	Morphemes micro scope
<p>Circle the synonym and draw a square around the antonym.</p> <p>scale <u>enlarging lens</u> handshake macroscope</p>	

Response to Reading**2 min**

In paragraph 4 of the article “Microbe World,” the author describes the various benefits of microbes. Turn to page 260 in your Student Workbook. Read each microbe benefit and match it to the part(s) of the body it affects. Refer back to the passage to help you. (RI.5.1)

Answer Key (answers vary)

Part of the Body	Letter	Microbe Benefit
1. entire body	c	a. fights infections
2. skin	e	b. helps digest food
3. stomach and intestines	d	c. manufacture important vitamins and proteins
4. gut	b	d. helps us absorb energy from food
5. immune system	a	e. defends against illness and injury

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 or more syllables or morphemes 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 *photograph*.

- Word? **photograph** Write it.
- How do we spell it? **p-h-o-t-o-g-r-a-p-h**

Change *graph* to *genic*.

- What's the new word? **photogenic**
- Write the word *photogenic* under *photograph*.
- How do we spell the new word? **p-h-o-t-o-g-e-n-i-c**

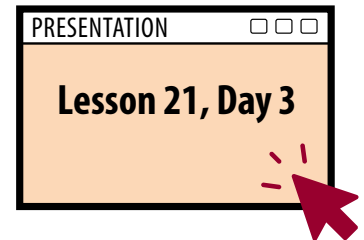
Next, change *photo* to *bio*.

- What's the new word? **biogenic**
- Write the word *biogenic* under *photogenic*.
- How do we spell the new word? **b-i-o-g-e-n-i-c**

Finally, change *genic* to *sphere*.

- What's the new word? **biosphere**
- Write the word *biosphere* under *biogenic*.
- How do we spell the new word? **b-i-o-s-p-h-e-r-e**

Let's read all 4 words. Ready? Begin. **photograph, photogenic, biogenic, biosphere**



photograph
photogenic
biogenic
biosphere



10 min

Multisyllable Word Work

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 *conversation*. Word? **conversation**

- Place a dot in the corner for each syllable we hear.
con/ver/sa/tion
- How many syllables? **4**

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

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

First syllable? con – First sound? /k/ Letter? c – Second sound? /ɔ/ Letter? o – Third sound? /n/ Letter? n – Syllable type and gesture? closed – Syllable? con	Second syllable? ver – First sound? /v/ Letter? v – First sound? /er/ Letter or letters? e-r – Syllable type and gesture? vowel-r – Syllable? ver	Third syllable? sa – First sound? /s/ Letter? s – Second sound? /ā/ Letter? a – Syllable type and gesture? open – Syllable? sa	Fourth syllable? tion – This is a suffix you know. How is it spelled? t-i-o-n – Syllable? tion (/shŭn/)
---	--	---	---

- Word? **conversation**



Now it's your turn. Turn to page 261 in your Student Workbook. Here are the steps:

- I'll say a word and you'll repeat it.
- Tap 1 box for each syllable you hear.
- For each syllable, say the sounds, write the letters, and say the syllable type while showing the gesture.
- Mark a V connecting the vowel letters if the syllable follows the silent-e pattern.
- Write the multisyllable word in the last column and whisper read it to yourself.

CO	.	.	.
----	---	---	---

CO	ver	.	.
----	-----	---	---

CO	ver	sa	.
----	-----	----	---

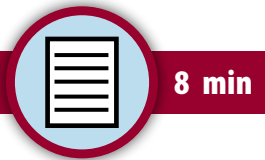
CO	ver	sa	tion
----	-----	----	------

Answer Key

Words to Dictate	Syllable 1	Syllable 2	Syllable 3	Syllable 4	Word
conversation	con	ver	sa	tion ¹	conversation
1. hexagon	hex	a ²	gon		hexagon
2. impressionist	im	pres	sion ¹	ist	impressionist
3. superhuman	su	per	hu	man ²	superhuman
4. refrigerate	re	frig ³	er	ate	refrigerate
5. recreation	rec	re	a	tion ¹	recreation

¹ The syllables *-sion* and *-tion* in these words are pronounced /shŭn/.
² The vowel in this syllable is pronounced with the schwa sound /ə/.
³ Most often when the letter *g* is followed by *e*, *i*, or *y*, it is pronounced with its soft sound—/j/.

Reading



8 min

WEEKLY WORDS IN CONTEXT

(Display Weekly Words.)

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.

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

antibiotic microbiome
 microbiologist microscope



(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 is an intelligent young man.</i>	Example: <i>The teacher gave us an assignment.</i>	Example: <i>I gladly went to the store.</i>	Example: <i>The three dogs are rowdy.</i>



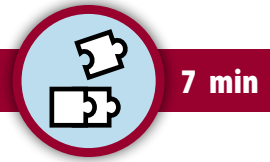
Now turn to page 261 in your Student Workbook. Here are the steps:

1. Scan the passage on pages 255-256.
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 261 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.	microscope	noun
2.	microbiologist	noun
3.	microbiome	noun
4.	antibiotic	noun

Morphology



DEFINE

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

(Display Weekly Words.)



Turn to page 262 in your Student Workbook. We have already identified which morphemes are different in each of the Weekly Words and completed a word analysis table for the word microscope. Now you will complete word analysis tables for the remaining 3 Weekly Words.

Answer Key

- Some scientists suspect that changes to the gut **microbiome** over time can contribute to unhealthy weight gain.

Definition	Morphemes
small natural life zone	micro biome
microbiome	
Circle the synonym and draw a square around the antonym.	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; padding: 2px;">dead cells</div> terrain <div style="border: 1px solid blue; border-radius: 50%; padding: 2px;">living cells</div> repellent </div>	

- Antibiotics** are valuable in fighting infections, but taking **antibiotics** kills the helpful microbes in the gut, as well as any harmful ones.

Definition	Morphemes
having the characteristic of being against life (of microbes)	anti bio ic s
antibiotics	
Circle the synonym and draw a square around the antonym.	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 2px;">medications</div> innovations assemblies <div style="border: 1px solid blue; padding: 2px;">germs</div> </div>	

Weekly Words	
antibiotic	microbiome
microbiologist	microscope



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

3. The average person might think of microbes in one way, but a **microbiologist** or doctor might have a different definition.

Definition	Morphemes
one who studies small life	micro bio logy ist
microbiologist	
Circle the synonym and draw a square around the antonym.	
unknowledgeable person	uninterested person scientist advisor

Response to Reading



2 min

Yesterday we learned about the benefits of having microbes in and on our bodies. Unfortunately, there are also harmful effects of having microbes on our bodies. One example is *staphylococcus aureus* (pronounced stăf-ə-lə-kök-ŭs aw-ree-ŭs), which is one microbe that can cause food poisoning and other serious infections.



Turn to page 263 in your Student Workbook and write a response to the question. Cite evidence from the text when writing your response. (RI.5.8)

How can microbes that are "harmless" if found in your intestines still make you sick, and what can you do to prevent this sickness from happening?

Ready? Begin.

Answer Key (answers vary).

Possible student response:

Bacteria from the intestines can cause food poisoning if it is transferred to someone's hands and then swallowed. Lines 37-38 from the article tell us we can avoid sickness simply by washing our hands.

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.**

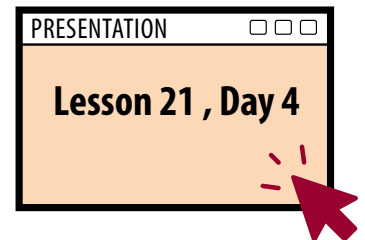
Answer Key

The pattern is: **words with the Greek Combining Form *graph*.**

Follow-up question:

What does the Greek Combining Form *graph* mean? **written, drawn**

Let’s read aloud these words with the Greek Combining Form *graph*. Ready? Begin. **autograph, geography, choreographer, biographic, pictograph, telegraph, holographic, digraph**



autograph	pictograph
geography	telegraph
choreographer	holographic
biographic	digraph

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.

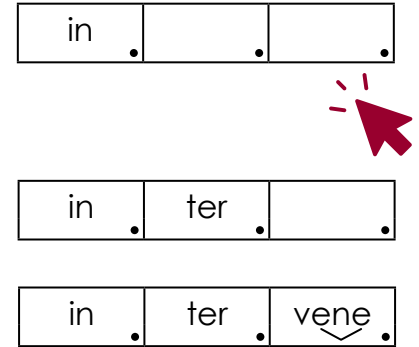
The word is *intervene*. Word? **intervene**

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

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

--	--	--

<p>First syllable? in</p> <ul style="list-style-type: none"> – First sound? /i/ Letter? i – Second sound? /n/ Letter? n – Syllable type and gesture? closed – Syllable? in 	<p>Second syllable? ter</p> <ul style="list-style-type: none"> – First sound? /t/ Letter? t – Second sound? /er/ Letter or letters? e-r – Syllable type and gesture? vowel-r – Syllable? ter 	<p>Third syllable? vene</p> <ul style="list-style-type: none"> – First sound? /v/ Letter? v – Second sound? /ē/ Letter or letters? e with a silent-e after the next consonant – Third sound? /n/ Letter? n – Syllable type and gesture? silent-e – How do I mark the silent-e? a V connecting the e and e – Syllable? vene
---	---	--



• Word? **intervene**



Now it's your turn. Turn to page 264 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	Syllable 4	Words
intervene	in	ter	vene		intervene
1. violin	vi	o ¹	lin		violin
2. motorcycle	mo	tor ¹	cy ²	cle ¹	motorcycle
3. artifact	ar	ti ³	fact		artifact
4. reflection	re	flec	tion ⁴		reflection
5. biofeedback	bi	o	feed	back	biofeedback

¹The vowel in this syllable is pronounced with the schwa sound /ə/.
²Most often when the letter c is followed by e, i, or y, it is pronounced with its soft sound—/s/.
³When the vowel i occurs at the end of syllable and is followed by a consonant, it can be pronounced with a short i sound.
⁴The syllable -tion is pronounced /shùn/.



8 min

Reading

Note: Prior to reading, have students pre-select reading partners or you can strategically assign partners.



Turn to page 256 of your Student Workbook and get out a highlighter. You and your partner will read the “Battling Infections” section independent of each other. As you read this section, highlight words and phrases that describe how the use of *antibiotics* can have a *negative* effect on fighting infections.

After you finish reading and highlighting, compare your highlighted details with your partner's. If you have something highlighted that your partner does not, explain to your partner how the detail supports the idea that *antibiotics* can have negative effects on fighting infections.

If you finish reading before your partner, reread the section again, focusing on building accuracy and fluency.

Answer Key (answers vary)

Possible details students could highlight:

Line 42	<i>“digestive problems”</i>
Line 44	<i>“unnecessary side effects”</i>
Line 46	<i>“can also lead to infections that resist antibiotics”</i>
Lines 48-49	<i>“disease becomes more dangerous and harder to cure”</i>
Lines 50-51	<i>“contributes to antibiotic resistance in animals and people”</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**

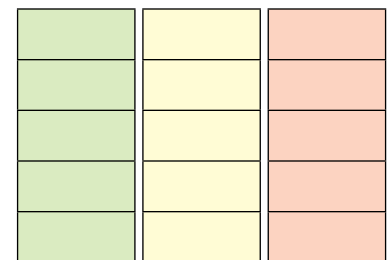
Note: Students will use their morpheme cards and morphology mat. Word Construction is most efficient and engaging when students are working in collaborative groups of 2 or 3 students. Manage materials by having each group share 1 set of morpheme cards and 1 morphology mat. Make 1 student responsible 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 you 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.)

at	con	dis
ive	tract	ment
vis	(u)al	in
tain	ex	ible

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

(Displayed labeled Morpheme Cards.)

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

- Lay **green prefix cards** to the right of your morphology mat and check that you have all 5 correct.
- 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. You should have 1 that is left blank.

at	tain	(u)al
con	tract	ible
dis	vis	ive
ex		ment
in		



Now it's time for you and your partner to construct words. Turn to page 264 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.

- Record your words in the Constructed Words table in your workbook.
- 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: attain, attainment, contain, containment, distain, attract, attractive, contract, contractual, contractible, contractive, distract, distractive, distractible, extract, extractible, extractive, visual, visible, invisible

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.

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

Note: Prior to reading, have students return to their partners from the previous activity.



Earlier today, you highlighted details relating to the negative effects of *antibiotics*. Turn to page 265 in your Student Workbook. Use the information you highlighted in the “Battling Infections” section to complete the next activity. You and your partner will work together to read each sentence and then fill in its blanks correctly. Once you have finished the activity, read the sentences together. (RI.5.1, RF.5.4)

Answer Key

- Antibiotics are valuable in **fighting infections**, but taking antibiotics kills the **helpful** microbes in the **gut**, as well as any **harmful** ones.
- Sometimes people have **digestive** problems after taking antibiotics because they have **lost** beneficial **microbes**.
- It’s important to only take **antibiotics** when they are truly **needed**, to **avoid** unnecessary **side** effects.

DAY 5

Warm Up



3 min

FOLLOW THE PATTERN

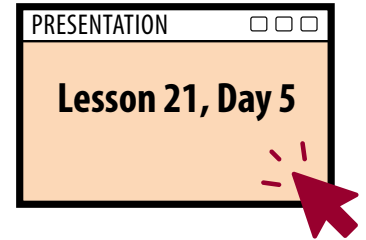
To warm up today, you will “Follow the Pattern” of a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to write at least 3 more words that follow this pattern.

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



The pattern is multisyllable words containing consonant blends.

stalagmite	friendly
proportional	classical


Multisyllable Word Work



5 min

FLUENCY

We have learned to read multisyllable words with common Latin roots. This week we will build fluency by reading words with the Latin roots *sect* and *vid/vis*.

 Turn to page 266 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.)

section	transected	intersection	sector
insect	dissecting	transect	resection
division	vision	revise	invisible
visualize	individual	provision	visual

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

(Display phrases.)

will make individual	were transected	revise the plan	this entire section
----------------------	-----------------	-----------------	---------------------

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. Ready? Begin. (Time students for 1 minute.)

revise the plan	was dissecting
for the resection	each sector will
has an invisible	this entire section
carried the provisions	her vision was
entire visual field	the division of
will make individual	visualize the location
near the intersection	if we transect
the insect flies	were transected

Reading



10 min



Turn to page 255 of your Student Workbook. Before you begin rereading "Microbe World," let's review the Essential Question for this week. Read it with me.

(Display Essential Question.)

Why is the definition of microbe debatable? (RI.5.1)

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. Use information from the article to support your response.

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 267 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			
assembly	intercept	adaptable	accusation
humidity	algorithm	recognize	dorsal
Sentences			
1. The shark has a large scar over his <u>dorsal</u> fin.			
2. You have to be <u>adaptable</u> and willing to change your plans due to the weather conditions.			
3. The <u>humidity</u> was so high the air felt wet when we visited Florida.			
4. The <u>accusation</u> of theft was proven false.			
5. The programmer created an <u>algorithm</u> to predict possible number patterns.			

Response to Reading



5 min

This week you read the article “Microbe World” and learned about the benefits and harmful effects of these microorganisms.



Turn to page 268 of your Student Workbook, and write a response to this Essential Question:

Why is the definition of microbe debatable? (RI.5.1)

When writing your response, use at least 2 of the Weekly Words.

(Display Weekly Words.)

Answer Key (answers vary)

Possible student response:

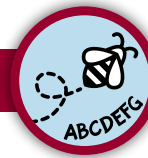
People agree that microbes have one cell and are only visible under a *microscope*. But the definition of microbe is debatable because there are many different kinds of microbes. Also, the same type of microbe can be helpful or harmful, depending on where you find it. As *microbiologists* continue to study microbes, our understanding of what they are will continue to shift.

Weekly Words

antibiotics	microbiome
microbiologist	microscope
adaptable	humidity



Spelling + Match the Meaning



5 min



Turn to page 269 in your Student Workbook. Write your name at the top of page 269, carefully tear the page out, then put your workbook away.

Now it's time for a spelling test. 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 the 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. <u>antibiotic</u>	d	a. one who studies small life
2. <u>microbiologist</u>	a	b. condition of being moist or wet (in the air)
3. <u>microbiome</u>	c	c. small natural life zone
4. <u>microscope</u>	f	d. having the characteristic of being against life (of microbes)
5. <u>humidity</u>	b	e. able to fix or can adjust
6. <u>adaptable</u>	e	f. to see (something) small

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

Sentence: Oliver collected various mushrooms to study in the laboratory.

Repeat it with me. **Oliver collected various mushrooms to study in the laboratory.** Now write it.

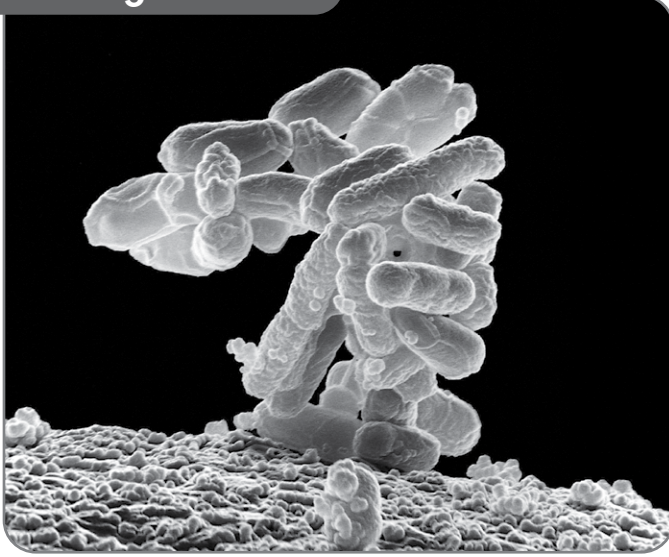
Underline the word in the sentence that has a *closed* vowel team syllable pattern.

Answer Key: mushrooms

Student workbook sample

LESSON 21

Passage



Microbe World

1 Animal or Plant...It's a Microbe!

Microbes are tiny living things, too small to be seen without a microscope. Microbes are not animals because they only have a single cell.

5 (By comparison, most animals have millions of

cells.) Microbes are not plants because they consume nutrients rather than using photosynthesis to turn sunlight into food. There are many types of microbes, including yeast (the fungus that makes bread rise), bacteria, and some parasites that cause disease. Viruses are sometimes considered microbes, but the definition of *microbe* is debatable. The average person might think of microbes in one way, but a
 10 microbiologist or doctor might have a different definition.

Microbes Everywhere

You do not see microbes, but they are everywhere, from the bottoms of the oceans, to the driest deserts, to the atmosphere miles above the planet's surface. Every time you take a breath, you inhale hundreds, if not thousands, of microbes. Most of these microbes are carried out on your next exhale, but some join
 15 all the other microbes that are already part of you. Microbes live in your nasal passages; on your skin, gums, and teeth; and in your stomach and digestive system.

You might have thousands of different kinds of microbes in various microbiomes in and on your body. The microbes in your armpits are different from the ones on your hands, which are different from the ones behind your ears. You have more microbes in your body than you do human cells, but don't
 20 worry—the vast majority of microbes either help us or are neutral and harmless.

Microbes to the Rescue

Microbes are beneficial in many ways. They manufacture important vitamins and proteins that your body needs. Microbial bacteria living on the skin defend against illness and injury, while internal

microbes help train your immune system to fight infections. Also, microbes in your gut help you
 25 digest food. The particular mix of microbes in your stomach and intestines can affect how well you
 absorb energy from food. Some scientists suspect that changes to the gut microbiome over time can
 contribute to unhealthy weight gain.

Harmful Microbes

Although many microbes are beneficial, some can cause serious diseases. For example, *staphylococcus*
 30 *aureus* may cause food poisoning and other dangerous infections. Yet, this common bacteria is often
 found on the skin without causing harm. There's about a one in three chance you have this microbe in
 your nostrils right now. Fortunately, you have a lot of good microbes in your nose, as well, and these
 helpful microbes keep the harmful ones in check.

Unfortunately, the harmful microbes sometimes grow too strong or move to a different part of the body
 35 where they can cause problems. Microbes that are harmless in your nose may cause an infection on your
 skin. Bacteria that live in your intestines could cause food poisoning if transferred to your hands and
 mouth where it is swallowed. Therefore, it is important to wash your hands after using the bathroom to
 make sure you don't transfer any bacteria from one end of the digestive system to the other.

Battling Infections

If you get an infection caused by harmful bacteria, you may be prescribed antibiotics. Antibiotics
 40 are valuable in fighting infections, but taking antibiotics kills the helpful microbes in the gut, as well
 as any harmful ones. Sometimes people have digestive problems after taking antibiotics because they
 have lost beneficial microbes. It's important to only take antibiotics when they are truly needed, to
 avoid unnecessary side effects. For example, antibiotics won't work against viruses, so taking them for
 45 a viral cold or flu does more harm than good.

Taking unnecessary antibiotics can also lead to infections that resist antibiotics. This happens when
 some bacteria do not die from an antibiotic but instead change to become stronger. In this case, the
 antibiotic no longer works against the infection, so the disease becomes more dangerous and harder
 to cure. Like people, pets and livestock should only get antibiotics when they absolutely need them.
 50 Some big farms give healthy animals antibiotics in hopes of preventing disease. This contributes to
 antibiotic resistance in animals and people. According to the World Health Organization, antibiotic
 resistance is one of the biggest threats to global health today.

Imagining the millions of microbes in and on your body may be uncomfortable, but don't try to
 eliminate them! While a few microbes are harmful, most are neutral or beneficial, and we need all the
 55 beneficial microbes in order to survive.

DAY 1

Reading Multisyllable Words

Animal or Plant...It's a Microbe!

Microbes are tiny living things, too small to be seen without a microscope. Microbes are not animals because they only have a single cell. (By comparison, most animals have millions of cells.) Microbes are not plants because they consume nutrients rather than using photosynthesis to turn sunlight into food. There are many types of microbes, including yeast (the fungus that makes bread rise), bacteria, and some parasites that cause disease. Viruses are sometimes considered microbes, but the definition of *microbe* is debatable. The average person might think of microbes in one way, but a microbiologist or doctor might have a different definition.

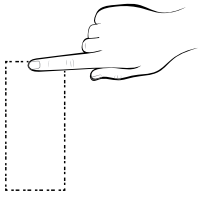


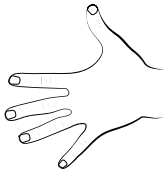


1. microbes	4.
2.	5.
3.	6.

Building Background

Look at each microbe displayed on the slide presentation. Then write your answers to these questions about each microbe in the table below: 1) What is the microbe's shape and color? 2) Does the microbe remind you of something? 3) Where do you suspect the microbe can be found?

Image 1	Image 2	Image 3

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. antibiotic</p>	<p>2. microbiologist</p>	<p>3. microbiome</p>	<p>4. microscope</p>	<p>5. adaptable</p>	<p>6. humidity</p>

DAY 2

Reading Multisyllable Words

Microbes to the Rescue

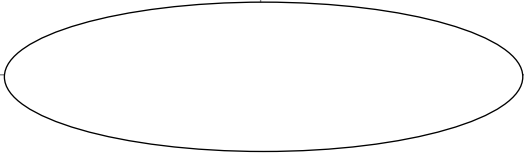
Microbes are beneficial in many ways. They manufacture important vitamins and proteins that your body needs. Microbial bacteria living on the skin defend against illness and injury, while internal microbes help train your immune system to fight infections. Also, microbes in your gut help you digest food. The particular mix of microbes in your stomach and intestines can affect how well you absorb energy from food. Some scientists suspect that changes to the gut microbiome over time can contribute to unhealthy weight gain.

1. manufacture	4.
2.	5.
3.	6.

Define

Microbes are tiny living things, too small to be seen without a

_____.

Definition	Morphemes
to see something small	
	
Circle the synonym and draw a square around the antonym.	
scale	enlarging lens handshake microscope

Weekly Words: antibiotic, microbiologist, microbiome, microscope

Response to Reading

Read each microbe benefit and match it to the part(s) of the body it affects.

Refer back to the passage to help you.

Part(s) of the Body	Letter	Microbe Benefit
1. entire body		a. fights infections
2. skin		b. helps digest food
3. stomach and intestines		c. manufacture important vitamins and proteins
4. gut		d. helps us absorb energy from food
5. immune system		e. defends against illness and injury

DAY 3

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Syllable 4	Word
	con •	ver •	sa •	tion •	conversation
1.					
2.					
3.					
4.					
5.					

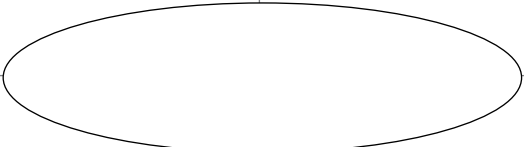
Weekly Words in Context

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

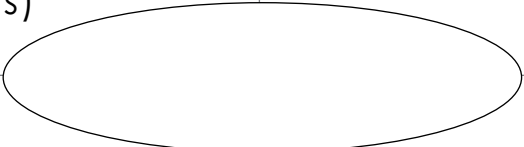
Define

Complete the word analysis tables using these Weekly Words: antibiotic, microbiologist, microbiome.

1. Some scientists suspect that changes to the gut _____ over time can contribute to unhealthy weight gain.

Definition	Morphemes
small natural life zone	
 <p>Circle the synonym and draw a square around the antonym.</p> <p>dead cells terrain living cells repellent</p>	

2. _____ are valuable in fighting infections, but taking _____ kills the helpful microbes in the gut, as well as any harmful ones.

Definition	Morphemes
having the characteristic of being against life (of microbes)	
 <p>Circle the synonym and draw a square around the antonym.</p> <p>medications innovations assemblies germs</p>	

3. The average person might think of microbes in one way, but a _____ or doctor might have a different definition.

Definition	Morphemes
one who studies small life	
<p>Circle the synonym and draw a square around the antonym.</p> <p>unknowledgeable uninterested scientist advisor person person</p>	

Response to Reading

How can the "harmless" microbes in your intestines still make you sick, and what can you do to prevent this sickness from happening?

DAY 4

Syllable Mapping

	Syllable 1	Syllable 2	Syllable 3	Syllable 4	Word
	in •	ter •	vene •		intervene
1.					
2.					
3.					
4.					
5.					

Word Construction

Constructed Words	

Response to Reading

You and your partner will work together to read each sentence and then fill in its blanks correctly. Use your highlighted text from the "Battling Infections" section to help you. Read the sentences together to check your work.

1. Antibiotics are valuable in _____, but taking antibiotics kills the _____ microbes in the _____, as well as any _____ ones.

2. Sometimes people have _____ problems after taking antibiotics because they have _____ beneficial _____.

3. It's important to only take _____ when they are truly _____, to _____ unnecessary _____ effects.

DAY 5**Fluency**

section	transected	intersection	sector
insect	dissecting	transect	resection
division	vision	revise	invisible
visualize	individual	provision	visual

revise the plan	was dissecting
for the resection	each sector will
has an invisible	this entire section
carried the provisions	her vision was
entire visual field	the division of
will make individual	visualize the location
near the intersection	if we transect
the insect flies	were transected

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			
assembly	intercept	adaptable	accusation
humidity	algorithm	recognize	dorsal

Sentences	
1.	The shark has a large scar over his _____ fin.
2.	You have to be _____ and willing to change your plans due to the weather conditions.
3.	The _____ was so high the air felt wet when we visited Florida.
4.	The _____ of theft was proven false.
5.	The programmer created an _____ to predict possible number patterns.

Response to Reading

Why is the definition of microbe debatable? Use at least two Weekly Words 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 is slightly wavy, suggesting it's a softcover or has a decorative edge.

Spelling + Match the Meaning

1. _____biotic	a. one who studies small life
2. microbi_____	b. condition of being moist or wet (in the air)
3. micro_____	c. small natural life zone
4. _____scope	d. having the characteristic of being against life (of microbes)
5. humid_____	e. able to fix or can adjust
6. _____able	f. to see (something) small

Write the dictated sentence on the lines below.



Assessment sample

UNIT 2

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Grade 5 Word Study—Unit Assessment #2
Teacher Directions
(Administer after Lesson 14.)

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

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 photograph. In the table on your paper, tap one box for each syllable you hear. (pho/to/graph) How many syllables? (3) 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-h-o should be in the First Syllable box. The syllable t-o should be in the Second Syllable box. The syllable g-r-a-p-h should be in the Third Syllable box. The word photograph, spelled p-h-o-t-o-g-r-a-p-h, should be in the last box.

Now it's your turn. I'll say some more words. For each word, you'll 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	Third Syllable	Word
Example: <i>photograph</i>	pho	to	graph	photograph
1. produce	pro (1)	duce (1)		produce (1)
2. disrupted	dis (1)	rupt (1)	ted (1)	disrupted (1)
3. satisfy	sat (1)	is (1)	fy (1)	satisfy (1)
4. endoscope	en (1)	do (1)	scope (1)	endoscope (1)
5. translate	trans (1)	late (1)		translate (1)

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

- Underline one syllable that follows the closed syllable pattern. (answers vary) (1)
- Circle one syllable that follows the open 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 translate but incorrectly mapped its syllables as tran-slate. Therefore, the student receives 1 point total (0 points for each syllable spelling and 1 point for the whole-word spelling).

Total possible points: 21

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.

We must dispel any misconceptions relating to the economic distress. (12)

Say it with me: **We must dispel any misconceptions relating to the economic distress.** Repeat the sentence one more time: **We must dispel any misconceptions relating to the economic distress.** 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 any 2-syllable words that contain 2 closed syllables (or follow the Closed|Closed syllable pattern). (2)

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 each correctly underlined pattern word.

Total possible points: 14

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

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

- 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 the Greek Combining Form.
- 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: The marble sculpture is <u>biomorphic</u> and almost appears to be alive.		
Bio	morph	ic
life	form or shape	having the characteristic of
Write a definition for the underlined word.		
Having the characteristic of the shape of life (a living creature)		
Circle a synonym for the underlined word.		
creative	artificial	lifelike

Scoring:

- Award 2 points for the correct meaning of the Greek Combining Form.
- 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:
 - 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.

Total possible points: 10

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.

The U.S. Launches Astronauts in Space

1 February 26, 1962, marks one of many milestones in space travel. It is the day John Glenn became
 2 the first American to orbit Earth. Glenn’s spacecraft, the *Friendship 7*, launched from Cana-
 3 Canaveral, Florida, and circled Earth three times before landing in the Atlantic Ocean near The
 4 Bahamas. Glenn’s fortitude and bravery made him an instant hero. He is regarded as a true pioneer
 5 of space travel. This achievement inspired biologists, engineers, and machinists all over the world
 6 to join the race to be the first country to step foot on the moon by the end of the decade. The
 7 space race was escalating. In September 1962, President Kennedy delivered an important speech
 8 at Rice University in Houston, Texas. In that speech, the president restated his reasons for going to
 9 the moon. Kennedy said, “I choose to go to the moon in this decade and for the other things,
 10 not because they are easy, but because they are hard, because that goal will serve to organize and
 11 measure the best of our energies and skills, because that challenge is one that we are willing to
 12 accept, one we are willing to postpone and on which we intend to win . . .” Kennedy claimed
 13 that focusing on sending a person to the moon was one of the most innovative decisions of his
 14 presidency.

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

1. Line 4 says, “Glenn’s fortitude and bravery made him an instant hero.” Use your Morphology Key and the sentence’s context clues to help you define fortitude. Then use a complete sentence to tell what fortitude means. **Fortitude means “a condition of strength.” (2)**

***Sentence Stem:** Fortitude means _____.

2. This passage says that Kennedy claimed the goal of landing on the moon was “one of the most innovative decisions of his presidency.” You learned that the morpheme *nova* comes from the Latin word meaning “new.” Why do you think Kennedy claimed that his decision was innovative? **Kennedy claimed that his decision was innovative because sending a person to the moon had never been done and was a “new” advancement in the exploration of space. (2)**

***Sentence Stem:** Kennedy claimed that his decision was innovative because _____.

3. Circle the synonym that best replaces the word *sending* in line 13. **(1)**

transcribing

intercepting

transporting

circulating



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Grade 5 Word Study—Unit Assessment #2
Teacher Directions
(Administer after Lesson 14.)

Scoring: For items 1 and 2, award 1 point for an accurate written response and 1 additional point if the response is written as a complete sentence. For item 3, award 1 point if the correct word is circled.

Example (based on Question 1) Student response: *having strength*

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: *He means that he will be a new president.*

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

Total possible points: 5

Total Points: 50

Name: _____ Date: _____

A. SYLLABLE MAPPING Points: _____/21

	First Syllable	Second Syllable	Third Syllable	Word
Example:				
1.				
2.				
3.				
4.				
5.				

Underline one syllable that follows the closed syllable pattern.

- Circle one syllable that follows the open 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
----------------------	------------------

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 Greek Combining Form.
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: The marble sculpture is <u>biomorphic</u> and almost appears to be alive.		
bio	morph	ic
life		having the characteristic of
Write a definition for the underlined word here:		
Circle a synonym for the underlined word.		
creative	artificial	lifelike

D. READING AND RESPONSE Points: _____/5

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

The U.S. Launches Astronauts in Space

1 February 26, 1962, marks one of many milestones in space travel. It is the day John Glenn became
 2 the first American to orbit Earth. Glenn’s spacecraft, the *Friendship 7*, launched from Can
 3 Canaveral, Florida, and circled Earth three times before landing in the Atlantic Ocean near the The
 4 Bahamas. Glenn’s fortitude and bravery made him an instant hero. He is regarded as a true pioneer
 5 of space travel. This achievement inspired biologists, engineers, and machinists all over the world
 6 to join the race to be the first country to step foot on the moon by the end of the decade. The
 7 space race was escalating. In September 1961, President Kennedy delivered an important speech
 8 at Rice University in Houston, Texas. In the speech, the president restated his reasons for going to
 9 the moon. Kennedy said, “We choose to go to the moon in this decade and for the other things,
 10 not because they are easy, but because they are hard, because that goal will serve to organize and
 11 measure the best of our energies and skills, because that challenge is one that we are willing to
 12 accept, because we are unwilling to postpone, and one which we intend to win . . .” Kennedy claimed
 13 that focusing on sending a man to the moon was one of the most innovative decisions of his
 14

1. Line 4 says “Glenn’s *fortitude* and bravery made him an instant hero.” Use your Morphology Key to use the sentence’s context clues to help you define *fortitude*. Then use a complete sentence to tell what *fortitude* means.

2. This passage says that Kennedy claimed the goal of landing on the moon was “one of the most *innovative* decisions of his presidency.” You learned that the morpheme *nova* comes from the Latin word meaning “new.” Why do you think Kennedy claimed that his decision was *innovative*?

3. Circle the synonym that best replaces the word *sending* in line 13.

- transcribing intercepting transporting circulating

Classroom poster set (16" x 24")

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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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