

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 the short vowel sound from the long vowel sound in the medial position of a word. Students are introduced to the mark over the vowel letter that designates a short sound (˘) and the mark over the vowel letter that designates a long sound (ˉ). Learning to discriminate short and long medial vowels is particularly useful when learning to apply rules for spelling.

TEACHER TIPS

When you segment words to isolate the medial vowel sounds, keep two things in mind:

- Avoid adding a vowel sound to the initial consonant. For example, say /k/ not *kuh* and /p/ not *puh*.
- Stretch out the vowel sound in the middle of the words so that students have more time to hear it.


In this lesson, students listen for and say the short and long sounds for the vowel letter **e**. Use the same steps to contrast the short and long vowel sounds for **a**, **i**, **o**, and **u** with the lists of words at the end of this lesson.

PREPARATION/MATERIALS


- A copy of the 14 pictures at the end of the lesson (for display)

Direct Instruction

Display **ĕ** and **ē** on two cards.


-  *The vowel letter **e** sometimes has the short sound /ĕ/. This curved line over the letter means say the short sound. It is called a **breve**. This straight line over the letter means say the long sound. The long sound for **e** is the same as the letter name, /ē/. This line is called a **macron**.*

Display the picture of a **bed**.

-  *This is a **bed**. When I say the word **bed**, I hear the vowel sound /ĕ/ in the middle: /b/ /ĕēē/ /d/. That's the short vowel sound for **e**.*


Point to the short-vowel card and repeat /ĕ/.

Display the picture of a **bead**.

-  *This is a **bead**. When I say the word **bead**, I hear the vowel sound /ē/ in the middle: /b/ /ēēē/ /d/. That's the long vowel sound for **e**.*

Point to the long-vowel card and repeat /ē/.

Repeat each word, **bed** and **bead**. Have students point to the correct card and say the vowel sound.

-  *When I hear a word, I can decide whether the vowel sound is short or long.*

Guided Practice

Start by having students listen to pairs of words that differ only in their short and long vowel sounds. Say both words. Have students repeat one word at a time. Together, say the word's vowel sound. Take turns pointing to the short vowel card **ĕ** or the long vowel card **ē** to identify the sound.

Word pairs: **net/neat, red/read, fed/feed, men/mean**


Then, display the six pictures of **net, wheel, feet, pen, teeth, jet**. Name each picture with students. Take turns repeating the name, saying the vowel sound, and placing the picture under the short vowel card **ĕ** or the long vowel card **ē**.

Independent Application

Display the six pictures of **jeep, ten, web, seal, hen, cheese**. Name each picture with students. Have students place each picture under the short vowel card **ĕ** or the long vowel card **ē**. After the pictures are sorted, ask students to name each picture and the vowel sound in it, /ĕ/ or /ē/.

Wrap-up

Check students' understanding.

 *What is the short **e** vowel sound? (/ĕ/)* *What vowel letter says /ē/? (**e**)* *What is that vowel sound called? (long e)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Introduce the distinction between short and long vowel sounds using words that begin with a vowel sound. Review the short vowel sound. Explain that a long vowel sound is the vowel letter saying its own name.

***say** Listen to the short **e** sound in this name: Ed, /ĕĕ/ d. What sound is first in Ed? (/ĕ/) The sound /ĕ/ is called the short **e** sound. Now, listen to the long **e** sound in this word: eat, /ēĕ/ t. What sound is first in eat? (/ē/, long **e**).*

Other words to contrast: **end/eel, etch/each, edge/eve**

If students continue to struggle, have them stretch out the vowel sound using a rubber band to enhance their discrimination.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson using words that begin and/or end with consonant blends. Have students say the vowel sound they hear and identify it as short **e** or long **e**. Words to say: **speak, nest, fresh, treat, dress, beast, creep, spend, slept**

Option 2: Play a game in which you say a word with a short vowel sound and students substitute the long vowel sound to make a new word. Words to use for short **e**/long **e**: **net/neat, bed/bead, fed/feed, men/mean, ten/teen, set/seat, red/read, Ben/bean, Ned/need, well/wheel, speck/speak**

Suggested pairs of words for the other vowels can be found at the end of the lesson.

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®**.

Contrasting Short and Long Vowel Sounds

Short a Long a

at	ate
ad	aid
am	aim
can	cane
cap	cape
hat	hate
mad	made
pal	pail
pan	pane
ran	rain
shack	shake
tap	tape
bag	wait
dad	wade
fan	lake
sat	chain

Short e Long e

etch	each
bed	bead
fed	feed
men	mean
net	neat
red	read
sell	seal
set	seat
ten	teen
web	jeep
den	cheese
wet	wheel
pen	teeth
yet	sheep

Short i Long i

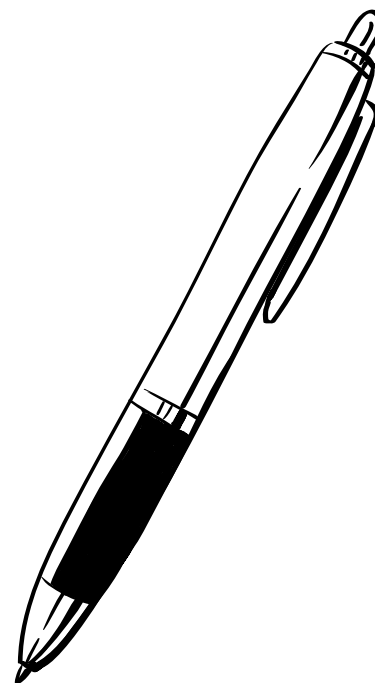
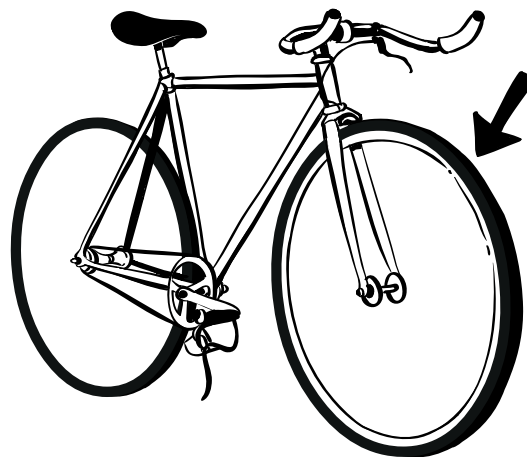
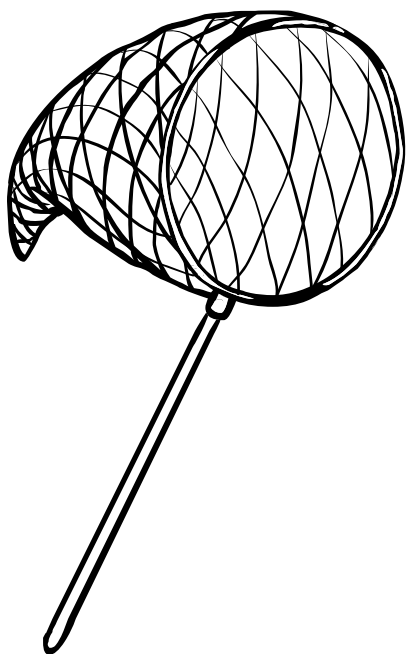
ill	aisle
bit	bite
fin	fine
hid	hide
kit	kite
lit	light
mill	mile
pin	pine
rip	ripe
sit	sight
tip	type
lick	shine
lip	time
mix	knife
pig	dive

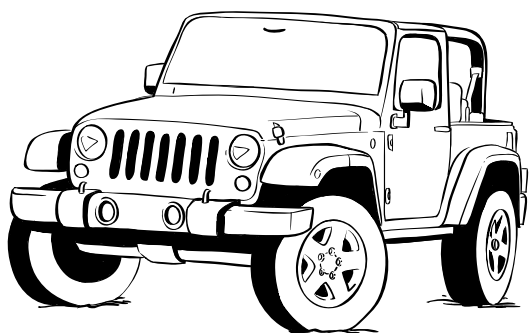
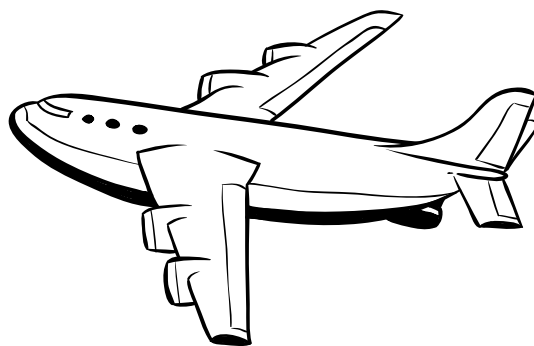
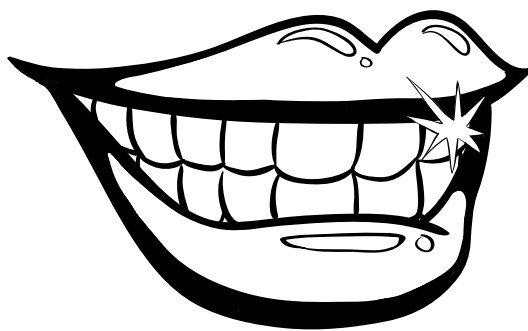
Short o Long o

on	own
cot	coat
got	goat
hop	hope
mop	mope
not	note
rob	robe
sock	soak
box	vote
hog	phone
hot	home
shop	boat
lock	soap
chop	bone
fog	folk
sob	zone

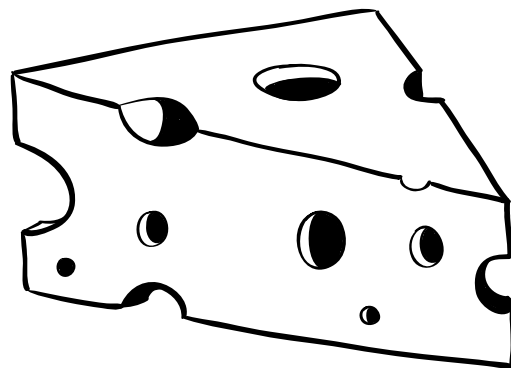
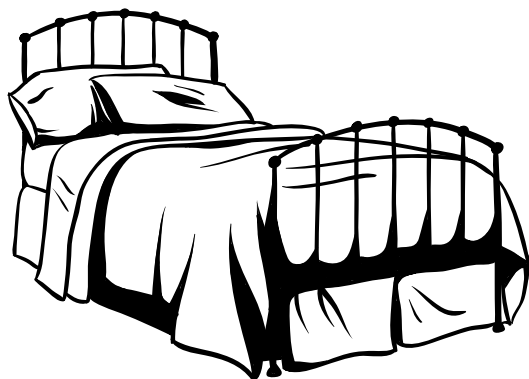
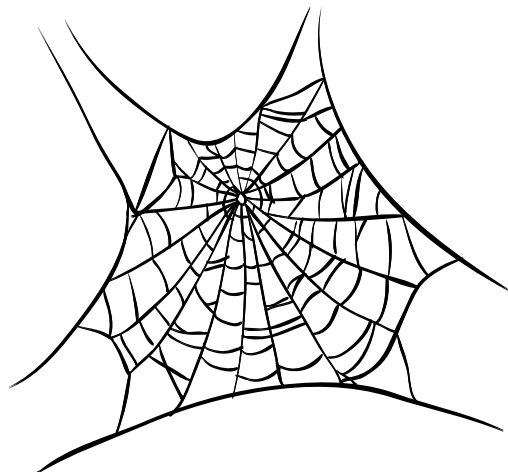
Short u Long u

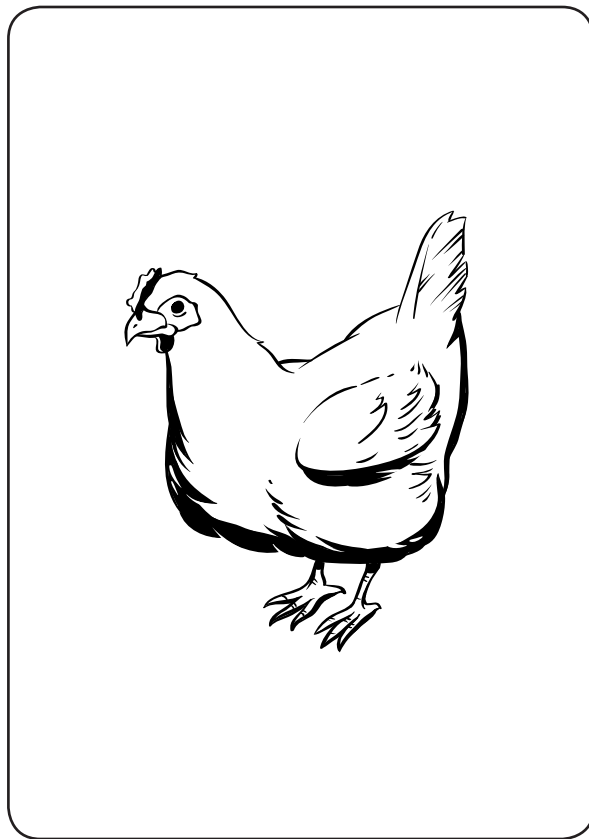
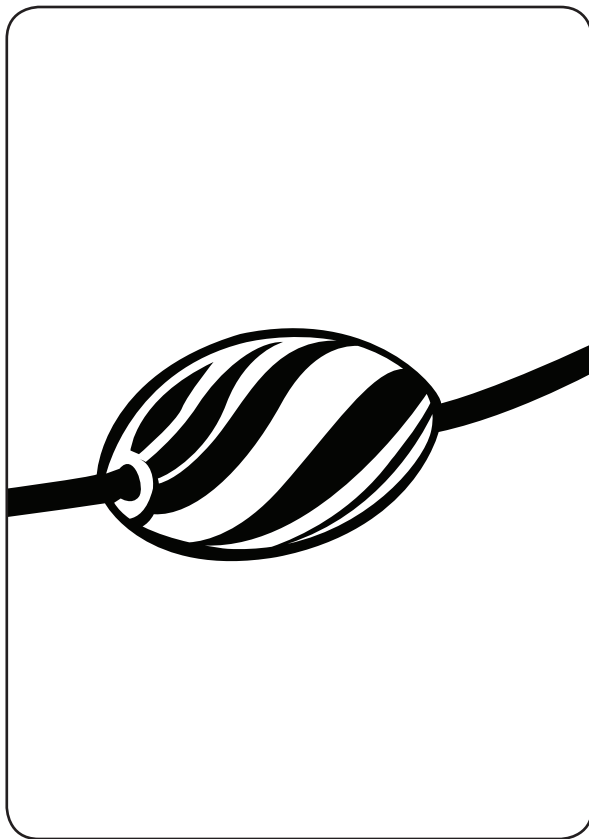
us	use
cub	cube
cut	cute
duck	duke
nut	newt
tub	tube
fuss	fume
pup	mule
rug	huge
hum	tune
shut	news
puff	food
buzz	moose
mud	choose
rush	soup
gull	soon





10







Description

This lesson is designed to help students identify common suffixes and understand that suffixes can change the meaning or form of a base word. The ability to identify suffixes serves as a foundation for understanding the most common spelling rules and thinking about the structure of words (prefix, root/base word, suffix).

TEACHER TIPS

This lesson teaches suffixes using suffixes **-s** and **-es**. Use the same sequence to give students practice with other suffixes (listed in the Adaptations section).

PREPARATION/MATERIALS

- A piece of lined paper (for students)

Direct Instruction

say Today, we are going to learn about **suffixes**. Suffixes are word parts that can be added to the end of a base word to change the meaning slightly.

Display the word **cup**.

say This word is **cup**. I can use the word in the sentence "There is a **cup**," and I know it means there is only one cup. But, I can add the suffix **-s** to the end of the word **cup**, and that will mean there is more than one cup.

Add an **s** to the end of the word to make **cups**.

say So now I can use this word in the sentence "There are two **cups**." The **-s** at the end changes the meaning of the word **cup**. It makes it plural, which means more than one.

Find an object in the room that can be made plural by adding **-s** (e.g., **desk**, **pencil**, or **book**). Name the object using the base word; then model adding the suffix **-s** as above.

Display the plural word for the object, and use the following procedure to model how to identify the suffix.

say First, I look to see if there is a suffix **-s** at the end of the word. I circle it. Next, I underline the base word. Finally, I write the suffix **-s** next to the word.

Repeat this procedure using the suffix **-es**. Possible objects include **watch**, **compass**, **bench**.

Then, write the suffix **-s** above the words that end in **-s**. Write the suffix **-es** above the words that end in **-es**.

say The suffixes **-s** and **-es** can be added to base words to change their meaning slightly. Both **-s** and **-es** make a base word plural, meaning more than one. We use the suffix **-s** to make most words plural. We use the suffix **-es** when a base word ends with the letters **ch**, **sh**, **tch**, **ss**, **x**, or **z**.

Guided Practice

 *Let's do some examples together.*

Have students name more objects in the classroom. Ask students to name the object first; then have them say the plural form of the word by adding **-s** or **-es**.


Write the plural form of each object on the board. Have students take turns finding and circling the suffix, underlining the base word, and writing **-s** or **-es** next to the word. Finally, draw two columns on the board, and have students sort the words by writing them in the correct columns for suffix **-s** or **-es**.

Note: It may be challenging for students to name objects that will end in **-es**. Remind them that the base word should end with the letters **ch, sh, tch, ss, x, and z** and suggest that they might have to think of objects outside of the classroom.

Independent Application

Write these six words on the board: **cars, animals, beaches, coaches, bugs, kisses**.





Have students work independently or in pairs. Distribute lined paper, and have students list the words on separate lines, numbered one through six.

 *Let's see if you can find the suffix in these words on your own. Remember to circle the suffix, underline the base word, and then write the suffix next to the word.*

Monitor as students work independently, and provide assistance as needed. Have students share their answers by taking turns putting these six words into the appropriate columns from Guided Practice on the board.

Wrap-up

Check students' understanding.



-  *What is a suffix?* (Students should use complete sentences to explain that a suffix is a word part at the end of a base word that changes its meaning slightly.)
-  *What does the suffix **-s** do to a word?* (makes it plural)
-  *What does the suffix **-es** do to a word?* (makes it plural)
-  *How do you know when to use **-es** instead of **-s** to make a base word plural?* (The letters at the end of the base word indicate which suffix to use.)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

For students who are struggling to identify suffixes as an ending on the base word, you can use visual cues to support the lesson.

- Write the base word on an index card, and cut the right side of the card into a puzzle piece shape (like this: .
- Write the suffix **-s** on a separate card, and cut the left side of that card into a matching puzzle piece shape (like this: .

- Take turns with students matching the suffix puzzle piece to the end of the base words.
- When students are ready, you can add additional suffixes (**-es**, **-ing**, **-er**, **-est**) as new puzzle pieces.

FOR STUDENTS READY TO MOVE ON

If students are ready, continue with the suffixes **-ing**, **-er**, **-est**. Repeat the instructional procedure in the lesson using these suffixes and providing the following examples:

- The suffix **-ing** is added to a word when we want to say something is happening now. Possible examples: **jumping**, **sitting**, **talking**, **eating**

- The suffixes **-er** and **-est** are used to compare things; **-er** is used for two things, and **-est** is used for more than two. Collect three pencils of different lengths. Show one pencil and say, "This pencil is **big**." Show the slightly bigger one and say, "But this pencil is **bigger**." Finally show the biggest pencil and say, "This pencil is the **biggest**." Then, have students find items in the room and compare them using **-er** and **-est**.



Description

This lesson is designed to teach students to identify the three sounds (/ed/, /d/, /t/) of the suffix **-ed**. Students should understand that the suffix **-ed** indicates the past tense of a word and also apply their knowledge of the three sounds when spelling words with the suffix **-ed**.

TEACHER TIPS

Before teaching the three sounds of the suffix **-ed**, it is important that students understand what a suffix is and can identify simple suffixes. Use the Warm-up activity to determine students' understanding of these concepts. For students who struggle, refer to the Lexia Lesson for *Suffixes* (Level 10).


PREPARATION/MATERIALS

- Index cards (for students)

Warm-up


 *Listen carefully to these words, and tell me what they all have in common.*

Display the words **resting**, **spelling**, **jumping**, and read them aloud.

 *Who can tell me what these words have in common? (They all end in **-ing**; have a suffix; are verbs.) These words all end in **-ing**. What does **-ing** tell us about a word? (that something is happening now) What do we call something that we add to the end of a word to change the meaning slightly? (suffix)*


 *Now let's look at these words.*

Display the words **tested**, **ended**, **painted**, and read them aloud.

 *What do these words have in common? (They all end in suffix **-ed**.) What does **-ed** tell us about a word? (that something has already happened; past tense)*

Use student responses to determine whether you move on to Direct Instruction or provide additional instruction using another Lexia Lesson as described in the Teacher Tips.

Direct Instruction

 *Today we are going to focus on the suffix **-ed**. If I say, "I baked a cake," you know that the cake is already made. Now, there is something really interesting about this suffix **-ed**. It always means something has happened, and it is always spelled **ed**, but there are three ways to pronounce this suffix.*

Draw three columns on the board or a piece of paper. Display the words **rented**, **sailed**, **jumped**, and read them aloud, stressing the sound of the suffix **-ed** in each word.

 *Listen again to this word, **rented**. When I say **rented**, the suffix **-ed** sounds like /ed/.*


Write /ed/ above the first column, and place or write the word **rented** in that column. As you create these column headings, you may need to explain to students that the slash marks around the letters are used to indicate the sound of the letter(s) and not the letter name.

 Now listen to this word, **sailed**. When I say **sailed**, the suffix **-ed** sounds like /d/.

Write /d/ above the second column, and place or write the word **sailed** in that column.

 Listen to this last word, **jumped**. When I say **jumped**, the suffix **-ed** sounds like /t/.


Write /t/ above the third column, and place or write the word **jumped** in that column.

 How many sounds are there for the suffix **-ed**? (three) That's right, there are three different ways to pronounce the suffix **-ed**. It can sound like /ed/, /d/, or /t/.

Guided Practice

 Let's see if you can hear the different sounds of **-ed**.

Hand each student three index cards. Ask them to write /ed/ on one, /d/ on one, and /t/ on one.


 I am going to say a word. I want you to repeat the word and listen carefully to the sound of the suffix **-ed** at the end of each word as you say it. When you know what sound the **-ed** makes, hold up the card that shows that sound.

Say each word while stressing the sound of the suffix **-ed**. Suggested words: **hunted** (/ed/), **filmed** (/d/), **helped** (/t/), **asked** (/t/), **added** (/ed/), **smelled** (/d/).


If students need additional practice before moving on to Independent Application, continue this procedure using words from the lists at the end of this lesson.

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to create three columns using the model from Direct Instruction. Have students write the three sounds of the suffix **-ed** as the headings for the three columns.

 Now you are going to read some words and decide which sound of **-ed** you heard at the end. Then you will write the word under the correct heading.

Select words from the lists at the end of this lesson to display on the board. Be sure to write or display the words in a mixed-up order. Have students read and sort the words into the three columns they have created.

 Let's do the first one together. This word is **shifted**. What does the suffix **-ed** say at the end of this word? (/ed/) Good. Now write **shifted** in the column headed /ed/.

Have students read and sort the rest of the words on the board. Ask students to share their answers and explain to the group how they determined the correct category.

Wrap-up

Check students' understanding.

say How many sounds does the suffix **-ed** make? (three) Tell me about the three sounds of **-ed**. (Students should use complete sentences to explain that the suffix **-ed** can make the sounds /ed/, /d/, or /t/ at the end of a word. Students may also explain that they need to listen carefully to the end of a word to understand its meaning and know how to spell it.)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

For students who struggle to discriminate the specific sounds of the **-ed** suffix, you can provide additional practice by dividing the words in this lesson into base word and suffix.

- Write the base word on the board.
- Read the base word with the students and then add the suffix **-ed**.

- Read the word as a whole. Stress the sound of the suffix **-ed**. Ask students to repeat the word and say the sound they hear **-ed** making. For example,

rent + ed = rented /ed/

sail + ed = sailed /d/

jump + ed = jumped /t/

FOR STUDENTS READY TO MOVE ON

Option 1: Provide students with sentences that contain words with the suffix **-ed**. Have students underline the **-ed** words and write the sound of the **-ed** above the suffix. For example,

Tom ran, jump^{/t/}ed, and play^{/d/}ed in the yard.

Option 2: Give students a paper with three columns, one for each of the sounds of **-ed**.

Dictate **-ed** words to students. Have them write the words under the correct heading.

3 Sounds of -ed

/ed/

listed	dented
rented	scolded
floated	folded
landed	shouted
greeted	started

/d/

failed	waited
turned	burned
formed	harmed
farmed	twirled
whirled	charmed

/t/

marked	chirped
surfed	stuffed
cracked	packed
hooked	looked
licked	kicked

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 teach students to identify and spell words that double the final letter of the base word when adding a suffix that begins with a vowel. The **Doubling Rule** states that when a base word has one syllable, has one vowel, and has one consonant at the end, double the final consonant before adding a vowel suffix. Understanding this rule allows students to spell words that cannot be spelled exactly as they sound.


TEACHER TIPS

The Doubling Rule is one of three major spelling rules for adding suffixes to base words. To learn this rule, students must know and identify one-syllable base words and be able to distinguish between suffixes that begin with a vowel and suffixes that begin with a consonant. Use the Warm-up to confirm that these skills are in place before introducing the rule.

PREPARATION/MATERIALS


- A copy of the Student Activity Sheet at the end of this lesson (for students)

Warm-up


 *Listen carefully to these words. Raise your hand if the word you hear is a one-syllable word.*

Suggested words: **run, bat, walking, plot, joke, stir, happy**

Display the words students identify as having only one syllable (**run, bat, plot, stir**).

 *How many consonants do you see at the end of each word right after the vowel? (one)*

Draw two columns on the board with the headings **Vowel Suffixes** and **Consonant Suffixes**.


 *Now, listen to these suffixes. Give a thumbs-up if the suffix begins with a vowel and a thumbs-down if the suffix begins with a consonant.*

Suggested suffixes: **-ing, -ed, -er, -ly, -ment, -s, -en, -y, -ful**

Display each suffix in the correct column as students respond. If students struggle with this task, provide more examples before moving on to Direct Instruction.

Direct Instruction

Display the word **winning**.

 *Today we are going to learn a new spelling rule, the **Doubling Rule**. This rule will tell us when we should double the final letter of a base word before adding a vowel suffix like in the word **winning**. It tells us why there are two **n**'s in winning when we only hear one.*

Have students repeat **winning** after you to reinforce that there is only one /n/ sound.


Display the four steps in the Doubling Rule:

Step 1: Is the base word one syllable?

Step 2: Does the base word have one vowel?


Step 3: Does the base word end in one consonant?

Step 4: Does the suffix begin with a vowel?

 The Doubling Rule has four steps. Three of the steps are related to the base word and one is related to the suffix. Let's use the word **winning** as an example. The base word in **winning** is **win** and the suffix is **-ing**.


Go through the four steps, pointing to the word to draw attention to various features.

 **Step 1** asks if the base word has one syllable. Yes, the base word **win** has one syllable.

 **Step 2** asks if there is one vowel in the base word. Yes, the word **win** has one vowel, **i**.

 **Step 3** asks if the base word ends in one consonant. Yes, the base word **win** ends in the single consonant **n**.

 **Step 4** asks if the suffix begins with a vowel. Yes, the suffix **-ing** begins with the vowel **i**.


 If all four answers to the questions are yes, the final consonant of the base word is doubled. That's why there are two **n**'s in winning.

Underline the two **n**'s.

Guided Practice

Display **run + ing**. Draw four boxes and write each step of the Doubling Rule in a box. Above the first three boxes, write **Base Word**. Above the last box, write **Suffix**.

Base Word			Suffix
Step 1: One syllable?	Step 2: One vowel?	Step 3: Ends in one consonant?	Step 4: Begins with a vowel?

 **say** We are going to add the suffix **-ing** to the base word **run**. To decide if we need to double the **n**, we need to follow these four steps. We have to check three things about the base word and one thing about the suffix. We'll put a check under the box each time the answer is yes and an X each time the answer is no. Let's see how this works with the word **running**.

Read what is in each box and ask students if the answer is yes or no.

Base Word			Suffix
Step 1: One syllable? ✓	Step 2: One vowel? ✓	Step 3: Ends in one consonant? ✓	Step 4: Begins with a vowel? ✓

 We have checked all the boxes for **run** and **-ing**, so we must double the **n**.


Display **running** after the equal sign: **run + ing = running**

Before moving on to Independent Application, guide students through more examples where the rule applies. Have the students go through each step to see if they should or should not double the final consonant in the base word. Suggested words and suffixes: **bat + er, plot + ed, stir + ing**

Guide students through additional examples where the rule does not apply. Suggested words and suffixes: **ship + ment, dust + y, wait + er**

Independent Application


Have students work independently or in pairs. Give students a copy of the Student Activity Sheet at the end of this lesson.

 *Now you can practice applying the **Doubling Rule** on your own. For each word in the top half of the sheet, remember to put a check under the box if the answer is yes and an X if the answer is no. Then, do the rest of the words without using the check boxes.*


If students are working in pairs, ask them to read each word and talk about each step of the rule with their partner.

Wrap-up

Check students' understanding.

 *What did we learn today? (the Doubling Rule) What is the first step of the **Doubling Rule**? (Is the base word a one-syllable word?)*

Continue asking students to identify the three other steps.

 *What do we do if we answer yes to all the steps? (Double the final consonant of the base word.)*

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: Provide students with a card that lists the four steps of the Doubling Rule. Review each step with them, and then use the task outlined in the Warm-up to walk them through identifying these concepts with common words that require that the final letter be doubled when adding the vowel suffix.

Option 2: Use visual support as you model applying the four steps of the Doubling Rule, such as underlining the base word and circling the suffix, or highlighting each answer to the questions.

FOR STUDENTS READY TO MOVE ON

Option 1: Give students sentences that include combined base words and suffixes. Have students find the combined word parts, circle the suffix, and underline the base word.

Option 2: Dictate combined base words and suffixes for students to write. Sample words: **gritty, jarred, quitter, sadly, dragged, dusted, fitness, setting, stopper, frosting**

If the Doubling Rule has been used, the doubled consonant will not be circled or underlined.

Example:

The apple was rotteⁿ
at its core.

STUDENT ACTIVITY SHEET

Read each word and suffix. Read the steps in the four boxes. Place a check under each box that applies. Write X if it does not apply. Add the suffix to the base word, and write the whole word.

	Step 1 Is the base a one word syllable?	Step 2 Does the base word have one vowel?	Step 3 Does the base word end in one consonant?	Step 4 Does the suffix begin with a vowel?	Write the whole word.
¹ run + ing =					running
² bat + ed =					_____
³ drum + er =					_____
⁴ scratch + ing =					_____
⁵ thirst + y =					_____
⁶ big + est =					_____
⁷ glad + ly =					_____
⁸ bend + ing =					_____
⁹ spin + er =					_____
¹⁰ speed + y =					_____



Description

This lesson is designed to teach students to identify and spell words that drop the **e** at the end of a base word when adding a vowel suffix. The **Drop e Rule** states that when adding a suffix that begins with a vowel to a one-syllable word ending in **Silent e**, the **Silent e** is dropped. Understanding this rule allows students to spell words that cannot be spelled exactly as they sound.

TEACHER TIPS

The Drop e Rule is one of three major spelling rules for adding suffixes to base words.

To learn this rule, students must be able to identify words that end in Silent e and distinguish between vowel and consonant suffixes. Use the Warm-up to confirm that these skills are in place before introducing the rule.

When adding suffixes that start with an **e**, make sure students understand it is the **e** of the base word that is dropped, not the **e** of the suffix (e.g., **cute** + **est** drops the **e** on **cute** and not the **e** of **est**).

PREPARATION/MATERIALS

- Scissors
- Index cards (for display and for students)
- A copy of the Student Activity Sheet at the end of this lesson (for students)

Warm-up

***say** I want you to listen carefully to these words. Raise your hand if the word you hear is a one-syllable word with a long vowel sound.*

Suggested words: **smile, joke, froze, use**

Display each word after students identify whether it is a one-syllable word with a long vowel sound.

Now let's look at these words. What do these words all have in common? (They all end in Silent e.)

Draw two columns on the board with the headings **Vowel Suffixes** and **Consonant Suffixes**.


Now, listen to these suffixes. Give a thumbs-up if the suffix begins with a vowel and a thumbs-down if the suffix begins with a consonant.

Suggested suffixes: **-ing, -ed, -er, -ly, -ment, -s, -en, -y, -ful**

Display each suffix in the correct column as students respond. If students struggle with this task, provide more examples before moving on to Direct Instruction.

Direct Instruction


Display the word **cutest** on the board.

 Today we are going to learn a new spelling rule, the **Drop e Rule**. This rule tells us when we should drop the **Silent e** in a base word before adding a vowel suffix like in the word **cutest**. The **Drop e Rule** helps us spell words with suffixes that have a base word ending in **Silent e**.


Display and read aloud the **Drop e Rule**:

When we add a suffix that begins with a vowel to a one-syllable word that ends in a Silent e, we drop the Silent e.


Hold up the two index cards with **cute** and **est** written on them.

 I am going to add the suffix **-est** to the base word **cute** to make the word **cutest**. To do this, I have to apply the **Drop e Rule**.


Hold the cards with **cute** and **est** together.

 The base word **cute** ends in **Silent e**. The suffix **-est** begins with a vowel. So, we cannot just add the suffix. We have to apply the rule. We have to drop the **Silent e** from the base word before we add the vowel suffix **-est**. Watch this.

Take a pair of scissors and cut the **e** off **cute** and let it drop to the floor.

 I have dropped the **Silent e** from the base word, so now I can add the vowel suffix **-est**.

Hold **cut** and **est** together to make **cutest**.

 Listen, this word is **cutest**. Can you hear the long **u** sound? The **u** is long because the base word **cute** had a **Silent e**.

Guided Practice

Give students index cards and, if appropriate, scissors.

 Let's do some examples together. Write the **Silent e** base word **bike** on one index card. Now, write the suffix **-ing** on another index card.

 Does the base word **bike** end in a **Silent e**? (yes)

 Does the suffix **-ing** begin with a vowel? (yes)

 So what should we do? (drop the **Silent e** from the base word)

Instruct students to cut the final **e** off the base word **bike** and let it drop to the floor. Then have students attach the suffix **-ing** to the base word and write **biking** as a whole word.


Before moving on to Independent Application, guide students through more examples using both vowel and consonant suffixes. Have the students cut off the **Silent e** only when appropriate. Point out that when the suffix begins with a consonant, the final **e** needs to remain on the base word.

Suggestions for words: **bake + er, phone + ing, like + ly, base + ment**

Note: Students may cut off the **Silent e** before seeing that the suffix begins with a consonant. Have them find the cut-off **e** on the floor and reattach it. This action helps them remember the rule.

Independent Application


Have students work independently. Give students a copy of the Student Activity Sheet at the end of this lesson.

 *Now you can practice applying the **Drop e Rule** on your own. For each word, remember to check if the base word has a long vowel and if the suffix begins with a vowel. Decide whether or not you need to drop the final **e** from the base word, and then write the whole word on the line.*

Check that students are applying the rule and spelling the words correctly.

Wrap-up

Check students' understanding. Encourage students to use complete sentences in their responses.

 *What did we learn today? (the Drop e Rule) What does the **Drop e Rule** tell us? (When a base word ends in a Silent e and we are adding a suffix beginning with a vowel, the Silent e is dropped before the suffix is added.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Provide students with the card that shows the **Drop e Rule**. Review the rule with them, and then use the task outlined in the Warm-up to walk them through identifying these concepts with common words that require that the **Silent e** be dropped from the base word when adding a vowel suffix.

Option 2: Use visual support as you model applying the **Drop e Rule**, such as underlining the base word and circling the suffix, or highlighting the **Silent e**.

Option 3: Give students a list of words that have the **Silent e** base word and the suffix already combined, with a space between the two, indicating that something has been left out. Demonstrate for the students with the word **biting** (written as **bit_ing**.)

*say If this word says **biting**, what has been dropped from the base word? (e) When a base word ends in a **Silent e** and we are adding a suffix beginning with a vowel, the **Silent e** is dropped and the suffix is added.*

Ask the students to write the complete base word in one column and the suffix in another. Students will have to add the **e** to the end of the base word. Do the first example with the students.

	<u>Base Word</u>	<u>Suffix</u>
bit_ing	bite	ing

Suggested words: **nam_ed**, **writ_er**, **driv_en**, **hop_ing**

FOR STUDENTS READY TO MOVE ON

Option 1: Give students sentences that include combined base words and suffixes. Have students find the words in which the **Drop e Rule** has been applied. Have students underline the word and write a small **e** above it to remind them that the base word used to have a **Silent e** at the end. For example,

The boy was bik^eing to the park.

Option 2: Dictate combined base words and suffixes, and have students write each word, applying the **Drop e Rule**.

STUDENT ACTIVITY SHEET

Read each word and suffix. Decide if the Silent e needs to be dropped from the base word. Write the completed word on the line.

1 joke + ing = _____	11 wise + est = _____
2 write + er = _____	12 shade + ed = _____
3 wire + less = _____	13 pave + ment = _____
4 wave + ing = _____	14 froze + en = _____
5 like + ed = _____	15 tire + ed = _____
6 use + ful = _____	16 shame + ful = _____
7 state + ment = _____	17 share + ing = _____
8 hope + ing = _____	18 nice + ly = _____
9 hope + ful = _____	19 wise + er = _____
10 shine + y = _____	20 noise + y = _____



Description

This lesson is designed to help students identify Latin-based suffixes and increase their awareness of the morphological structure of words. The ability to identify suffixes serves as a foundation for understanding the most common spelling rules and thinking about the structure of words (prefix, root/base word, suffix).

TEACHER TIPS

This lesson teaches suffixes using the suffix **-able**. Use the same sequence to give students practice with other suffixes (listed in the Adaptations section).

Some words will be impacted by the application of the *Drop e* spelling rule (e.g., value + able = valuable), the *Change y to i* spelling rule (e.g., rely + able = reliable), or the *Doubling* spelling rule (e.g., forget + able = forgettable).

PREPARATION/MATERIALS

- A piece of lined paper (for students)

Direct Instruction

say Today, we are going to learn about **suffixes**. Suffixes are word parts that come at the end of the word. Identifying suffixes can help us read words quickly and accurately. Also, knowing different word parts (like base words and suffixes) can help us to break down longer unfamiliar words and figure out what they mean.

Display the word **break**.

*This base word is **break**. I can use the word in the sentence, "Please do not **break** the plate."*

*I can add the suffix **-able** (spelled a-b-l-e) to the end of the word **break**.*

Add **able** to the end of the word **break**.

*Now I have the word **breakable**. I can use this word in the sentence, "The plate is **breakable**." This means that it could crack or shatter quite easily.*

Discuss additional words with **-able** at the end. (Possible words include **fixable** and **enjoyable**.) Write the words with suffix **-able** on the board, and use the following procedure to model the process of identifying Latin-based suffixes within words.

*First, I look at the word and see if there is a suffix **-able** at the end and circle that. Next, I underline the rest of the word. Finally, I write the suffix **-able** next to the word and read the whole word.*

Repeat this procedure using additional words with **-able**. (Possible words include **durable**, **preventable**, and **agreeable**.)

*Being able to identify the suffix **-able** in a word helps us to read it. Sometimes, as in **breakable**, you will see a base word that you know (**break**) just before the suffix. Sometimes, as in **durable**, you will not see a base word that you know. In both words, though, being familiar with the **-able** suffix helps you to read the word.*

Guided Practice


 *Let's do some examples together.*

Write additional words with the suffix **-able** on the board. Possible words include predictable, readable, treatable, dependable, eatable, teachable. Have students take turns finding and circling the suffix, underlining the rest of the word, writing **-able** next to the word, and reading the word.

Independent Application

Write these six words on the board: **jumpable, writeable, likeable, drinkable, adorable, reliable**.

Have students work independently or in pairs. Distribute lined paper, and have students list the words on separate lines, numbered one through six.


 *Let's see if you can find the suffix in each of these words on your own. Remember to circle the suffix, underline the rest of the word, and then write the suffix next to the word.*

Monitor as students work independently, and provide assistance as needed.

Wrap-up

Check students' understanding.

 *What is a suffix? (Students should use complete sentences to explain that a suffix is a word part at the end of a word.)*

 *Why is it helpful to be familiar with different suffixes? (Students should use complete sentences to explain that suffixes help us to read words quickly and accurately and that they can help us to break down longer, unfamiliar words.)*

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: Say a word that contains a learned suffix, such as **dangerous**. Use the word in a sentence: **Running on a wet kitchen floor can be dangerous**. Then, have students tell you the suffix in the target word and spell it.

Option 2: Create word cards that contain words with different learned suffixes. Have students work in pairs to sort the words by suffix and then read each word. Alternatively, distribute a list of words with different learned suffixes. Ask students to highlight the suffix in each word and then read each word.

FOR STUDENTS READY TO MOVE ON

Option 1: Have students practice reading words that are similar but have different Latin suffixes (e.g., **different/difference, active/action, tolerant/tolerance**). Then, ask students to generate additional words that are in the same family. (These do not necessarily need to contain Latin suffixes: **differ, differently, differential**.)

Option 2: Encourage students to see that adding a suffix can often change the form of a word (e.g., adding **-ive** to the noun/verb **act** creates the adjective **active**). Provide students with a base word. Have them work together to generate another word by adding a Latin-based suffix. Finally, have them write two separate sentences, one with the original base word and one with the new word containing a suffix.

*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®**.*

Latin Suffixes

-tion	-ture	-able	-ous
location addition fiction vacation	capture nature pasture venture future culture fixture	lovable readable durable enjoyable breakable usable	famous jealous marvelous dangerous
-al	-ive	-ty	-ent
vocal loyal formal rural naval verbal	active attentive massive native creative	fifty forty sixty royalty liberty ninety seventy loyalty	parent confident rodent talent current patent serpent urgent
-ize	-sion	-age	-ance
civilize maximize vocalize energize organize legalize penalize hypnotize	admission explosion decision profession division invasion	outrage passage damage message usage voyage manage image	allowance fragrance distance instance tolerance balance entrance unbalance
-ence	-ant	-ible	
sentence difference confidence influence	migrant pleasant elegant fragrant	terrible flexible visible horrible	



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.

Marco wanted to find an empty bench at the park, but all the benches were already taken. Finally, he saw a bench with nobody on it, so he rushed over!


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, rushed**.

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.

**Marco plopped down on the bench.
"I found the perfect place to eat our lunch," he called to his friend Cody.**


 *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:

Marco plopped down / on the bench. //
"I found the perfect place / to eat our lunch," / he called / to his friend Cody. //

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.

Cody came over, / then frowned. // "Uh, oh," / Cody said. // "You must have missed / this sign."//

"What sign?" / asked Marco. //

Cody pointed to a paper / taped to the bench. // The sign said, / "Caution: 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 dialogue: 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 to 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

Marco wanted to find an empty bench at the park, but all the benches were already taken. Finally he saw a bench with nobody on it, so he rushed over!

Marco plopped down on the bench. "I found the perfect place to eat our lunch," he called to his friend Cody.

Cody came over, then frowned. "Uh, oh," Cody said. "You must have missed this sign."

"What sign?" asked Marco.

Cody pointed to a paper taped to the bench. The sign said, "Caution: Wet Paint."



PASSAGE 1

Once upon a time, a young princess sat by a well, tossing and catching a golden ball. Then she tossed it but failed to catch it. The golden ball rolled into the well. As it sank in the water, the princess began to sob. Through her cries, she heard a voice. "What is wrong, lovely child?"

The princess looked to see where the voice came from. A frog sat at the edge of the well, staring at her with his big eyes. "Did you speak to me?" asked the princess.

PASSAGE 2

Nate and Beth were brother and sister. One day in May, they set off on a hike up Red Hill. The sun shone at first, but then dark clouds filled the sky. The air turned cold, and the wind blew. Snow began to fall! Beth hugged herself to try to get warm.

"I think it's a spring storm," said Nate in a worried voice. The snow was making the path slippery. Their feet slid as they walked.

"Should we turn back?" asked Beth. "Or should we look for a safe place to wait?"

PASSAGE 3

If you look around you, you're likely to see dust. Tiny bits of dust are floating and falling all the time. Did you know that indoor dust includes parts of your own body?

Your body is shedding dead skin cells right now! The dead cells are replaced with new ones that are always being made. In many homes, the most common bits of dust are human skin flakes.



Description

This lesson is designed to help students learn about idioms and understand that the actual meaning of an idiomatic phrase is not the same as the concrete meaning of the words within the phrase. As students engage in lesson activities, they also become familiar with some common idioms.

TEACHER TIPS


If you have any students whose native language is not English, keep in mind that they may have little, if any, experience with idioms in the English language. These and other students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.


During discussions, remind students to listen to others, take turns, and speak in complete sentences. To expand this lesson and provide additional work with idioms, see the list at the end of this lesson.

PREPARATION/MATERIALS


- A picture of a group of butterflies
- Sentence strips at the end of the lesson

Direct Instruction

 *Today we are going to learn about idioms. An idiom is a group of words that don't mean what they seem to say. When you come across a group of words that make you picture something strange that doesn't make sense, you have to look for clues to help you figure out what these words really mean.*

 *Listen and picture this in your mind. Raj and June are about to sing a duet in a show. They are waiting behind the curtain. June turns to Raj and says, "I have butterflies in my stomach." Raj tells her to relax because they will do a great job.*


Display the picture of butterflies.

 *Does June really have butterflies like this in her stomach? No, she just means that she's really nervous because she's about to sing in front of an audience. Her stomach feels all fluttery as if she had butterflies flying around in there.*


Display the word **idiom**.

 *When June said that she had butterflies in her stomach, she was using an **idiom**.*

Point to the word, say it, and have students echo you.

 *Remember, an idiom is a group of words that don't mean what they seem to say. We use clues in the sentence to help us decide what an idiom means. In this story, the word "relax" was a clue. The idiom "butterflies in your stomach" means you are not relaxed, but nervous. Let's look for clues to the meaning of another idiom.*

Display Sentence 1: **Cal won first prize, so he was on top of the world.** Read the sentence to students, and underline **on top of the world**. Model a strategy for idioms.

 *I know Cal can't really be on top of the world, so this must be an idiom. I'll look at the rest of the sentence: Cal won first prize. I know if I won first prize, I would be really happy.*


Point to the underlined words.

-  That must be what these words mean. “On top of the world” could mean “feel really happy.”
Let me see if that fits: **Cal won first prize, so he was really happy.** Yes, that does that make sense.


Guided Practice

-  Now we’re going to work together with some idioms.

Display the phrase **feel blue**. Read it with students.


-  I’m going to show you how I look when I feel blue.

Make a face and gestures that look very sad.

-  How do I look? (sad) So, what do we think the idiom “feel blue” probably means? (be sad; feel really sad)

-  I’m going to show you a sentence that contains the idiom “feel blue.”

Display Sentence 2 and read it with students: **Nick began to feel blue and wanted to cry.**
Point to and underline **feel blue**. Remind students of their definition of feel blue (be sad), and ask them to substitute their meaning for feel blue in this sentence to see if it makes sense.

-  Show thumbs-up if you think “be sad” fits in this sentence. Show thumbs-down if you think “be sad” does not fit in this sentence.


Students should show thumbs-up. If they do not, point out the words “wanted to cry” in the sentence and ask how Nick feels. If students show thumbs-up to indicate that the idiom does fit in the sentence, probe further.

-  How can you tell? (If Nick wanted to cry, he must be sad.)

Follow the same procedure with Sentences 3–5, working with the idioms shown, acting out their meaning so that, together, you and your students can come up with a definition similar to the one shown. The proper responses are also shown:

- **got cold feet** (“got scared”) fits in Sentence 3.
- **sit tight** (“wait in one place”) does not fit in Sentence 4.
- **cracked up** (“laughed a lot”) fits in Sentence 5.

Sum up the strategy.


-  When you come across a group of words that don’t seem to mean exactly what they say, it’s probably an idiom. Look for clues that will help you figure out what the idiom means. Then try this meaning in the sentence to see if it fits.

Independent Application

Have students work in pairs or independently.

-  Now you’re going to find some other idioms and decide what they mean.

Distribute copies of Sentences 6-10 to each pair of students. Have students read Sentence 6 and determine which group of words is the idiom in this sentence. Have students underline the idiom.

 *Work with your partner to decide what each idiom means. Remember to look for clues and try your definition in the sentence to make sure it makes sense.*


Follow the same procedure for the rest of the idioms.

- **Sentence 6:** The twins love to have fun and always horse around. (have fun)
- **Sentence 7:** I can't carry this by myself, so can you give me a hand? (help)
- **Sentence 8:** The players were all ears when their coach gave directions. (ready to listen)
- **Sentence 9:** Marcus kept an eye on the baby while Dad went next door. (carefully watched)
- **Sentence 10:** Sal told Lee, "We'll be leaving soon, so just cool your jets." (relax)





Have student pairs come back together as a group after they have worked through each of the idioms. Have them share their definitions with the group to check for accuracy.

Wrap-up

Check students' understanding.

 *What is an idiom? (An idiom is a group of words that have a different meaning from what the words seem to mean.)*

Display one of the sentences that students have worked with (except for Sentence 4, in which the idiom was used incorrectly). Read the sentence aloud.

-  *What is the idiom in this sentence? (Students should say or point to the underlined phrase.)*
-  *What does this idiom seem to mean? (Students should give a literal meaning.)*
-  *What does this idiom really mean? (Students should approximate its figurative meaning.)*
-  *How can you tell? (Students should point to a word or words in the sentence that provides context.)*

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: Introduce idioms using a sentence that includes clues to the meaning of the idiom. Use the following procedure:

- Display the sentence and read it to students.
- Underline the idiom and explain what it means.
- Have students copy the idiom on a piece of paper and draw two pictures: one that shows the literal meaning and one that depicts what the idiom really means.
- Have students collect these pictures in an Idioms Notebook.

Option 2: Provide students with a checklist to make sense of idioms:

- ☐ Create a mental picture of what a group of words seems to mean
- ☐ Decide if this meaning makes sense in the sentence
- ☐ Look for clues in the sentence to find another meaning
- ☐ Try this new meaning in the sentence to see if it fits

FOR STUDENTS READY TO MOVE ON

Option 1: Have students select an idiom (see the list at the end of this lesson) and write it at the top of a piece of drawing paper. Then tell them to fold the paper in half. On one half, they should draw a picture that shows what the idiom seems to mean. On the other half, they should draw a picture that shows what the idiom really means.

Option 2: Write each of the following idioms on separate index cards, or dictate them to students. (The items below are shown in pairs.) Shuffle the cards and have students work together to find sets of idioms that mean the same thing.

Students can check their work by coming up with an oral sentence to see if both idioms fit equally well. Do an example for them first.

get cold feet / chicken out

spill the beans / let the cat out of the bag

sit tight / stay put

on top of the world / on cloud nine

see red / hit the ceiling

on the same page / see eye to eye

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Provide students with written, oral, and visual representations of idioms to support pronunciation and meaning. Photographs, illustrations, and objects are especially helpful in reinforcing the difference between literal and idiomatic meanings.
- Facilitate collaborative discussions in which students build on each others' 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®**.

Additional Idioms

all in the same boat

all ears

tied up

break a leg

catch Zs

caught red-handed

chicken out

cloud nine

cold feet

couch potato

down in the dumps

down to earth

eat like a bird/horse/pig

feel blue

get a kick out of it

go down in flames

hang on

have a ball

have a green thumb

have a heart of gold

head over heels

hit the nail on the head

hit the sack

hit the spot

hold your horses

in a pickle

in hot water

last straw

let the cat out of the bag

off the hook

on the dot

on the tip of your tongue

on thin ice

open your heart

out to lunch

pins and needles

play with fire

pull your leg

put a flea in your ear

put words in your mouth

put your cards on the table

put your heads together

raining cats and dogs

right up your alley

rings a bell

rock the boat

run into a brick wall

run out of steam

saved by the bell

scared to death

sleep on it

spill the beans

start from scratch

stay on your toes

stick out like a sore thumb

the sky is the limit

tied up

to be fishy

top of the world

twist someone's arm

under the weather

wait on hand and foot

wrong side of the bed



1 Cal won first prize, so he was on top of the world.

2 Nick began to feel blue and wanted to cry.

3 Jen got cold feet and wouldn't ride the roller coaster.

4 Dad told us to sit tight and come into the store with him.

5 Ron loved the joke so much, he cracked up.

6 The twins love to have fun and always horse around.

7 I can't carry this by myself, so can you give me a hand?

8 The players were all ears when their coach gave directions.

9 Marcus kept an eye on the baby while Dad went next door.

10 Sal told Lee, "We'll be leaving soon, so just cool your jets."



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 additional 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 as well as the key details. The most important idea in a passage is the main idea. The key details are pieces of information that tell us more about the main idea. It is important to understand how the details support and explain the main idea.

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 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 buses? (No, it's also about taxi cabs and trains.)

Is it mainly about the best way to travel around the city? (No, there is no information about what is the best way.)


Is it mainly about different ways to get to places in a big city? (yes) In this passage, the main idea can be found in the very first sentence: "There are many ways to get around in a big city."

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

 Key details in informational texts support and explain 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 types of transportation, and write a detail into each box in the Text Structure Map.

- Detail 1: **buses—follow a route with stops to get on and off for a set fee**
- Detail 2: **taxi cabs—go where the passenger tells them with a fee that depends on how far they travel**
- Detail 3: **subway trains—go under the streets and stop at stations for a set fee**


 These key details support the main idea of the passage by explaining **what** the types of transportation are and **how** they are the same and different.

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? (Each of your eyes has a pupil in it.)

 What should we write about in the three Detail boxes? What are the key details, or evidence that supports and explains the main idea?

- Detail 1: **round opening that looks like a black circle** (explains *what* it looks like)
- Detail 2: **muscles in the eye change size of pupil** (explains that the size changes and *how*)
- Detail 3: **dark makes it bigger and bright light makes it smaller** (explains *how* light affects it)

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

Main Idea box: **A cactus is a plant that lives where it is very dry.**


- Detail 1: **has thick stem that stores water and waxy skin that holds onto water**
- Detail 2: **has long roots that spread out, not down, to find water**
- Detail 3: **has sharp spines, not leaves, that shade the stem**

These key details explain *how* the cactus can survive in a very dry climate.


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 evidence or key details tell more about that main idea?)*

Display these sentences and have students read them: **Beta fish are a popular pet. There are many different kinds of fish.**

 *Which sentence is more likely to be the main idea of the paragraph? (There are many different kinds of fish.) Why do you think that? (The other sentence gives a detail about one kind of fish.)*

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 at recess.
- 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., *fare*, *spines*). 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 (urban transportation, parts of the eye, cactus plants).
- 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 supports the main idea is...

This evidence supports the main idea...

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

There are many ways to get around in a big city. Most big cities have buses. Passengers pay a fare to ride. At each stop on the bus route, passengers get on and off. Taxi cabs are another way to travel. Most cabs carry just a few passengers. The passengers tell the driver where they want to go. The fare is based on how far they travel. Passengers pay a set fare to ride a train. The train stops at each station to let passengers on and off. There are even trains that travel under city streets.

PASSAGE 2

Each of your eyes has a pupil in it. The pupil is a round opening that looks like a black circle. The pupil is in the middle of the part of your eye that can be brown, blue, green, or hazel. This part has tiny muscles in it. The muscles pull on the pupil to change its size. The pupil grows bigger to let more light into the eye. It becomes smaller when light is very bright. You can see your pupils change size. Look in a mirror as someone shuts off the light and then turns it back on.

PASSAGE 3

A cactus is a plant that lives where it is very dry. A cactus stem is thick and can store water. The stem has a skin like wax. The waxy skin helps the cactus hold onto water. A cactus also has very long roots. The roots do not go deep into the ground. Instead, the roots spread out to find as much water as they can. A cactus does not have flat leaves like other plants. Instead, a cactus has sharp spines. The spines shade the stem and keep it from getting too hot.

Description

This lesson is designed to help students develop strategies for inferring the meanings of unfamiliar vocabulary when reading. Students will practice using morphological clues (e.g., base words, prefixes, and suffixes) and context clues, in tandem, to support comprehension.

TEACHER TIPS


The following steps show a general strategy lesson for using morphology and 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

 *Today, we are going to learn how to figure out the meaning of an unfamiliar word using parts of the word and 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 word clues and context clues. Look for familiar parts of the word you don't know, and think about the meaning of the other words in the text.

Step 3: Decide on a meaning. Use what you know from the word parts and 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:


We surprised Nana with a big meal. When she saw all the dishes laid out on the table, her eyes grew wide with disbelief. "You did all this for me?" she asked.

Point to each step as you model the following.



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

 *I'm not sure what **disbelief** 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'll look for word clues and context clues. In the word **disbelief**, I see the prefix **dis-**. I know that **dis-** can mean not, so the word **disbelief** may have a meaning similar to **not believing**. The context tells about a surprise meal and says that Nana's eyes grew wide. I know what a surprise is, and I know what someone looks like when their eyes grow wide.

Demonstrate eyes wide with disbelief.









-  Those word clues and context clues help me think about **disbelief**. I think it means **wonder**.
-  Last, I'll reread the sentence with that meaning to see if it makes sense: **When she saw all the dishes laid out on the table, her eyes grew wide with wonder**. Yes, that makes sense. Now I know from word clues and context clues that **disbelief** means wonder.

Guided Practice

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

Kendall gazed at the cards and flowers around her. A big grin spread across her face. "Wow," she whispered. It was going to be a long recovery, but she was touched to know how many people cared about her.

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

-  This word can be confusing. What do you think of when I say the word **touched**?
- Use your finger to touch an object as you ask this question. Students will probably answer that they think of touching things with their hands.
-  But, does that make sense in this sentence? (no) Right, it doesn't make sense that Kendall would be touching someone or something. 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 word clues and context clues.)
-  Yes, but for this word, looking at word parts doesn't help us with the meaning. What words do we know that can give us hints about the meaning of **touched**? (grin, wow, care)
-  Now that we have some clues, the third step is to decide on a meaning for the word **touched**. Kendall felt happy to know so many people cared about her. She was grateful for their thoughtfulness. So **touched** might mean feeling happy and grateful.
-  What is the last thing we have to do? (Check to see if that meaning makes sense.) Does it make sense that Kendall is saying that she felt happy and grateful? (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 word clues and 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.

Option 3: When teaching prefixes and suffixes, point out to students that these word parts can be used to help figure out unfamiliar words. Provide students with examples of words containing prefixes or suffixes in sentence context to show how morphology and context can be used together to determine meaning.

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.)
- Do word clues or context clues help me understand the meaning of the word? (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. We surprised Mama with a big meal. When she saw all the dishes laid out on the table, her eyes grew wide with disbelief. "You did all this for me?" she asked.
2. Kendall gazed at the cards and flowers around her. A big grin spread across her face. "Wow," she whispered. It was going to be a long recovery, but she was touched to know how many people cared about her.
3. Sometimes, to relax, it helps to take a few deep breaths. Breathe in deeply through your nose. Then exhale slowly through your mouth. As the air leaves your mouth, you will feel calmer.
4. Patrick did not like his new haircut at all. He was worried that his hair looked weird, so he tried to conceal it under a big cap. Patrick hoped the hat would keep his hair hidden.
5. The people elected a new leader, and immediately, almost everyone loved her. They knew she was just and would treat everyone fairly. The country needed a person like that in charge.
6. The air turned cool. Then it grew colder. "It's frigid out here!" said Rayna, her breath making cloud puffs in the air. She rubbed her hands together and said, "I'm going inside."

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 **theme**) 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 "The Dog Park" and "The Case of the Missing Cupcake" (for display)
- Copies of "A Day for Dolphins" (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 "The Dog Park," 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 girl named Kenya and her puppy, Pogo.

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

Kenya and her puppy, Pogo

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 tells me that the story is happening at a dog park in the afternoon. This is where and when the story takes place.

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

a dog park in the afternoon

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

Reread the first paragraph.

- The story tells me that the dogs run around without their leashes and Kenya was scared because she and Pogo had never been to a dog park before. Even though Pogo was excited and tugging at his leash to play with the other dogs, she was afraid that Pogo might get hurt.

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

The dogs run around without their leashes. Kenya is scared that the dogs will hurt Pogo.

- 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 Kenya lets Pogo go, and he races over to the other dogs. Kenya holds her breath because she is afraid.


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

Kenya lets Pogo go. Pogo runs to the other dogs. Kenya holds her breath.


 *The story ends with Pogo playing happily with the other friendly dogs.*

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

Kenya was not afraid anymore. She was happy that all of the dogs were playing together.


 *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 Kenya has a dog named Pogo and they go to the dog park where the dogs are not on leashes. We learned that Kenya was scared because it was their first time at the park, and she didn't know if the other dogs would hurt Pogo. In the end, we read that Pogo and the other dogs played well together and Kenya was happy. So, I think that this story is mainly about Kenya and Pogo's first trip to the dog park.*

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

This story is mainly about Kenya and Pogo's first trip to the dog park.

 *Finally, I want to determine the author's **central message**, or **theme**. 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 **New experiences can be fun**.*

Guided Practice

Display the story "The Case of the Missing Cupcake," 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 Officer Fox found the thief).

After students complete the Story Map, work together to determine the author's central message, or theme. 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 message, or theme: It's important to think before you speak.)

Independent Application



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

- **Main Characters:** A girl named Lila and her father
- **Setting:** One Saturday at Lila's home, near Sea City
- **Problem/Goal:** Lila loves dolphins. A hurt mother and her baby are new dolphins at Sea City. When the mother dolphin gets better, they will be put back in the sea. Lila is afraid the dolphins will be gone before she can see them.
- **Major Events:** Lila wishes she could see the dolphins. Her father tells her they can go to Sea City to see them.
- **Resolution:** Lila is thrilled. She will get to see the dolphins.
- **This story is mainly about...** a girl named Lila who wants to see two new dolphins.

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, or theme. (e.g., Wishes can come true.)

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 Day for Dolphins.”

Characters:

- a boy named Owen and his mother (thumbs-down)
- a girl named Lila and her father (thumbs-up)

Setting:

- a snowy night in a dark forest (thumbs-down)
- one Saturday in Lila’s home, near Sea City (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: Have students describe the characters in one of the provided stories in greater detail. Then, have them explain how the character’s actions contribute to the major events of the story. For example, in “A Day for Dolphins,” Lila is motivated by her love of dolphins to ask her father if they can visit Sea City before the mother and baby are released back into the sea. Students should understand that a character’s traits, motivations, and feelings influence what happens in a story.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided stories (e.g., *aggressive, jotted, prickly, accuse*). 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®**.

THE DOG PARK

One afternoon, Kenya was taking her puppy, Pogo, to Dog Park for the first time. That wasn't the park's real name. Everyone called it Dog Park because people brought their dogs, let them off their leashes, and watched them run around.

Kenya was scared as she and Pogo entered Dog Park. Would the dogs be too aggressive? Would the puppy run off? Pogo wasn't scared. His ears were up, his tail was wagging, and he was tugging at his leash.

Kenya let him go. He raced over to a group of bigger dogs. Kenya held her breath in fear. But the big dogs were friendly. Soon, Pogo was running and playing with them. Kenya was happy.

"Good job, Pogo," she whispered.

THE CASE OF THE MISSING CUPCAKE

"Someone just stole my cupcake," Raccoon said to Officer Fox. "I want you to find the thief."

Officer Fox asked questions and jotted down notes. "Where was the cupcake when you last saw it?"

"On top of this stone wall," replied Raccoon. "I turned my back for one second, and it was gone!"

"What did the cupcake look like?"

"It was yellow with strawberry icing," said Raccoon.

Officer Fox put away his notepad and set off to find the thief.

"Did you steal Raccoon's cupcake?" Officer Fox asked Beaver.

"No," replied Beaver, gnawing on a twig. "Cupcakes are not in my diet."

Officer Fox asked the same question of Porcupine. "No," said Porcupine, getting prickly. "I'm not a thief!"

Officer Fox asked Squirrel, "Did you steal Raccoon's cupcake?"

"How dare you accuse me!" said Squirrel. "I don't even like strawberry icing."

Officer Fox called Raccoon. "I've found the thief," he said. "Squirrel gave himself away."

A DAY FOR DOLPHINS

Lila loved dolphins. She liked to read about them, draw pictures of them, and watch TV shows about them. One Saturday, she heard about two dolphins who were nearby, at Sea City. Lila ran to tell her father.

"There are two dolphins at Sea City, a mother and her baby," she said. "They're living in a big pool."

"I know," said Dad. "The mother has a hurt flipper, but she's almost healed. When she's OK, she and the baby will be released back into the sea."

Lila knew that it wouldn't be long before the dolphins would be gone. "I wish we could see them," she whispered.

Her father smiled. "Then you'd better get ready," he said. "We're going to Sea City."

Lila was thrilled. "My wish came true! I'll get to see the dolphins!" she exclaimed.

Story Map 1:

WHO IS THE STORY ABOUT? (MAIN CHARACTERS)



WHERE AND WHEN DOES THE STORY HAPPEN? (SETTING)



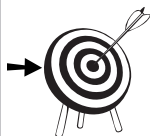
WHAT IS THE PROBLEM OR GOAL? (PROBLEM/GOAL)



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...