

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

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Description

This lesson is designed to help students distinguish singular and plural forms of nouns and identify the correct forms of irregular plurals, such as **children** and **mice**. As students work with singular and plural forms, they strengthen their understanding of the connections among word forms, meanings, and usage.


TEACHER TIPS

When we teach irregular plural nouns, we are giving students a tool they need for academic success. The goal is not to replace a student's home language, dialect, or register, but to add to their linguistic toolkit. If students produce plurals such as three boy, many house, both feets, or loose tooths provide correction by saying the phrase in standard academic English for them to repeat.


PREPARATION/MATERIALS

Create the following word cards: **child, children, man, men, woman, women, foot, feet, mouse, mice, tooth, teeth, goose, geese.**

Direct Instruction

 *Today we are going to talk about ways to make words show more than one. These kinds of words are called **plural nouns**. A noun is a person, place, or thing.*

Introduce the concept of singular and plural nouns by pointing to various objects that have regular plurals and saying both forms in phrases about number. Examples are shown below.

 *Listen to the nouns. First, I will say the name of one thing. Then, I will make the word plural to show more than one thing. Think about how the noun changes.*


Stress the final sounds of **s** and **es** you say the plurals. Prompt students to give ideas about the differences in the sounds that they hear in each pair of nouns. Suggested phrases:

one book, two books this cup, these cups a boy, three boys
one paper, a few papers one crayon, many crayons our class, many classes

Display a chart like this one:

One (singular)	More Than One (plural)
girl	girls
hat	hats
dish	dishes

Read each pair of nouns to the students, drawing attention to the plural form by pointing to the letters **s** or **es**.


 *For most nouns, we add the ending **s** or **es** to to make it name more than one. But for some nouns, we make a different kind of change.*

Display one pair of word cards at a time, and read the nouns to the students: **child/children, man/men, woman/women**. Talk about how the spelling and sound differ in each pair. Then use each word in a phrase about number:


one child, a group of children
that man, a few men
one woman, both women

Have students help you decide which word in each pair names one and which names more than one. Add the words to the chart by writing them in the appropriate columns.

Think aloud about the concept.





 *A noun that names one thing can be changed to name more than one thing. Usually, we add the ending **s** or **es** to make more than one, but sometimes we have to make a different change.*

Guided Practice

 Now let's look at some more singular and plural nouns.

Display the remaining word cards, one pair at a time: **foot/feet, goose/geese, tooth/teeth, mouse/mice**. Read each pair with students, and talk about the difference in spelling and sound between the words.

Hold up a pair of cards. Use the singular form in a question. Prompt students to use the word on the plural (more than one) card in any answer that makes sense. For example,

-  *Can you wiggle one foot? (I can wiggle both of my feet.)*
-  *Is one goose flying? (Many geese are flying.)*
-  *Do you have one front tooth? (I have two front teeth.)*
-  *Does a mouse live alone? (A lot of mice live together.)*

Have students tell where in the One (Singular)/More Than One (Plural) chart each noun belongs. Then write it in the appropriate column.

Independent Application


Have students work independently or in pairs.

Display these sentence frames: **I saw one ____.** **I saw two ____.**

Distribute sets of all the word cards from the lesson to each student or pair of students. Have students make matched pairs. Once they have matched the pairs, have them take turns placing each word of the pair at the end of the appropriate sentence and reading the sentence aloud.

Wrap-up

Check students' understanding.

 *How do we usually show more than one? (with **s** or **es** at the end) What is different about words like **mouse** or **child**? (The plural is not made by adding **s** or **es**; for example, mouse/mice.)*

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Focus on the singular/plural pairs of words in oral context. Use some or all of the paired word cards. Show one pair at a time, and read both words with students. Then say a pair of sentences. Have students point to and say the word they hear in each sentence. Examples of paired sentences:

**One woman sat on a bench.
Two women walked by.**

**Three mice ate cheese.
One mouse joined them.**

**A goose is a bird.
Many geese often fly together.**

**Brush your teeth.
Each tooth needs care.**

Option 2: Display these sentence frames: **I saw one _____. I saw two _____. Distribute the following cards to the students: children, men, women, feet, mice, teeth, geese.**

Work with the students to complete the sentence frames. Use the singular word cards to complete the first sentence (**I saw one _____**). Read it out loud. Then, have students choose a plural word card to complete the second sentence (**I saw two _____**). Once they have completed their sentence, move on to another set. Students can draw a picture to show one of the sentence pairs when they are done.

Modify the lesson to provide images of singular and plural nouns from the lesson. Have students caption each picture with the word that names one or more than one.

FOR STUDENTS READY TO MOVE ON

Expand the lesson using singular nouns that end in **f** or **fe** and their irregular plural forms ending in **ves**.

Display this chart:

One (singular)	More Than One (plural)
leaf	leaves
shelf	_____
_____	scarves
life	_____
_____	loaves
wolf	_____
elf	_____
wife	_____

Explain that some words that end in **f** or **fe** change spellings when they name more than one. Use the examples **leaf** and **leaves** to show how **f** changes to **v** before the added **es**. Work with students to fill in the missing partner word of each listed word. Have students use both words in oral sentences to show contrasting usage.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Description

This lesson is designed to help students distinguish verbs in the present and past tenses and identify the correct forms of irregular past-tense verbs, such as **ran** and **chose**. As students work with irregular verbs, they strengthen their understanding of the connections among word forms, meanings, and usage.

TEACHER TIPS


This lesson focuses on the irregular verbs listed above. For additional irregular verbs to use, see the list at the end of the lesson.

When we teach irregular plural nouns, we are giving students a tool they need for academic success. The goal is not to replace a student's home language, dialect, or register, but to add to their linguistic toolkit. If students produce past tense verbs such as *growed* or *choosed* provide correction by saying the phrase in standard academic English for them to repeat.


PREPARATION/MATERIALS

Create the following word cards: **run, ran, make, made, meet, met, see, saw, grow, grew, go, went, choose, chose.**

Direct Instruction

 *Today we are going to talk about ways to make words show that something happened in the past. These kinds of words are called **past-tense verbs**. Verbs are action words.*

Introduce the concept of present and past tenses.

 *Listen as I say two sentences about actions. Think about how the action word, or verb, changes.*

Stress the verb as you say each pair of sentences below. Have students repeat the pair of verbs.


The students play outside. Yesterday, they played a game.

I cook eggs for breakfast. I cooked eggs this morning.


Children wait for the bus on the corner. Last Tuesday, they waited a long time.

Then display a chart like this one:

Present	Past
play	played
cook	cooked
wait	waited


 *Action words that tell about something happening in the present are called **present-tense verbs**. That means the word is telling us about things that are happening now or at the present time. Let's read the present-tense verbs together: **play, cook, wait**.*

Point to the words on the chart.

 Action words can also tell about the past. That means they tell about things that already happened. Let's read the past-tense verbs: **played, cooked, waited**.

What ending do we add to turn a present-tense word into a past-tense word? (e-d)

Introduce irregular past-tense verbs.

 Not all verbs change from present to past by adding the ending **e-d**. Some words change in a different way.

Display one pair of word cards at a time for students to read with you: **run/ran, make/made, meet/met**.

Talk about how the spelling and sound differ in each pair. Hold up each word as you use it in one of the following oral sentences about time.


You run fast. Yesterday, you ran especially fast.

Bakers make pies. One baker made ten apple pies this morning.


The friends meet every week. They met for lunch last Monday.

Have students help you decide which word in each pair shows a present-tense action and which shows a past-tense action. Add the words to the chart by writing them in the appropriate columns.

Think aloud about the concept.

 Usually, I add the ending **e-d** to change a present-tense verb into a past-tense verb, but sometimes I have to make a different change.

Guided Practice

 Now let's look at some more verbs.

Display the remaining word cards, one pair at a time: **see/saw, grow/grew, go/went, choose/chose**. Read each pair with students, and talk about the difference in spelling and sound between the words.

Hold up a pair of cards. Use the present-tense form in the following sentences. Have students complete the second sentence by substituting the past-tense form of the verb.

I see you. Yesterday, (I saw you.)

Flowers grow in the garden. Last week, (flowers grew in the garden.)

The cars go fast. Yesterday, (the cars went fast.)

The children choose their books. Last Friday, (the children chose their books.)

Have students tell where in the Present/Past chart each verb belongs. Add the words to the appropriate columns.




Independent Application

Have students work independently or in pairs. Distribute a set of word cards from the lesson to each student or pair of students. Have students make matched pairs. Tell them to use each verb in an oral sentence that begins **Now, we...** or a sentence that begins **Yesterday, we...**

Use students' ideas to display two or more sentences with blank lines for the verbs. Have students copy the sentences and insert the correct present-tense or past-tense verb.

Wrap-up

Check students' understanding.

-  *How do we usually show that something happened in the past? (with e-d at the end)*
-  *What is different about words like **go**? (The past tense is not made by adding e-d; for example, go/went.)*
-  *Which word tells about something that happened yesterday, **grow** or **grew**? (grew)*

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Focus on the present/past verbs in oral context. Use some or all of the paired word cards. Show one pair at a time, and read both verbs with students. Then say the following pairs of sentences. Have students point to and say the verb they hear in each sentence.

- **Children go to the park.**
Last Saturday, many children went there.
- **We see trees outside.**
We saw a tall oak tree yesterday.
- **Make a new drawing.**
You made a great drawing last week.
- **Squirrels run fast.**
Two squirrels just ran across the yard.

Option 2: Help students practice using verbs in the past tense by asking questions that begin with *Did* and include the present-tense form of the verb. Hold up the appropriate past-tense word card, and have students use that word to answer the question beginning with *Yes*. For example,

- **Did our plants grow?** (Yes, our plants grew.)
- **Did you go to school yesterday?** (Yes, I went to school yesterday.)
- **Did we make drawings this morning?** (Yes, we made drawings this morning.)

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to provide examples of present-tense verbs with the ending **-(e)s**. Display the sentences below for students to read. Prompt them to dictate or write related sentences using the past-tense form of the verb. Sample responses are shown.

- **Rain makes puddles.** (Rain made a big puddle.)
- **A tree grows tall.** (Our tree grew as high as a house.)
- **The bird sees well.** (It saw a bug from far away.)
- **Sammy runs in races.** (Sammy ran in a race last week.)
- **The club meets at noon.** (The club met last Monday.)
- **Dale chooses a snack.** (Dale chose an apple yesterday.)
- **Pat goes away in summer.** (Last summer, Pat went to camp.)

Option 2: Have partners play Go Fish using 50 word cards: 25 words in present-tense forms and 25 in the past-tense forms. See the list at the end of the lesson for more words to use. Each player starts with 5 cards dealt from a shuffled deck that is then placed face down. Player 1 asks for a particular card to make a match. For example, the player holding **saw** asks, "Do you have **see**?" Player 2 must give up the requested card if he or she has it. Player 1 then displays the pair, uses the words in sentences, sets both aside, and makes another request. If Player 2 does not have the card, Player 1 must pick the top card from the deck.

When Player 1 has no more matches to make, Player 2 takes a turn. The winner is the player with the most pairs at the end.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Irregular Verbs

Present Tense Past Tense

blow	blew
choose	chose
come	came
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt
find	found
fly	flew
get	got
go	went
grow	grew
has	had
hide	hid
keep	kept
leave	left

Present Tense Past Tense

light	lit
make	made
meet	met
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sink	sank
sleep	slept
speak	spoke
stand	stood
swim	swam
take	took
tell	told
throw	threw



Description

This lesson is designed to help students identify common prefixes and understand that prefixes can change the meaning or form of a base word. The ability to identify prefixes serves as a foundation for understanding the structure of words (prefix, root/base word, suffix) and helps students develop word identification strategies for multi-syllabic words.


TEACHER TIPS

This lesson teaches prefixes using the prefix **re-**. Use the same sequence to give students practice with other prefixes (listed in the Adaptations section).

Direct Instruction


 *Today we are going to learn about prefixes. **Prefixes** are meaningful word parts that can be added to the beginning of a base word or a root.*

Display the word **return**, and read it aloud to students.


 ***I will return this book to the library.** What does this sentence mean? (I will take back this book to the library.)*

 *In the word return, **re-** is a prefix.*


Circle the prefix: **return**

 *This prefix means **back or again**. Prefixes go at the front of words. In the word return, **re-** is in front of the word **turn**.*

Underline the base word: **return**

 ***Return** means to take something back.*

Display the word **replay**.


 *Let's look at this word. To read words with prefixes, there are three steps we can use.*

Step 1: Find the prefix and circle it.

Step 2: Underline the rest of the word and read it.

Step 3: Read the whole word.

Circle the prefix and underline the base word: **replay**

 ***Replay** means to play something again. The prefix **re-** can mean **again**, like it does in the word **replay**.*

Guided Practice

Display the three steps for reading words with prefixes.


 *Let's read some words together. We'll follow these three steps we just learned.*

Point to the list of the three steps, and read them again to students. Then, display a list of words and ask students to take turns following these three steps. After circling the prefix and underlining the base word, students should share the meaning of the prefix and explain what the whole word means.

Suggested words: **redo, rename, reread, remix, refold, redraw, reheat**

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to number it 1-10 on separate lines. Display these ten words for students to copy: **restring, retest, retell, resend, replace, refresh, resell, retype, repack, repaint.**

 *Let's see if you can find the prefix in these words on your own. Remember to circle the prefix, underline the rest of the word, and then read the word aloud.*

Check in with students as they complete the task to provide support, if needed.

Wrap-up

Check students' understanding.

 *What is a prefix? (a meaningful word part that we add to the beginning of a word)*

 *Which prefix did we learn today? (re-)*

 *What does it mean? (again or back)*

Use students' responses to guide your choice of activities in the Adaptations section below.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Give students sticky notes.

On the board, write base words or roots that can be combined with the prefix **re-**.

Words to use: **do, mix, draw, name, read, place, type**

Have students read the word, write **re-** on the sticky note, place it in front of the word, and read the new word.

FOR STUDENTS READY TO MOVE ON

In subsequent lessons, four or five prefixes could be taught at a time.

Teach the prefixes in two groups: ones that attach to base words and ones that attach to roots.

Group 1: **un-, non-, mis-, dis-, in-**

Group 2: **pre-, con-, ad-, sub-, ex-, de-, pro-, ob-, ab-**

Prefixes

Group 1

<i>Prefix</i>	<i>Meaning</i>	<i>Examples</i>
un-	not	unkind, unlike, unwise
non-	not	nonsense, nonstop, nonfat
mis-	wrong	mislead, misprint, misjudge
dis-	not	disown, dislike, disable
in-	in	income, intake, indoors

Group 2

<i>Prefix</i>	<i>Meaning</i>	<i>Examples</i>
pre-	before	predict, prescribe
con-	together	conduct, contract
ad-	toward	advise, admit
sub-	under/below	subtract, subject
ex-	out/away from	export, expel
de-	down/away	detract, destruct
pro-	forward	produce, propel
ob-	against	object, obstruct
ab-	away from	abduct, absent



Description

This lesson is designed to help students read with expression, conveying meaning with their voice. The general term prosody includes the elements of pitch, stress, and phrasing that make for expressive reading. Prosody makes reading sound like spoken language. By listening to good models and practicing with varied texts, students make the necessary links between prosody and meaning that define fluent readers.

TEACHER TIPS

The following steps show a lesson with short texts for students to listen to or read. If necessary, substitute simpler or more complex examples from students' own independent-level reading.

During discussions, remind students to listen to others, take turns, and speak in complete sentences.

PREPARATION/MATERIALS

- A copy of the Sample Passage at the end of this lesson (for display)
- Copies of Practice Passages 1-3 at the end of this lesson (for students)

Direct Instruction

***say** Today we are going to talk about reading with expression. When we read aloud, we try to use our voice to show what the author means. This helps us to think about the meaning of what we're reading as we read it.*

Display or distribute the Sample Passage at the end of the lesson with sentences grouped as indicated below.

Tell students to listen as you read the first part of the story aloud and to think about how you can improve your reading. Use a robot-like monotone to read the following sentences.

Teresa wanted to find an empty bench at the park, but all the benches were taken. At last, Teresa saw a bench with nobody on it. She ran to it!


That sounded strange and hard to understand. I was not varying the pitch of my voice. A person's voice naturally changes when speaking, so a reader's voice should also vary.

Reread the sentences naturally, varying the pitch and stressing the important words, such as **empty, all, nobody, ran**.

The sentences make more sense when my voice rises and falls naturally. I also show meaning by giving the most important words more stress. I say them a little more strongly than the other words. Let's listen to the next part of the story.

As you read this part aloud, show a variety of inaccurate phrasings: read word-by-word, pause after two-word phrases, pause in the middle of meaningful chunks, and ignore punctuation.

Teresa plopped down on the bench.
"I found a good spot," she called to her friend Tam. "We can eat our lunch here."


 *Fluent readers group words that belong together and pause between the groups. Sometimes there is a comma to indicate a slight pause, but at other times it's the meaning that indicates the need for a slight pause. End marks, such as exclamation points or question marks, always indicate a slightly longer pause.*

Reread the segment. As you read it aloud, add single slashes at points where you pause very briefly. Add double slashes to signal a slightly longer pause at an end mark. For example,

Teresa plopped down / on the bench. //
"I found a good spot," / she called / to her friend Tam. // "We can eat our lunch here." //

Guided Practice

Have students reread the coded sentence.

 *Let's read these sentences again together. We'll make a very short pause at the single slashes and a slightly longer pause at the double slashes that come at the end of a sentence.*

After students read the segment with you, mark the rest of the story to model appropriate phrasing, and practice reading it together.

Tam came over. // "Uh, oh," / Tam said. // "You must have missed / this sign!" //
"What sign?" / asked Teresa. //

Tam pointed to a paper / taped to the bench. // The sign said, / "Wet Paint." //

Discuss the following strategies and features as appropriate with given text. List these on the board if needed.

- End marks indicate a pause at the end of a sentence.
- Commas indicate a slight pause within a sentence.
- Quotation marks often indicate words spoken by a character in the story.


Draw students' attention to punctuation marks in the displayed passage. Have students identify each end mark and comma. Review that each punctuation mark signals a pause. Reread a sentence ending with each kind of end mark, telling students to listen to how your voice changes depending on the end mark. To make a statement, it goes down; to show strong feelings, it is more intense. Have students read selected sentences aloud to show these purposes.

Reread sentences with commas, focusing attention on the shorter pause.


Point out the punctuation signaling dialog: quotation marks, commas, and end marks. Support students as they take turns reading aloud the dialogue to show how the characters and narrator sound.

Independent Application

Review the behaviors for students to focus on.

 *As we read, we think about how to sound like someone speaking naturally and how to show what the author means. We make our voice rise and fall, we stress some words more than others, and we group words in ways that make sense. In order to do this, we often use punctuation as a guide.*

Have students work in pairs. Distribute the passages found at the end of this lesson. Give students time to read each item silently and ask for any help with decoding.

 *Use your voice to show what the sentences mean. Use the strategies we have discussed, paying close attention to punctuation and meaningful word groups. You may want to add slashes to help you remember to pause.*

Have students read the passages aloud to each other. Encourage them to reread as many times as necessary to give an expressive oral reading.

Wrap-up

Check students' understanding. Choose two sentences from a text that students are reading independently. Give a halting, dysfluent oral reading, and ask students to play the role of teacher and show you how to read the sentences to express meaning.

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: To develop a better sense of how punctuation affects their prosody, create “mini sentences” using three to four letters from the alphabet with a variety of punctuation marks. For example, *Abc. Def! Ghij? Klm, nop.*

Option 2: When students are ready to move into text, be sure the text contains words that are easily identified as well as simple sentence structures.

Echo Reading is a method for modeling fluent oral reading that students can imitate. Display the text so that students can follow along as you read aloud one or two sentences at a time. Have them repeat the text as they run their finger under it.

Option 3: Help students develop sensitivity to changes in stress. Display one sentence at a time and stress different words in it. Talk about how the meaning changes as one word is spoken more strongly than the others. For example,

- I **want** that apple.
(*The apple is for me.*)
- I **want** that apple.
(*I really, really want it.*)
- I want **that** apple.
(*I want that one, not a different one.*)
- I want that **apple**.
(*I want the apple, not something else.*)

FOR STUDENTS READY TO MOVE ON

Option 1: Provide extended practice with both narrative and informational text, and have students use their voices to show meaning. Remind students of the following strategies. Have them work with a partner.

- When reading a story, imagine how the character probably feels. Try to express that feeling as you say the character’s words.
- When reading information, imagine that the author is speaking. Try to use your voice to sound like an author explaining ideas clearly.

Option 2: Have students identify end marks, dialogue, and punctuation in their own independent reading. Ask them to explain what those features guide readers to do. Select short passages for them to rehearse to express meaning with appropriate pitch, stress, and phrasing. These can be read aloud or “performed” in front of a group or with a partner.

Sample Passage

Teresa wanted to find an empty bench at the park, but all the benches were taken. At last, Teresa saw a bench with nobody on it. She ran to it!

Teresa plopped down on the bench.

"I found a good spot," she called to her friend Tam. "We can eat our lunch here."

Tam came over. "Uh, oh," Tam said. "You must have missed this sign."

"What sign?" asked Teresa.

Tam pointed to a paper taped to the bench. The sign said, "Wet Paint."



PASSAGE 1

"What should we name our new kitten?" Dad asked us.

The kitten leaped up on a shelf. CRASH! Books fell to the floor.

The kitten jumped on a box of toys. CRASH! The toys fell out.

The kitten ran into a plant in a pot. CRASH! The pot fell down.

"I think we should name our kitten Crash," I said.

And that's how our cat Crash got her name.

PASSAGE 2

Once upon a time, there were two frogs. One frog lived in a small pond in the east woods. The other frog lived in a small pond in the west woods. They had never met.

The frog from the east said, "This pond is so small! I want to see the world." She hopped out of her pond. "Now, where should I go?" she asked herself. "I think I'll go west."

The frog from the west said, "I am too big for my small pond! I want to see the world." She hopped out of her pond. Where did she go? She went east.

PASSAGE 3

"I do not feel well," said Little Rat.

Big Rat asked, "What did you eat today?"

"Let me see," said Little Rat. "I ate six big bugs. Then I ate a bunch of old grapes. Next, I munched on a slice of green toast. And last, I gulped four rotten eggs."

Big Rat said, "Well, that sounds good to me. But you may need to eat more. Here, have a cup of sour milk. It smells like socks!"

"Thank you," said Little Rat. He drank the milk fast. "Mmmm," he said. "Now I feel fine."



Description

This lesson is designed to help students understand that similes are comparisons of two dissimilar things using *like* or *as*. By identifying the shared characteristic, students develop their awareness of figurative expressions and expand their descriptive language skills.

TEACHER TIPS


The following steps show a lesson using word meanings that should be within students' listening vocabulary. If any meanings are unfamiliar, you can use images for added support or adapt the lesson by choosing different words.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.


PREPARATION/MATERIALS


- Copies of the 4 pictures and simile cards at the end of this lesson (for display and for students)


Direct Instruction

 *Today we are going to learn about similes. When I clap my hands, stay as still as a statue. Stay that way until I clap again.*


Clap your hands twice, with a long pause in between.


 *How did you know to stop moving when I said to stay **as still as a statue**? (Statues do not move because they are made of stone.)*

 *So, we know that a person and a statue are different. A person is living and is not made of stone. A person can move and a statue doesn't. But a person can act like they might be made of stone by standing very still, like a statue.*

 *The words **as still as a statue** are a simile. A **simile** is a special kind of comparison that includes the word **like** or **as**. In a simile, one thing is said to be like another thing, even though the things are not alike in most ways.*

Display this sentence and read it aloud to students: **Max was so sleepy!**

 *Listen to the simile: **His eyelids felt like heavy bricks**. In this simile, Max's eyelids are compared to heavy bricks, even though eyelids and bricks are not really like each other. The simile helps me picture just how sleepy Max was. He couldn't keep his eyes open because his eyelids felt so heavy.*

 *When I hear or read a comparison with **like** or **as**, I think about the two things that are compared. If the two things are not alike in most ways, I may have found a special kind of comparison called a **simile**.*

Guided Practice

Display these words in two groups: (1) **hot, white, fast**; (2) **deer, fire, snow**. Read the words aloud with students.

Then display this frame: **as ____ as ____**. Help students match each describing word in the first group to a name in the second group to write three similes (as hot as fire, as white as snow, as fast as deer).

Say each sentence starter below, and have students tell which of their similes completes it. Talk about what the sentence means and what the simile helps them picture.

- **The clean sheets are ____.** (as white as snow)
- **The runners on the track are ____.** (as fast as deer)
- **The spicy food tastes ____.** (as hot as fire)

Display these sentences: **That girl ran fast. She ran like a ____**. Point out the comparison word **like**, and have students take turns supplying endings for the simile. If students supply literal comparisons, such as **ran like a great runner** or **ran like a track star**, point out that the simile should compare a person to something fast that is not a person. (Sample responses include **deer**, rabbit, **cheetah**, **racehorse**, **race car**, **rocket**, **blast of wind**, **flash of lightning**.)

Independent Application

Have students work in pairs or independently. Give students copies of the pictures and similes from the end of this lesson. Students should match each simile to the picture it best describes.

Ask students to identify the two things that are being compared (the audience's cheering and thunder; clouds and cotton puffs; a swimmer and a fish; outside air and a steam bath). Then, have students incorporate the simile as they write or dictate a one- or two-sentence caption for each picture.


Sample captions:

- **The crowd cheered. The sound was as loud as thunder.** (picture of cheering audience)
- **The clouds look as soft as cotton.** (picture of clouds)
- **I love the water. I can swim like a fish.** (picture of swimmer)
- **It was hot today. The air felt like a steam bath.** (picture of humid day)

Wrap-up

Check students' understanding. Display this sentence: **The hungry baby cried like a fire alarm.**

 *What two things are compared in this simile? (a baby and a fire alarm)*

 *What does that simile help you imagine? (The baby is screaming. The baby's crying is loud and high, and you have to pay attention to it.)*

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display a sentence with a simile, and read it with students.

Have students underline the two things that are being compared. If needed, underline one of the two words, and prompt students to find the other.

Then, offer two possible meanings (one correct and one incorrect), and ask students to decide which sentence best explains the meaning of the simile. Talk about the reason for the correct choice. For example,

Display: **The girl ran like a deer.**

Possible Meanings: The girl was a fast runner. (or) The girl almost beat a deer in a race.

Display: **The clouds look as soft as cotton.**

Possible Meanings: Someone used cotton balls to make clouds. (or) The clouds seem soft and fluffy.

FOR STUDENTS READY TO MOVE ON

Expand the lesson using common similes about animals. Display these examples, clarifying meaning as needed:

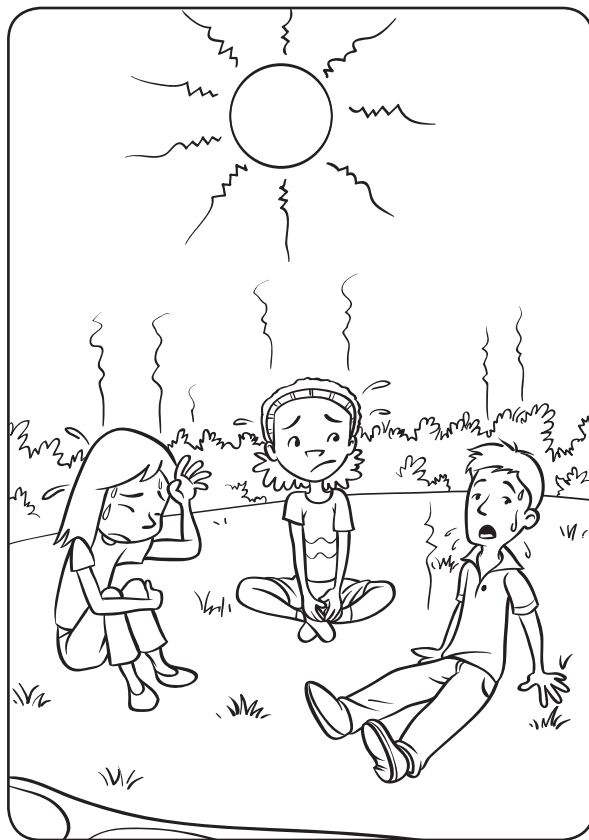
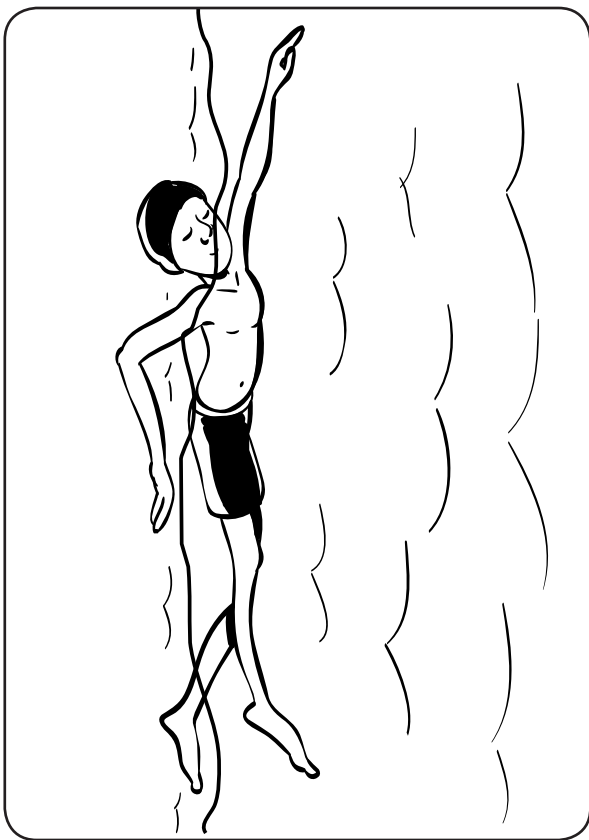
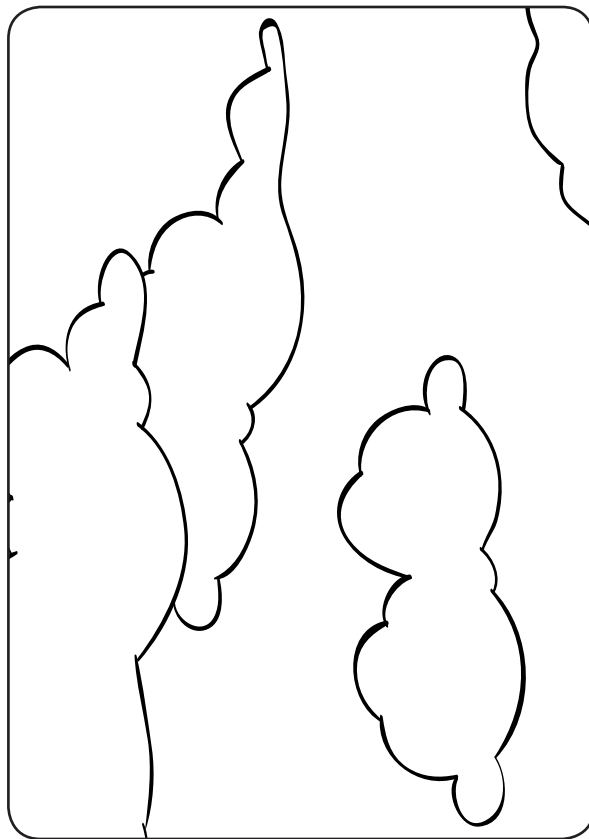
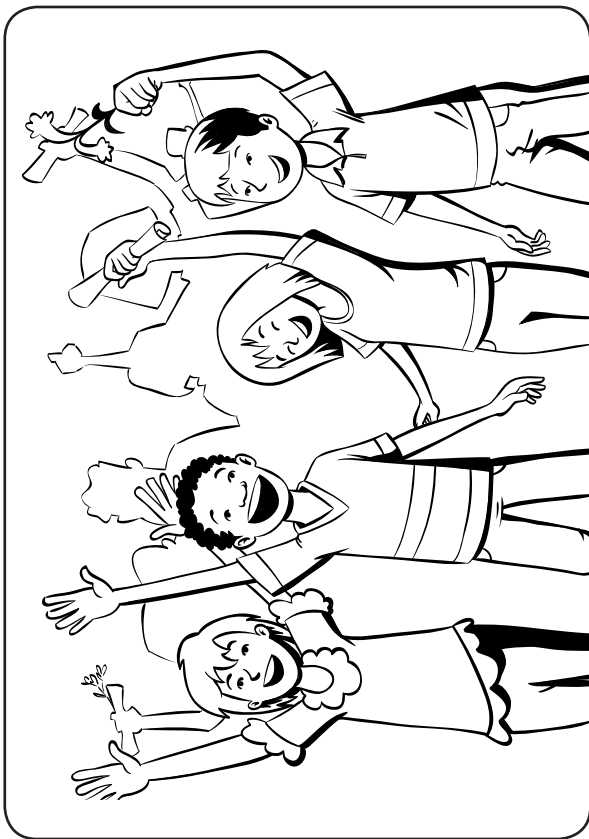
- **as stubborn as a mule**
- **as strong as an ox**
- **as brave as a lion**
- **as sly as a fox**
- **as wise as an owl**
- **as proud as a peacock**

Have students choose one or two similes to use in written sentences about a person. Remind students that sentences should not describe the animal but should describe a person acting like the animal.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Provide students with written, oral, and visual representations of similes to support meaning. Photographs, illustrations, and objects are especially helpful in reinforcing the connection between literal and figurative meanings.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

*Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.*





as soft as cotton

like a fish

as loud as thunder

like a steam bath

Description

This lesson is designed to help students understand that metaphors are comparisons in which one thing is said to be another. By identifying the two dissimilar things that are being compared and their shared characteristic, students develop their awareness of figurative expressions and expand their descriptive language skills.

TEACHER TIPS


The following steps show a lesson using word meanings that should be within students' listening vocabulary. If any meanings are unfamiliar, you can use images for added support or adapt the lesson by choosing different words.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.


PREPARATION/MATERIALS

- Copies of the 4 pictures and metaphors at the end of this lesson (for display and for students)


Direct Instruction


 *Today we are going to learn about metaphors. Listen to these sentences: **Ice cream from my cone dripped onto the sidewalk. The ice cream was a magnet for ants.***

Display the second sentence with these words underlined: **The ice cream was a magnet for ants.**


 *This sentence has a special kind of comparison called a metaphor. **Metaphors** compare two things without using the words **like** or **as**.*


Point to the sentence about the ants and the ice cream.

 *How can ice cream be a magnet? Ice cream and magnets are different in most ways. Ice cream is a dessert, it's creamy, and it melts.*

 *But this metaphor points out one way that ice cream and magnets are alike. A magnet attracts metal. In this sentence, the ice cream attracts ants in the same way that a magnet attracts metal.*

Display and read this sentence aloud to students: **Look up at the moon.**

 *Listen to the metaphor that comes next: **It's a big white balloon.** In this metaphor, the moon is said to be a balloon. This metaphor helps me picture the shape and color of a full moon—big, round, and white.*




 *In a metaphor, one thing is said to be another thing, even though the two things are not alike in most ways. When I read a metaphor, I form a picture in my mind to understand the comparison.*

Guided Practice




Display these phrases: **our alarm clock, busy bees, my shadow**. Then, display each sentence pair below, one at a time. Read each sentence and the phrases aloud with students.

Have students decide which of the displayed phrases completes each sentence pair. Talk about what is compared in each metaphor, what the sentences mean, and what the metaphor helps students picture in their minds.




My little brother followed me everywhere. He was _____. (my shadow)

-  *What two things are compared? (a brother and a shadow)*
-  *How are the brother and a shadow alike? (They are with you all the time.)*
-  *What does the metaphor help you picture? (A little boy is right next to his bigger brother or sister and never goes away.)*

Our dog always wakes us up at six o'clock. She is _____. (our alarm clock)

-  *What two things are compared? (a dog and an alarm clock)*
-  *How are a dog and an alarm clock alike? (They both wake you up at a set time.)*
-  *What does the metaphor help you picture? (Every morning at six, the dog barks or tugs on the covers or jumps on the bed to wake up her owners.)*

The students are working hard. They are _____. (busy bees)

-  *What two things are compared? (students and busy bees)*
-  *How are students and busy bees alike? (Both are doing their jobs without stopping.)*
-  *What does the metaphor help you picture? (A classroom is filled with students busy at different activities.)*

Independent Application

Have students work in pairs or independently. Give students copies of the pictures and phrases at the end of this lesson.

Have students match each phrase to the picture it best describes.

Ask them to identify the two things that are being compared (a spinning ice skater and a whirling top; a winding road and a snake; fast runners and rockets; a bird feeder and a magnet).

Then, have students include a metaphor as they write or dictate a one- or two-sentence caption for each picture.

Sample captions:

- **The ice skater spins fast.** She is a whirling top. (picture of spinning ice skater)
- **The road is a snake twisting into the desert.** (picture of winding road)
- **The runners are rockets.** (picture of runners at a track meet)
- **The backyard feeder was a magnet for birds.** (picture of bird feeder)

Wrap-up

Check students' understanding. Display this sentence: **The stars are jewels in the night sky.**



What two things are compared in this metaphor? (stars and jewels)



What does that metaphor help you picture? (The stars are shiny and sparkling. They're giving off light like diamonds.)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display a sentence with a metaphor, and read it with students.

Have students underline the two things that are being compared. If needed, underline one of the two words, and prompt students to find the other.

Then offer two possible meanings (one correct and one incorrect), and ask students to decide which sentence best explains the meaning of the metaphor. Talk about the reason for the correct choice.

For example,

Display: **The ice skater is a spinning top.**

Possible Meanings: The ice skater spins fast. (or) The ice skater plays with a toy top.

Display: **The runners are rockets.**

Possible Meanings: The runners shoot up into the sky. (or) The runners are fast.

FOR STUDENTS READY TO MOVE ON

Expand the lesson by having students create metaphors of their own. Offer questions to prompt ideas for sentences to write. Sample questions:

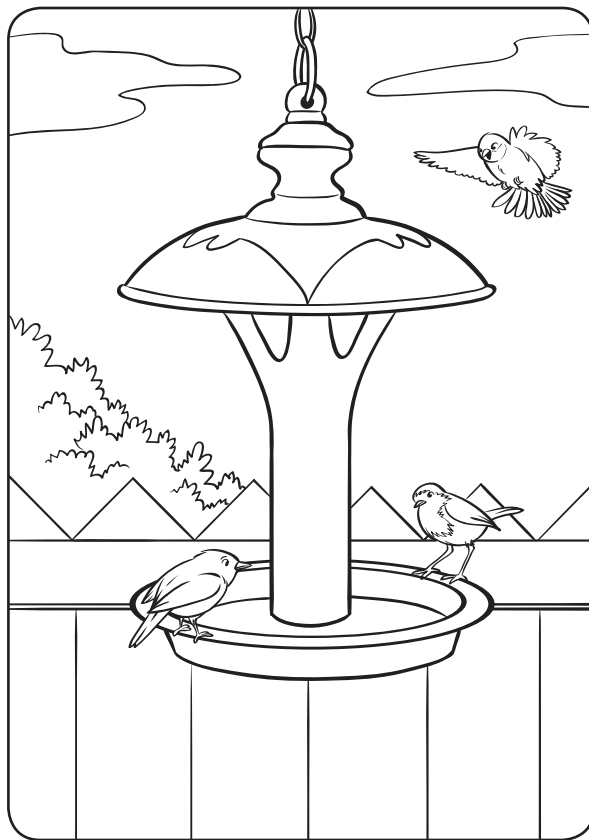
- **Could a lake be a mirror?**
- **Could the sun be an orange?**

- **Could a mountain be an ice cream sundae?**
- **Could a person be a roaring lion?**
- **Could the windows of a house be eyes?**

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Provide students with written, oral, and visual representations of metaphors to support meaning. Photographs, illustrations, and objects are especially helpful in reinforcing the connection between literal and figurative meanings.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.





is a whirling top

are rockets

was a magnet

is a snake



Description

This lesson is designed to help students identify the main idea of an informational text and distinguish it from supporting details. As students think about how informational text is structured, they become more strategic readers and are equipped to understand and remember what they read.

TEACHER TIPS

The following steps show a lesson in which the main idea is directly stated at the beginning of a paragraph. You can adapt and use this lesson with passages that are better suited to more advanced students. Depending on the skills of your students, you may want to expand the lesson to informational paragraphs in which the main idea is not at the beginning or is implied rather than stated as a sentence.

You may also want to include multi-paragraph essays to introduce the concept of more than one main idea in a text and how each must be supported by key details. Text structure maps for single paragraph and multi-paragraph material can be found at the end of this lesson.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of the Text Structure Map (for display and for students)
- A copy of Passages 1 and 2 (for display)
- Copies of Passage 3 (for students)

Direct Instruction

say Today we are going to learn how to identify the main idea in informational text and the details that support and explain the main idea. The most important idea in a passage is the main idea. The details are pieces of information that tell us more about the main idea. These details answer questions such as who, what, where, when, why, and how.

Display a blank Text Structure Map.

When we read informational text, we think about what the author is telling us, and we also think about how the author has structured the passage. This is a Text Structure Map. I am going to read a passage, and then I'll show you how we fill it out.

Display Passage 1 and have students follow along as you read it out loud. When you are done, display the blank Text Structure Map.

Now I'm going to fill in this the Text Structure Map for the passage we just read. When we read informational text, we ask ourselves two questions to make sure we understand what we're reading.

- 1. What is the main idea of the passage?**
- 2. What details tell more about that main idea?**


 To fill out the Main Idea box, I need to think about the most important idea in the paragraph.

Is the paragraph mainly about rugby? (No, it's also about basketball and ice hockey.)

Is it mainly about why we like sports? (No, there is no information about what we like.)


Is it mainly about team sports in which there's a goal? (yes) In this passage, the main idea can be found in the very first sentence: "In many sports, two teams compete to get an object into a goal."

Copy the first sentence of Passage 1 into the Main Idea box.

 Details in informational texts tell us more about the main idea. These details are the evidence that an author gives to show the main idea.

Reread the sentences that tell about the three sports, and write a detail into each box in the Text Structure Map.

- Detail 1: **basketball—shoot a ball through a hoop**
- Detail 2: **rugby—carry or kick the ball into a goal area**
- Detail 3: **ice hockey—sweep a puck into a net**

 Remember that these key details answer such questions as **who, what, where, when, why, and how**. In this paragraph the details are answering the questions, "**What** object is used to make a goal in each sport, and **how** do you score points?"


Guided Practice

Display Passage 2. Ask a student to read the passage out loud while the other students follow along. Then display a blank Text Structure Map.

 **say** We're going to work together to fill in the Text Structure Map for this passage.

Work on one section of the Text Structure Map at a time. Discuss what students need to look for, and help them find this information. Ask them to say what should be filled in on the Text Structure Map. Use these prompts to help students determine the main idea and important details:

 What do we need to ask ourselves to find the main idea? (What is this passage mainly about?)

 Which sentence in this passage states the main idea? (The hammerhead shark is a strange-looking fish.)

 What should we write about in the three Detail boxes? What are the details that tell us more about the main idea, and what questions are they answering?

- Detail 1: **wide rectangular head that looks like a hammer** (question: *Why* is it called a hammerhead shark?)
- Detail 2: **flat head** (question: *How* is it different from a hammer?)
- Detail 3: **one eye and one nose hole at each end of head good for seeing wide areas for hunting** (question: *What* helps it when hunting?)

Independent Application

Divide students into pairs. Give each pair a blank Text Structure Map and a copy of Passage 3. Have the students read the passage together. Then have students work to fill in a Text Structure Map for this passage. Possible responses include the following main idea and details:

Main Idea box: **You can figure out what kind of diet a bird has by looking at its bill.**


- Detail 1: **short, rounded bills for cracking open seeds**
- Detail 2: **hooked bills for eating rodents and small animals**
- Detail 3: **long, sharp bills for picking up insects and worms**

The question for all three key details is *how* the shape of the bill is related to the kind of food it eats.


Circulate as students work, providing help, prompting, and guidance as needed. When students are done, have each pair present their completed Text Structure Map.

Wrap-up

Check students' understanding.

-  *When we read informational text, we ask ourselves two questions to make sure we understand what we're reading. What are the two questions we ask ourselves? (What is the main idea of the passage? What details tell more about that main idea?)*

Display these sentences and have students read them: **The largest hammerhead shark is called the great hammerhead. Different kinds of hammerhead sharks swim in the sea.**

-  *Which sentence is more likely to be the main idea of the paragraph? (Different kinds of hammerhead sharks swim in the sea.) Why do you think that? (The other sentence gives a detail about one kind of hammerhead shark.)*

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Develop Main Idea sentences for students.
For example,

- Some classes in our school have pets.
- There are many things to do after school.
- You can get different kinds of food in the cafeteria.

Have students come up with details or evidence that could support that main idea in a passage, and assist students in putting this information into the Text Structure Map. Use prompts if needed to scaffold student responses.

FOR STUDENTS READY TO MOVE ON

Encyclopedia articles (both print and online) are often written with main-idea/supporting-details text structures. Use students' own interests to suggest possible topics to explore, and suggest articles or sites written for intermediate-level students.

1. Distribute a copy of the Text Structure Map, and discuss the concept of a general topic in multi-paragraph texts.
2. Brainstorm topics of interest with students, and have them choose one.

3. Students should find an article on their topic to read independently or with support.

4. Have students fill in the the Text Structure Map beginning with their topic of choice.

5. Point out a paragraph or section and ask, "What is this section mainly about?" Talk about any headings or sentences that signal the main idea.

6. Take turns finding evidence in the text (facts and examples) that support the main idea.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *bill*, *rodent*, *probe*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Provide background information and help students access prior knowledge of passage topics (sports, sharks, birds).

- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

The most important idea is...

A detail that tells about the main idea is...

I found another detail in the text...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Text Structure Map

MAIN IDEA

DETAIL 1

DETAIL 2

DETAIL 3

This Advanced Text Structure Map can be adjusted depending on the number of paragraphs in a selection and the number of details within a paragraph.

Advanced Text Structure Map

TOPIC

MAIN IDEA (PARAGRAPH 1)

MAIN IDEA (PARAGRAPH 2)

MAIN IDEA (PARAGRAPH 3)

DETAIL 1

DETAIL 1

DETAIL 1

DETAIL 2

DETAIL 2

DETAIL 2

DETAIL 3

DETAIL 3

DETAIL 3



PASSAGE 1

In many sports, two teams compete to get an object into a goal. Basketball is one example. Players on one team try to shoot a ball through a hoop, and the other team tries to stop them. Rugby players carry the ball past the other team's goal line or kick the ball between two goal posts. Ice hockey is played with a puck instead of a ball. Each team tries to sweep the puck past a goalie and into a net to score a goal.

PASSAGE 2

The hammerhead shark is a strange-looking fish. Its head is much wider than its body and looks like a rectangle. The shape made people think of the head of a hammer. That is how the shark got its name. But unlike a hammer, this shark's head is flat. At each end of its wide, flat head, the shark has one eye and one nose hole. The widely-spaced eyes may help the shark see large areas of the sea bottom as it hunts for food.

PASSAGE 3

You can tell a lot about a bird's diet by looking at its bill. Some birds have short, rounded bills. These bills are strong. They crack open hard shells. The bills belong to seed-eating birds. Some birds have bills with a hook at the end. These birds eat rodents, birds, and animals. They use the hook to tear off pieces of meat. Birds with long, sharp bills may eat insects and worms. These birds use their bills to probe the ground and grab a meal.



Description

This lesson is designed to help students develop strategies for inferring the meanings of unfamiliar vocabulary when reading. Students will practice using context clues (i.e., looking for meaning in the words and sentences that surround an unfamiliar word) to support comprehension.

TEACHER TIPS

The following steps show a general strategy lesson for using context to figure out meanings of unfamiliar and multiple-meaning words. The lesson may be expanded to include particular context clues often found in informational and academic texts. See the Context Chart at the end of this lesson for examples.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of the Sample Texts at the end of this lesson (for display and for students)

Direct Instruction

*say Today, we are going to learn how to figure out the meaning of an unfamiliar word using the context of what we are reading. The **context** includes the words and sentences around the word we don't know.*

Display the following four steps shown below **in bold**. Read and explain each step.

Step 1: Reread and read ahead. When you find a word you don't know, stop and reread the other words that come before it and after it.

Step 2: Identify context clues. Think about the meaning of the other words in the text.

Step 3: Decide on a meaning. Use what you know from the context to decide what the unfamiliar word means.

Step 4: Check that meaning in the context. The meaning you decided on should make sense in the sentence.

Display Sample Text 1 and have students follow along as you read:


The lion grabbed the mouse in its huge paw. The little mouse's body shook with terror. "Oh, please, Mr. Lion, don't hurt me," the mouse cried in fear.

Point to each step as you model the following strategy.

In Sample Text 1, point to the underlined word **terror**.


*I'm not sure what **terror** means. So I am going to use these four steps to help me figure it out. First, I'll reread and read ahead.*

Reread Sample Text 1.

 Next, I look for words that I know in the context. The context tells about a mouse shaking and crying out in fear. I know what fear is, and I know what someone looks like when they are afraid.

Demonstrate shaking with fear.

 Those words help me think about **terror**. I think it means **great fear**.

 Last, I'll reread the sentence with that meaning to see if it makes sense: **The lion grabbed the mouse in its huge paw. The little mouse's body shook with great fear.** Yes, that makes sense. Now I know from the context that **terror** means great fear.

Guided Practice

Display Sample Text 2, and have students follow along as you read it aloud:

At the edge of the field, a small spring bubbles up from under the ground. Wild animals go there to drink the fresh water.


In Sample Text 2, point to the underlined word **spring**.

*This word can be confusing. What do you think of when I say the word **spring**?*

 say


Make a slight jumping motion as you ask the question. Students will probably answer that they think of jumping up like on a diving board. They may also come up with a season of the year or a metal coil.


 But does that make sense in this sentence? (no)


 Right, it doesn't make sense that someone jumping (or a season of the year or a metal coil) would "bubble up from under the ground." So I think this word has another meaning.


 What should we do first to figure out what it means? (Reread and read ahead.)

Point to the steps if students need prompting. Ask one student to reread the text aloud.


 Ok, now that we have reread the sentences, what do we do next? (Look for context clues.)

 Yes, what words do we know that can give us hints about the meaning of **spring**? (bubbles up, drink, water)

 Now that we have some clues, the third step is to decide on a meaning for the word **spring**. We know that wild animals went to the **spring** to drink fresh water. Water can bubble up. So **spring** might mean a place where water bubbles up out of the ground.

 What is the last thing we have to do? (Check to see if that makes sense.) Does it make sense that the wild animals went to drink at a place where water bubbles up out of the ground? (yes)

Sum up the strategy.

 When we come to a new word or a word used in a new way, we can often use the context to figure out its meaning.

If students need additional practice before moving to Independent Application, you can use any of the provided sample sentences and repeat the above procedure. You may also choose to provide text selections from classroom reading material at the appropriate reading level.


Independent Application

Have students work in pairs or independently. Ask students to read the remaining sample texts. Be sure they know how to pronounce the underlined words in the texts as well as any other words that may be difficult.

Students should use the four steps to figure out the best meaning for the underlined word. Remind students to ask each other clarifying questions if needed. Ask students to share their answers by explaining to the group how they used each of the four steps.

Wrap-up

Check students' understanding.

 *When we come to a new word or a word used in a new way, we can use context clues to try to figure out meaning. What are the four steps we can take? (Reread and read ahead; identify clues; decide on a meaning; check the meaning in context.)*

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Provide practice with the concept of context by displaying sentences with blanks for missing words. Encourage students to suggest words that fit in the blank. Talk about the other words in the sentence that helped them make their suggestions.

Examples of sentences:

Kamal was the oldest ____ in his family. (son, boy, child)

He had two sisters and one ____. (brother)

The family ____ in a little house. (lived)

The ____ was on a busy street. (house)

Option 2: When reading aloud to students, pause to check comprehension of unfamiliar vocabulary. Use the term **context** when discussing how to figure out likely meanings, and model how to use the four steps.

FOR STUDENTS READY TO MOVE ON

Option 1: As students read informational books and articles, they encounter new terms. Often, academic texts provide particular kinds of context clues that students can learn to look for.

Display the Context Chart shown on the last page of this lesson. Review the chart with students, and have them give meanings for the underlined words in the examples. Discuss how they knew the meaning and what kind of clue they found in the context.

Expand the lesson by using this chart during students' own readings to identify context clues. Encourage students to look for other examples of each type of clue.

Option 2: Expand the lesson to present other strategic behaviors that proficient readers use when meeting a new word. Use examples from students' own reading to ask and answer these questions together:

- Do I need to understand the meaning of this word to understand the text? (If the answer is no, keep reading. If the answer is yes, try using the context to get a likely meaning.)
- Does the context help me understand the word meaning? (If the answer is yes, keep reading. If the answer is no, use a dictionary or other source to get meaning.)

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- When students have figured out the meaning of an unfamiliar word, provide photographs, illustrations, and objects to make the meaning concrete and support vocabulary retention.
- Encourage students to read aloud each set of sentences to develop fluency with newly learned words. Students can also practice new vocabulary with a partner and in small-group discussions. Likewise, model the use of new vocabulary in a variety of classroom contexts.

*Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.*

*For further practice with these skills, provide students with **Lexia Skill Builders®**.*

Sample Texts

1. The lion grabbed the mouse in its huge paw. The little mouse's body shook with terror. "Oh, please, Mr. Lion, don't hurt me," the mouse cried in fear.
2. At the edge of the field, a small spring bubbles up from under the ground. Wild animals go there to drink the fresh water.
3. Carlos did not sleep well and felt sluggish the next day. He was too tired to play with Spot, even though he usually loved running around with the dog.
4. Keisha worked as a logger, chopping down trees. After that, she learned a new trade. She became a woodworker
5. After the game ended, Jade looked downcast. "I can tell that your team lost," said Papa when he saw Jade's sad face.
6. In some parts of the world, it seldom rains. The land is very dry. Plants and animals must be able to live without much water.

Context Chart

Kind of Clue	Explanation	Example
Direct Definition	The meaning is stated.	Chinese <u>junks</u> were sailing ships with flat bottoms.
Definition After Comma (appositive)	The definition is set off by commas and may be introduced with <i>or</i> .	Travelers crossed the <u>plains</u> , flat lands with few trees. A country <u>imports</u> , or brings in, products from other countries.
Antonym	An opposite meaning is in the context.	Unlike animals that hunt during the day, <u>nocturnal</u> hunters must find their way at night.
Synonym	A similar meaning is in the context.	A beaver uses its big front teeth to gnaw trees. These <u>incisors</u> continue to grow as they are worn away.
Example	A group of items fit in a category.	The animals feed on grasses, leafy plants, shrubs, and other <u>vegetation</u> .



Description

This lesson is designed to help students understand narrative structure to enhance comprehension and support story retell. Students use the terms **character**, **setting**, **events**, **resolution**, and **central message** (or **moral**) to discuss narrative text and make observations about the relationships among story elements. As students engage in lesson activities, they learn to identify key details and determine what the story is mainly about.

TEACHER TIPS

Depending on the abilities of your students, you may choose to use one of the two story map options that are provided at the end of this lesson.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Copies of Story Map 1 or Story Map 2 at the end of this lesson (for display and for students)
- A copy of "Franny's Great Idea" and "I Wish I Could Fly" (for display)
- Copies of "A Friend for Simon" (for students)

Direct Instruction

say Today, we are going to read some stories and learn how authors put ideas together for readers. Stories have a beginning, a middle, and an end. The parts work together to tell the story.

Display the story "Franny's Great Idea," and have students follow along as you read it aloud. Pause after each paragraph to explain the overall structure of the story:

- The beginning of a story introduces the main **characters**, or who the story is about. The beginning also introduces the **setting** of the story, or where and when the action happens.**
- The middle of the story tells readers what happens. These are the major **events** of a story.**
- The ending of a story usually wraps up the events and shows readers the author's **central message**. In a fable, this central message is called a **moral**. The central message in a folktale is a lesson that the characters learn.**

Display a blank Story Map.

- When we read, we need to pay attention to details to help us follow what is happening. And when we are done reading, we can use a Story Map to help us think about the details we read and decide who or what the story is mainly about.**

Model how to fill out the Story Map by using the prompts below and filling in the boxes with your answers.

Point to the **Main Characters** box.

- One important question is, “**Who** is the story about?” This tells me who the characters are. Let’s listen again to the beginning of the story to see if we can answer that question.

Reread the first sentence of the story.

- This sentence tells me that this story is about a frog named Franny.

Fill in the **Main Characters** box with these details:

a frog named Franny

Next, point to the **Setting** box.

- Another important question to ask myself is, “**Where** and **when** is the story taking place?” This tells me what the setting is.

Reread the first sentence of the story.

- This sentence also tells me that this story is happening at the pond in the morning. This is where and when the story takes place.

Fill in the **Setting** box with these details:

at the pond in the morning

- Now, let’s read the story and think about what problem Franny has.

Reread the first paragraph.

- The story tells me that Franny wanted to take a sunbath but there was no room for her on the log with the rest of the frogs. All the other sticks in the pond were too small to hold her.

Fill in the **Problem/Goal** box with these details:

Franny wanted to take a sunbath. There was no room for her on the log with the other frogs, and she fell into the cold water. All of the other sticks were too small.

- Now let’s reread the rest of the story and find out what happens next and how the story ends.

Reread the last paragraph.

- The story says that Franny made a plan. She got ten little sticks and tied them together with stems of tall flowers. All the sticks together made a raft that floated very well.


Fill in the **Major Events** box with these details:

Franny made a plan. She collected ten small sticks and tied them together with flower stems. The sticks made a raft that floated well.


 *The story ends with Fanny happily climbing on board her own raft to take her sunbath.*

Fill in the **Resolution** box with these details:

Franny made her own raft, and she liked it.


 *Next, I need to decide what this story is mainly about. All of the details I wrote in the Story Map will help me think about one sentence to describe what this story is mainly about.*

Point to these details on the Story Map as you sum up the information in each box.

 *We know that Franny wanted to take a sunbath in the pond, but there were too many frogs on the log and she fell into the water. The other sticks were too small to hold her. She made a plan to use flower stems to tie the little sticks together to make a raft. In the end, the author tells us that Franny's raft floated well and she liked it. So, I think that this story is mainly about how Franny figured out a way to take a sunbath in a crowded pond.*

Fill in the **Mainly About** box with this sentence:

This story is mainly about Franny the frog finding a way to take a sunbath in a crowded pond.

 *Finally, I want to determine the author's **central message**. That's the big idea in the story that can be a lesson the characters learn or what readers learn by reading the story. The central message, or theme, of this story is **Thinking creatively can solve a problem**.*

Guided Practice

Display the story "I Wish I Could Fly," and have a student read it aloud while the other students follow along. Then, display the Story Map.

 *We're going to work together to fill in the Story Map for this story.*

Work on one section of the Story Map at a time. Discuss what students need to look for, and help them find this information. Ask them to say what should be filled in on the map. Use questions about *who, where, when, what is the problem*, and so on to prompt students to identify details in the story.

Once you have completed each box, have students take turns using the Story Map to retell different parts of the story. Then, discuss together how all of the details help you decide what the story is mainly about (how Chipmunk finally had a chance to fly).

After students complete the Story Map, work together to determine the author's central message. Encourage students to ask and answer questions about key details in the story, such as these: *What's the big idea in the story? What lesson is in the story? What do the characters learn? What do we learn from the story?* (Possible central messages: Where there's a will, there's a way; If you really want something, you will find a way to get it.)

Independent Application



Have students work in pairs. Give each pair a Story Map and a copy of the story "A Friend for Simon." Students should read the story and work together to complete the Story Map. Possible responses:

- **Main Character:** a skunk named Simon
- **Setting:** one evening in the woods
- **Problem/Goal:** Simon moved to a new place and wanted to make friends, but all of the other animals thought that he smelled bad.
- **Major Events:** Simon tried to say hello. He smiled and was friendly to the other animals. They all hid or ran away from him.
- **Resolution:** He met another skunk, Simone, who thought he smelled like perfume and liked him just the way he was.
- **This story is mainly about...** a skunk named Simon who finds a new friend.

Circulate as students work, providing guidance as needed. When students have finished working, have partners use their completed Story Maps to retell the story to each other and discuss the central message. (e.g., Real friends like you for who you are.)

Wrap-up

Check students' understanding.

-  **What are the parts of the Story Map?** (main characters, setting, problem/goal, major events, resolution)
-  **How does the Story Map help you remember and retell the story?** (helps identify the structure and the important details)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Keep a story displayed after reading it to students. Give students written choices for each part of the Story Map. Display one set of choices. Read them aloud and have students give a thumbs-up or a thumbs-down to indicate right or wrong answers. For example, you could use these choices for “A Friend for Simon.”

Characters:

- a puppy named Pip (thumbs-down)
- a skunk named Simon (thumbs-up)

Setting:

- one morning at the seaside (thumbs-down)
- one evening in the woods (thumbs-up)

Option 2: Support students in determining the central message of a story by reading a fable that has a stated moral. Work together to complete the Story Map. Then, reread the moral and review each story element, explaining how these key details convey the central message.

FOR STUDENTS READY TO MOVE ON

Option 1: After students complete a Story Map for two stories, have them think about how the stories are alike and how they are different. Encourage student pairs to use their completed Story Maps to ask and answer questions about story elements, such as these: *How is the main character in one story similar to the main character in the other? How are the two settings different? How is the ending of one story like the ending of the other? How are the two themes alike?*

Option 2: Encourage students to think about the influence of the setting of a story on the major events. Students should illustrate the setting, labeling specific aspects that move the story forward or affect events. For example, in “Franny’s Great Idea,” the pond setting provides the main character with an opportunity to be resourceful, using the available small sticks to make a raft to float on.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided stories (e.g., *sunbath, bundle, perched, soared*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other’s ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Display and review sentence starters to support student contributions to group discussions:

The main character is...

The setting is...

The character’s problem/goal is...

The major events are...

The resolution is...

The central message is...

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

FRANNY'S GREAT IDEA

One morning at the pond, Franny Frog looked for a place for a sunbath. She jumped up on a log floating in the water. But the log was full of frogs warming themselves. There was no room for Franny, so she tumbled off into the chilly water.

After that, Franny hopped up on a floating stick. But the stick was too small to hold her. She slipped off. Franny saw plenty of other sticks poking up out of the water. "These sticks are all too small," she said to herself. Then she added, "But I have a plan!"

Franny collected ten sticks. She tied them together with the stems of tall flowers. The bundle floated well. Franny climbed on board. "I have my own raft," she said. "And I like it."

I WISH I COULD FLY

Chipmunk could run fast. She could leap far. But she could not fly. One day, she sat on a tree branch and watched birds flying. "I wish I could fly," she said to Crow.

Chipmunk watched a big paper kite flying. It belonged to a girl in the field below. "I wish I could fly," Chipmunk said again to Crow.

The kite dipped close to Chipmunk's tree branch. "Well, here's your chance," Crow said to Chipmunk. "You're good at leaping."

Chipmunk perched on the tip of the branch. As the kite came near, she made a big leap. She grabbed the kite's wooden bars. The kite swooped down and then up. Chipmunk held on. The kite soared. Chipmunk felt as free as a bird!

When the kite landed, Chipmunk leaped off. "How was the trip?" Crow asked.

"I wish I could fly again!" Chipmunk said.

A FRIEND FOR SIMON

Simon Skunk moved to a new part of the woods. One evening, he took a walk to make some friends. He saw Squirrel digging up buried nuts. Simon came close and said, "Hey, there!"

"Ugh, something smells!" Squirrel yelped as he dashed up a tree.

Next, Simon tried to say hello to Mouse. But Mouse gasped, "What a smell!" and hid under a pile of leaves.

After that, Simon gave a friendly smile to Bear. But Bear turned her back and rushed off holding her nose.

"I'll never meet a friend," Simon said with a sigh.

Suddenly, a friendly voice said, "Hello, neighbor. My name is Simone D. Skunk. What's yours?"

"Simon," said Simon happily. "I'm so glad to meet someone who doesn't think that I smell."

"Oh, but you do smell!" said Simone. "You smell like sweet perfume."

At last, Simon had met a friend who liked him just the way he was.

Story Map 1:

WHO IS THE STORY ABOUT? (MAIN CHARACTERS)



WHERE AND WHEN DOES THE STORY HAPPEN? (SETTING)



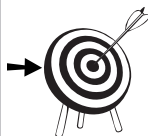
WHAT IS THE PROBLEM OR GOAL? (PROBLEM/GOAL)



WHAT HAPPENS? (MAJOR EVENTS)



HOW DOES THE STORY END? (RESOLUTION)



WHAT IS THE STORY MAINLY ABOUT?



Story Map 2:

MAIN CHARACTERS:

SETTING:

PROBLEM/GOAL:

MAJOR EVENTS:

RESOLUTION:

THIS STORY IS MAINLY ABOUT...

Description

This lesson is designed to help students identify an author's reason, or purpose, for writing. As students engage in lesson activities and think about the main purpose of a text, they are equipped to recognize and understand common text structures.

TEACHER TIPS


Preview the texts to determine if your students are likely to need support while reading them. You may prefer to do a first-read together, reading aloud while students follow along.


During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- A copy of Passages 1 and 2 (for display)
- Copies of the two-page Student Activity Sheet (for students)
- Copies of Passages 3 and 4 (for students)


Direct Instruction


 *Today, we are going to learn how to identify an author's reason, or purpose, for writing. When you pick up a new book, you might not know what to expect. Will it be funny? Will it help you learn about a topic? Will it describe a beautiful place? Will it try to get you to do something?*


 *When we read, it helps to think about what the author is telling us and why.*


Display the four author's purposes shown below. Name and discuss each purpose.

- **To describe**
- **To entertain**
- **To explain**
- **To persuade**


 **To describe:** *When authors write to describe, they tell how something looks, feels, smells, sounds, or tastes. This helps readers make a picture in their minds as they read.*


 **To entertain:** *Authors write stories to entertain readers. A story doesn't need to be funny to be entertaining. It can be suspenseful, scary, or even sad.*

 **To explain:** *When authors tell how something works or give instructions about how to do something, their purpose is to explain.*


 **To persuade:** *To persuade means to convince. When authors write to persuade, they share their opinions with readers to convince them to do something or think a certain way.*

Display Passage 1 and have students follow along as you read.

 *The author of this passage describes rock doves: how they look, what they eat, and what they sound like. Can you make a picture in your mind of a rock dove eating and cooing? (yes)*






 *Let's think about the four purposes we discussed. The author's purpose in this passage is **to describe** because it's telling us facts about rock doves related to what they look like, how and what they eat, and what sounds they make.*

Display Passage 2 and have students follow along as you read.






 *The author of this passage tells a story about two rats that has a funny surprise ending. We discussed four purposes: to describe, to entertain, to explain, and to persuade. The author's purpose in this story is **to entertain** readers because it's a made-up, funny story.*

Guided Practice

Distribute copies of Passage 3. Ask a student to read the passage out loud while the other students follow along. Then, prompt students with questions to help them identify the author's purpose.

-  *What is this passage about? (how to play a party game)*
-  *Does the author describe how it feels to play the game or what the party looks like? (no)*
-  *Is the author trying to entertain readers with a made-up story about a game? (no)*
-  *Does the author explain to readers how to do something? (yes; how to play the game)*
-  *The author's purpose is **to explain**.*

Distribute copies of Passage 4. Again, ask a student to read the passage out loud, and prompt students to think about the author's purpose.

-  *What is this passage about? (why you should read poems by Douglas Florian)*
-  *Does the author explain how to read the poems or where to find them? (no)*
-  *Does the author describe what the poems look like? (no)*
-  *Does the author try to persuade readers to do something? (Yes, the author tries to convince readers to read poems by Douglas Florian.)*
-  *The author's purpose is **to persuade**.*





Independent Application

Have students work independently or in pairs. Give students a copy of the two-page Student Activity Sheet at the end of this lesson. Point out the question prompts at the top of the page. Then, ask students to read each passage and select the author's purpose. After students have completed the activity sheets, ask them to explain how they identified each author's purpose.

Answers: **1** to entertain; **2** to persuade; **3** to explain; **4** to describe; **5** to explain

Wrap-up

Check students' understanding.

-  *When an author gives information that helps readers form a picture in their minds, what is the author's purpose? (to describe)*
-  *When an author tells a story that's funny or scary, what is the author's purpose? (to entertain)*
-  *When an author tries to convince readers to do something or think a certain way, what is the author's purpose? (to persuade)*
-  *When an author tells readers how something works or gives instructions, what is the author's purpose? (to explain)*

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Simplify the lesson by focusing on only one author's purpose (e.g., to describe). Give students multiple examples, and point out how identifying the author's purpose can help them better understand each text.

FOR STUDENTS READY TO MOVE ON

Option 1: Work together with students to create an author's purpose bulletin board. Have students write the four purposes discussed in this lesson on index cards to use as column headers on the board. As different texts are read in class, have students identify the author's purpose and display a copy of the text on the board, under the appropriate heading.

Option 2: When giving students a writing assignment, remind them of their purpose as authors. Use familiar examples of each purpose (e.g., the texts posted on an author's purpose bulletin board) to model your expectations for their writing.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *tumbling, consider, distance*). Use these words in simple sentences that draw on familiar topics, people, and situations.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Display and review sentence starters to support student contributions to group discussions:

In this passage, the author tells us about...

I think the author's purpose is ____ because...

I agree with (classmate) because...

PASSAGE 1

Rock Doves*by T. J. Manfred*

If you live in a city, you've probably seen a rock dove. A rock dove is a bird with a plump body. Its tail can spread like a fan. Its feathers are often gray, white, and black.

A rock dove is a fast flyer but spends a lot of time on the ground, where it pecks busily for food. It has a taste for bits of bread and other foods that people toss on sidewalks.

Rock doves live in groups. They crowd together, making coo, coo, coo sounds.

A rock dove has a more common name. Did you guess that it's a pigeon?

PASSAGE 2

The Rats and the Fox*by Florence Dyer*

Once upon a time, two rats looking for food in a barn came upon a tasty treat—an egg. “I found it first, so it’s mine,” said Ratzy, reaching for the egg.

“No, I found it first!” cried Ratatat, snatching the egg away from Ratzy.

“Mine!” shouted Ratzy and Ratatat together. They began to fight. Tumbling along the floor, they did not notice Fox entering the barn. She was out hunting for food for her babies.

Suddenly, Ratzy and Ratatat stopped fighting and looked up. There was Fox trotting out of the barn, gently carrying the egg in her mouth.

**PASSAGE 3****Guess How Many***by Lilah Roundtree*

Do you want an idea for a party game? The game *Guess How Many* is simple to set up and play.

First, find a large, see-through container. A glass vase or bowl works well. Next, fill it with small items of the same kind. You might use marbles, paper clips, pennies, or dry beans.

Players can work alone or in teams. They look carefully at the items in the container. Then, they come up with a guess to answer the question "How many?" and write down the number. After that, the items are spilled out and counted. The winner is the player or team that comes closest to the actual count without going over.

**PASSAGE 4**

My Favorite Author*by Violet Luo*

Are you looking for a great book to read? Just find a book of poems by Douglas Florian. You'll have many topics to choose from. Space, dinosaurs, weather, and friendship are just a few.

The poems are so playful. For example, a poem about trees has a tree that talks! And the rhymes are funny. The clouds in one poem, for example, are named Mr. Twister and Mrs. Mister.

When I read a book by Douglas Florian, I laugh out loud. You should read his poems. You'll laugh, too!

Read each passage and think about why it was written. Then, circle the author's purpose. Use the questions at the top of the page to help you think about author's purpose.

To help identify the author's purpose, ask yourself these questions:

- Does the author **describe** something to help you form a picture in your mind?
- Does the author try to **entertain** you with a made-up story?
- Does the author **explain** how something works or how to do something?
- Does the author try to **persuade** you to do something or think a certain way?

1 Dog's Surprise

by Octavia Kenning

Dog sniffed under the table. He saw something there that looked like a snack. He put his paw on the thing, and it felt soft. Suddenly, the thing moved! Dog jumped back, and someone laughed. Mrs. Hook said to Dog, "You found our new kitten. I was looking all over for her!"

What is the author's purpose?

to persuade

to entertain

to explain

2 Dear Principal Hirsch,

I think our school should have a Garden Club. Students in the club could grow vegetables, like peas, tomatoes, and cucumbers. We would learn a lot about gardening. We'd also get to eat healthy snacks when the vegetables are ripe! Please consider my idea.

Yours truly,
Melina Flores

What is the author's purpose?

to persuade

to entertain

to explain

3 Whale Songs

by P. J. Nelson

Did you know that humpback whales can sing? It's true. Singing is how these whales "talk" to each other. A humpback whale song can go on for up to 30 minutes. The songs can be heard by whales that are a long distance apart!

What is the author's purpose?

to persuade

to entertain

to explain

4 A Magical Place

by Tony Vega-Sontag

Camp Red Lake is the most magical place in the world. Every summer, I spend two weeks in the fresh mountain air, swimming in the cool lake water, eating sweet s'mores around the campfire, and listening to crickets chirp as I fall asleep.

What is the author's purpose?

to persuade

to entertain

to explain

5 Overnight Oatmeal

by Kent Lin

Overnight oatmeal is an easy way to have a breakfast ready when you wake up. Mix ½ cup of oatmeal and ½ cup of milk in a jar. Add fruit, nuts, maple syrup, or any other tasty treats. Then, put a lid on the jar, shake it, and refrigerate it while you sleep.

What is the author's purpose?

to persuade

to entertain

to explain