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# 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.

say *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.

say *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.

say *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.

say *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.

| | ***Base Word*** | ***Suffix*** |
|---|---|---|
| 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<u>ing</u>$^{e}$ to the park.

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



*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.®*

## 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 practice drawing inferences and conclusions and supporting them with evidence from the text or from their own experiences. Inferential thinking is a critical reading skill needed to fully comprehend both narrative and informational texts.

## TEACHER TIPS

You can adapt and use this lesson for older students by using narrative and informational texts that are better suited to their independent reading levels.

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 Conclusion Chart at the end of the lesson (for display and for students)
- Copies of the 6 passages at the end of the lesson (for display and for students)

# Direct Instruction

say *Today we are going to learn how to make inferences when we read. Authors can't tell you everything when they write; it would take too long. Instead, an author expects readers to use clues in the text, like words and pictures, along with their own experiences, to understand everything that is happening, even if it is not written in the story or passage. Using these clues to figure out what is happening (or what might happen next) is called making inferences or drawing conclusions.*

*I'm going to show you how to be a good text detective. I'm going to read a selection to you. Then I'm going to tell you what the character did and how the character felt, even though the author never tells me! Listen to this story.*

Display and read Passage 1 to students. Display the story and the Conclusion Chart for students to see.

*What did Rita do? I'm going to use clues from the text to help me figure that out.*

Write **What has Rita done?** in the first box of the chart under Questions to Answer.

*This passage doesn't tell me what Rita did, but it gives me clues to figure it out.*

In Passage 1, underline spelled "believe" and studying.

*I will write these two clues in the second box on my chart.*

Write **spelled "believe"** and **studying** in the box under Clues to Use.

*The **studying** she did makes me think that she took a test. When I read that she **spelled "believe" right**, it makes me think that the test was probably a spelling test. Now, I can write my conclusion in the last box: **Rita took a spelling test.***

Write the conclusion sentence in the last box on the chart.

*I also want to know, how did Rita feel? The part that tells me that she "got them all right" makes me think she did very well.*

Write this question and the clue in the boxes in the second row of the chart.

*Now I can use my own experience to figure out how Rita feels. I know how I'd feel if I did really well on a test. I'd be so happy! So, I think that Rita would feel happy, too.*

Write the conclusion that **Rita felt happy** in the last box in the second row of the chart.

Sum up for students.

*Whether you're reading stories or informational articles, look for clues the author gives you, and use your own experience to figure out things the author does not tell you. This can help you understand what you are reading.*

## Guided Practice

say *Let's work together as text detectives to make inferences and figure out what the author isn't telling us in another story.*

Display Passage 2 and a Conclusion Chart. You may want to read each column heading aloud.

*Now let's read the passage.*

Have a student read Passage 2 aloud while the rest follow along.

*Let's ask ourselves a question about the text, something we want to figure out. How about this:* ***What is happening to Toby's family?*** *What should I do with the question we want to ask?* (write it in the chart)

Write this question in the first row under Questions to Answer.

*So let's see what Toby and his parents are doing.*

As students name things, underline the relevant text in Passage 2. Responses should include *loading up the van, packing the last box, taped it up, he wrote "Toby's Model Cars,"* and *empty room.*

*We have a lot of clues here. What should we do with them?* (write them in the chart)

Write the underlined phrases in the second box on the chart.

*So, using these clues, what conclusion can we draw about what is happening to Toby's family?*

When the group, with your guidance, has arrived at a conclusion, fill in the last box on the chart with the sentence **Toby's family is moving.**

*I've got another question to answer: How does Toby feel?*

Write this question in the second row under Questions to Answer.

*We'll have to use the text and our own experiences to answer this question. What clues are in the passage to help us understand how Toby feels?* (Students should focus on the text that says Toby will miss so many things.)

Underline **so many things he would miss** in Passage 2. Write these words in the box on the second row under Clues to Use.

*How do people often feel when they're moving and leaving their friends behind?* (Students should understand that Toby is feeling sad.)

Have students tell you what conclusions to write in the last box, to complete the chart.

*Remember to ask yourself questions as you read. We just used the two questions "What is happening?" and "How does the character feel?" When you read informational text, the questions you ask yourself may be different. You can always use text clues and your own experience to draw the right conclusions or figure out what might happen next.*

If students need more practice before moving to Independent Application, you can use the additional text selections and repeat the above procedure. You may also choose to provide text selections from classroom reading material at their independent reading level.

## Independent Application

Give each student one Conclusion Chart and a copy of one of the passages that was not used in Guided Practice. Have them work in pairs or independently to read the text and complete the Conclusion Chart.

Circulate and make sure students have chosen appropriate questions to answer. If students are unsure or have chosen incorrectly, you can use the list below to pose some possible questions.

Sample questions:

Passage 3: What is happening? How does the dog feel?

Passage 4: Why is the friend blindfolded? What does this test show?

Passage 5: Why does Lee think that she sees Ruthie? How does Lee seem to feel at the end?

Passage 6: Why shouldn't you get too close to these flowers? Why are these flowers called skunk cabbages?

When they are done, have students use their charts to discuss their conclusions and what they filled in on their charts.

## Wrap-up

Check students' understanding.

say *Why do you need to make inferences or draw conclusions when you are reading?* (Students should understand that authors leave some things out—they can't explain everything.)

*What clues can you use to draw the right conclusions?* (clues in the text, your own experience)

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

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

Simplify the task by using situations that students are familiar with or have experienced. Point out to students that they draw conclusions all the time. Pose these situations and prompt students to draw conclusions.

Possible scenarios:

- A girl falls down and really scrapes up her knees. How does she feel? (upset, hurt) How did you figure this out? If necessary, prompt further: How did you feel when you got a bad scrape?
- A boy is going to school. He looks outside and sees that it's raining. What does he do before he leaves? (puts on a raincoat or rain poncho, takes an umbrella) How did you figure this out? (That's what we do if we're going out in the rain.)
- A girl sees her cat run into the den. There is a loud crash and the cat runs out again. The girl goes into the den and sees a broken lamp. What happened? (The cat knocked over the lamp.) How did you figure this out? (The text says the cat was the only one in the den when there was a crash. We know that when lamps fall to the ground and break, they make a crashing noise.)

## FOR STUDENTS READY TO MOVE ON

**Options 1:** Have students use the Conclusion Chart they completed in the Guided Practice activity to create their own Conclusion Chart, with several rows. Have them fill in their charts as they revisit a story or informational article. Give them an opportunity to share and compare their completed charts.

**Options 2:** Use comic strips to encourage students to make inferences about what might happen next. For each comic strip, cut out the final panel. Have students read the remaining panels fill out the Conclusion Chart to predict what might happen in the final panel. Then, display the missing panel and discuss what actually happened.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Introduce this comprehension skill through visual examples (e.g., Display a bag with sunglasses, flip flops, and sunscreen. Ask students, "What can you infer about the person who owns this bag?")
- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *dashes*, *crisp*). Use these words in simple sentences that draw on familiar topics, people, and situations.
- Provide background knowledge and support students in accessing prior knowledge of passage topics (thunderstorms, wetlands, skunks).
- Display and review sentence starters to support student contributions to group discussions:

  *The clues in the text tell me…*

  *That makes me think that...*

  *I know that...*

  *I can infer that…*

*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.®*

# Conclusion Chart

| Questions to Answer | Clues to Use | Your Conclusion |
| --- | --- | --- |
| | | |
| | | |

**PASSAGE 1** (NARRATIVE)

Rita ran into the kitchen waving a piece of paper at her family. "I did it!" she shouted. "I got them all right! I even spelled "believe" right, I was sure I was going to mix up the i and the e, but I didn't. All that studying I did was worth it!"

**PASSAGE 2** (NARRATIVE)

Toby's parents were almost done loading up the van. Toby finished packing the last box and then carefully taped it up. On the side, he wrote Toby's Model Cars. Then he picked the box up and looked around at his empty room. He would miss it, but then there were so many things he would miss.

**PASSAGE 3** (INFORMATIONAL)

Lightning flashes and thunder booms. Your dog dashes into your room and hides under your bed. You can hear him whining. When you look under the bed, you can see him shaking. It is hard to know what to do.

**PASSAGE 4** (INFORMATIONAL)

Cut up an apple, a potato, and a crisp pear into equal sized pieces. Blindfold a friend and have this person taste them, one at a time, and decide which is which. Your friend will probably guess correctly. But then have your friend hold his or her nose and do it again. Your friend will probably be very confused!

**PASSAGE 5** (NARRATIVE)

Lee saw a girl with long braids and a striped jacket walking ahead of her. "Oh, there's my friend Ruthie," Lee thought.

Lee ran up to the girl and clapped her on the back. "Hi, Ruthie!" Lee said.

"My name isn't Ruthie," said the girl.

"Oops," said Lee.

**PASSAGE 6** (INFORMATIONAL)

If you're out hiking in wetlands in spring, look around. You might see a group of plants with big green leaves and yellow flowers shaped like hoods. They look so pretty. But don't get too close or you'll notice something else. And you'll understand why these plants are called skunk cabbages.

# Description

This lesson is designed to help students identify and understand cause and effect relationships in their reading. This lesson focuses on both explicit relationships, which use signal words (e.g., *because, since, so, therefore*) to indicate the relationship between two events, as well as implicit relationships that require the reader to infer a cause and effect relationship. Cause and effect relationships are common in both fiction and nonfiction, and strategic readers can identify these relationships while reading.

## TEACHER TIPS

You can adapt and use this lesson with students of various ages and reading levels by using cause and effect relationships from students' classroom reading material (history and science texts are good sources) and from fictional texts that students have read.

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 Cause-Effect Chart at the end of this lesson (for display and for students)
- Copies of the sentence sets at the end of this lesson (for students)

# Direct Instruction

Display the words **cause** and **effect**.

say *Today we're going to learn about cause and effect relationships in our reading. The **cause** is the reason why something happened. The **effect** is the result of what happened. I will show you an example of cause and effect.*

Turn the classroom lights off.

*I turned off the lights and the room got dark. What was the reason that the room got dark? I turned off the lights. What happened because I turned off the lights? The room got dark. So, the cause was turning off the lights. And the effect was that the room got dark.*

Display the Cause-Effect Chart. In the Cause box, write this sentence and read it aloud to students: **I turned off the light.** In the Effect box, write this sentence and read it aloud with students: **The room got dark.**

*These two sentences show a cause and effect relationship.*

Point to each sentence.

*This is the cause. This is the effect. We come across many cause and effect relationships when we read. Understanding how they work helps us understand and remember what we read.*

*Sometimes certain words are used to help you see that one event causes another event to happen. The writer uses these words to signal the reader to look for a cause and effect relationship.*

Display the following Signal Words Chart:

| ***Signal Words*** | |
|---|---|
| **Cause** | **Effect** |
| since | so |
| because | as a result |

Point to the first column.

*Here are some words that a writer might use to signal a cause.*

Read the words **since** and **because**. Refer to the sentences that you wrote in the Cause-Effect Chart.

*Let's use these cause signal words first and combine the two sentences to show a cause and effect relationship.*

Write these sentences on the lines in the chart:

**Since I turned off the light, the room got dark.**
**The room got dark because I turned off the light.**

Read the sentences, and underline or highlight the signal word in each. Point to the second part of the second sentence, and write the number 1 above it.

*First, I turned off the light, and second, the room got dark.*

Write a 2 above the first part of the sentence.

*Did you notice that in the second sentence the cause came after the effect? In the first sentence the cause came before the effect.*

Write the numbers 1 and 2 above the first and second parts of the sentence to illustrate.

Follow the same procedure for introducing the signal words for effects, writing these sentences as well on the lines in the chart. Note the use of a comma after the first clause.

**I turned off the light, so the room got darker.**
**I turned off the light. As a result, the room got darker.**

*Writers don't always use signal words. They expect the reader to understand that one thing caused another to happen.*

Write these sentences on the last lines in the chart and read them together:

**I turned off the light. The room got darker.**

*These two sentences show a cause and effect relationship—but there are no signal words to give us a clue. We have to pay attention when we read and always think about how the ideas in sentences go together.*

# Guided Practice

Keep the Signal Words Chart displayed. Give each student a Cause-Effect Chart and a copy of the sentence sets (cut apart).

say *Let's work together to identify the causes and effects in some sentences.*

Display the two sentences from Sentence Set 1 (**It was a hot day. Rod went for a swim.**) Read the sentences together.

*One of these sentences is the cause, and the other is the effect. Let's start by figuring out which one is the cause.*

Point to: **Rod went for a swim.**

*Did Rod's swimming cause the day to get hot? Does that make sense?* (no)

Point to: **It was a hot day.**

*Did the hot day cause Rod to go swimming?* (yes) *So, what sentence is the cause?* (It was a hot day.) *And what is the effect?* (Rod went for a swim.)

Have students fill in the chart by placing each sentence strip into the correct box. Refer to the Signal Words Chart again.

*Let's try rewriting these sentences with signal words.*

Have students take turns using each signal word with the displayed sentence set. Ask students to select a signal word, and then discuss how to use it with the two sentences to show caus and effect. After you create sentences together, have students rewrite them below the boxes on the Cause-Effect Chart.

Possibilities:

**(Because/Since) it was a hot day, Rod went for a swim.**
**Rod went for a swim (because/since) it was a hot day.**
**It was a hot day, so Rod went for a swim.**
**It was a hot day. As a result, Rod went for a swim.**

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

# Independent Application

Keep the Signal Words Chart displayed. Have students work in pairs or independently.
Give students a copy of the Cause-Effect Chart and sentence sets not used in Guided Practice.

say *One of these events caused the other to happen. Think about which sentence is the cause and which sentence is the effect. Then put each sentence in the correct box.*

Circulate and make sure students have chosen correctly. If students are unsure or have chosen incorrectly, pose each possibility and ask which makes sense. For example,

**Did Kim having nothing to eat make Len eat all the peanuts? Or did Len eating all the peanuts mean that Kim had nothing to eat?**

Then, give student pairs one of the signal words to use, and direct them to rewrite the two sentences using this signal word. Again, circulate to make sure students are using the signal words correctly. Remind students to ask each other clarifying questions if needed.

Follow the same procedure with additional sentence sets as needed. When students are done, have them take turns reading their rewritten sentences aloud. Have students identify the signal word and the cause and effect for each set.

# Wrap-up

Check students' understanding. Display these numbered sentences, without underlining:

**1. Lin got wet because she went out in the rain.**

**2. Glen was thirsty, so he drank some water.**

**3. I missed the bus. I was late for school.**

Have students identify the cause (underlined above) and the effect in each numbered item. Then have them look for and identify any signal words (**because** in Sentence 1 and **so** in Sentence 2).

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

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

Write or display **Cause ➡ Effect**

To help students understand the concept of a cause and an effect, ask a series of *what would happen if* questions. Each time, restate the cause (and point to the word "cause") and identify students' answer as the effect (while pointing to the word "effect").

Possible questions with answers:

- *What would happen if I forgot to eat lunch?* (You would be hungry.)
- *What would happen if I went out in the rain with no umbrella?* (You would get wet.)
- *What would happen if I jumped in a mud puddle?* (You would get muddy/dirty.)
- *What would happen if I stayed up all night?* (You would be sleepy.)

After completing this, revisit the lesson with students.

## FOR STUDENTS READY TO MOVE ON

**Option 1:** Make two variations to the Cause-Effect Chart at the end of this lesson:

(1) One box labeled Cause and three arrows going from this box to three Effect boxes.

(2) Three boxes labeled Cause with three arrows pointing to one Effect box.

Point out to students that one cause can make more than one thing happen.

Display these sentences: **There was a loud crash of thunder. Dad put his hands over his ears, the dog ran under the bed, and Lee screamed.**

Display the first chart variation (1) and fill it out with students. Then point out that several causes may create one effect.

Use the procedure above, and the second chart variation (2) with these sentences: **All her friends came, they all had fun, and her birthday cake was great. Beth thought this was the best birthday ever!**

**Option 2:** Direct students to look for cause and effect relationships in classroom story books and text books. Have them copy the sentence(s) on a piece of paper. After five or ten minutes, ask them to share the sentence(s) they have found. Listeners should identify the cause, the effect, and any signal word used.

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

  *The cause is…*

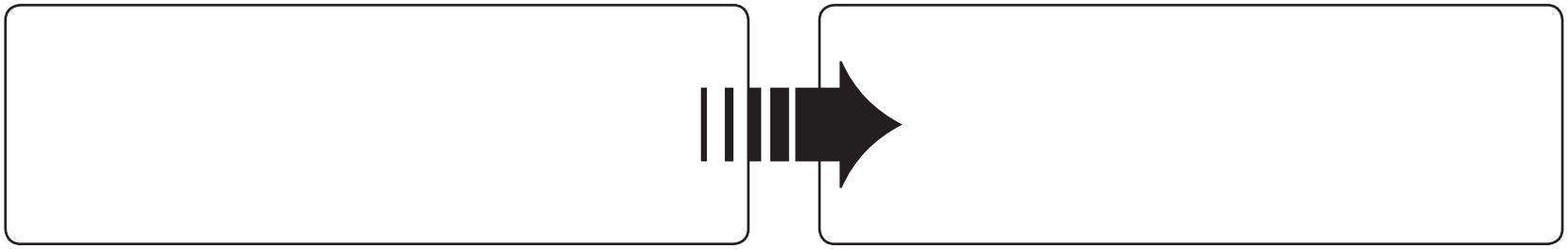
  *The effect is...*

  *I noticed these signal words...*

*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.®*

# Cause-Effect Chart



| | |
|---|---|
| 1 It was a hot day. | 1 Rod went for a swim. |
| 2 Len ate all the peanuts. | 2 Kim had nothing to eat. |
| 3 The dog chased the cat. | 3 The cat ran up the tree. |
| 4 The bag of marbles broke. | 4 Carmen had to pick them up. |
| 5 The cage was left open. | 5 The bird got out. |
| 6 Rain began pouring down. | 6 Mel closed his bedroom window. |

# Description

This lesson is designed to help students examine a text in order to determine the author's **point of view** (or viewpoint)–what the author thinks or believes about the topic. Students are guided to read sample texts with understanding and offer their own points of view.

## TEACHER TIPS

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

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

## PREPARATION/MATERIALS

- A copy of "A Python Problem" (for display)
- Copies of "Look at a Leaf" (for students)
- Copies of "Superstitions" (for display and for students)

# Direct Instruction

say *Today we'll be reading information. You know that an informational text gives facts on a topic. Facts can be proved true. Authors of informational texts often express their own ideas and opinions about the topic as they give facts and other details of information. We'll think about the information we read and the author's point of view.*

Display the first informational text, "A Python Problem." Have students read aloud the title, the author's name, and the first two paragraphs.

*A **point of view**, or viewpoint, is what someone thinks or believes about a topic. I can tell from the beginning of this informational text that the author, Raymond Pierre, believes that Burmese pythons do not belong in the Everglades. What words show me that point of view?* (Students should note the word **Problem** in the title and the last sentence of the second paragraph: "These snakes have caused great harm.")

Tell students to read the full text. As they read, they should pay special attention to the author's main ideas and statements of opinion that show a point of view.

After reading, use the following items to prompt students to reread segments to note main ideas and the author's point of view and to express their own point of view. Annotate the text as suggested.

*Reread the first sentence of Paragraph 4. Which word shows the author's opinion?*

Circle the word **disaster** after students note it.

*What is he calling a disaster?* (In Paragraph 3, the author explains that native mammals are being eaten by tens of thousands of Burmese pythons and are disappearing from the Everglades. He thinks that the loss of these mammals is terrible—a disaster.)

Underline the first and last sentences of Paragraph 3 and write **terrible disaster** as a margin note beside the paragraph.

*Did you notice that Paragraph 4 shows causes and effects? Reread the paragraph. Use the word **because** to tell why so many Burmese pythons are living in the Everglades.* (People let pet pythons go into the wild because the snakes grew too big to care for. Because the snakes didn't have natural enemies, they just kept multiplying.)

Add a margin note: **Cause–pet owners release snakes. Effect–too many snakes.**

*What is the author's point of view in the last paragraph?* (The author believes that the efforts now going on to "control the spread of Burmese pythons" may have only "small effects." He thinks that Burmese pythons are a permanent problem that didn't need to happen if pet owners had acted responsibly. His last sentence shows that point of view.)

Underline the last sentence.

*Do you agree with the author's point of view?*

Encourage students to use evidence from the text as well as their own reasoning to tell why they agree with the author, or possibly why they disagree.

## Guided Practice

Display and distribute the second informational text, "Superstitions." Have students read it silently. Then, ask for volunteers to read segments aloud; guide students to circle, underline, and jot margin notes about main ideas and points of view. Suggested prompts:

say *According to the author, what is a superstition?* (The first sentence of Paragraph 2 states the author's definition: "A superstition is a belief that is not based on facts and reason.")

Tell students to underline that main-idea statement.

*In Paragraph 2, the author has used quotation marks around two words. Reread the sentence with those words. Why do you think the author has used quotation marks around **lucky** and **unlucky**?* (Help students to understand that the quotation marks are used to suggest an opposite meaning [irony]. The author's point of view is that lucky socks are not really lucky and that unlucky foods don't really bring bad luck.)

Tell students to circle both words and jot a margin note about them, such as **not really**.

*Paragraph 2 tells about personal superstitions. What other category of superstitions does the author tell about in Paragraph 3? (superstitions shared by groups). How do the two kinds of superstitions differ?* (A personal superstition begins when a person has "mistakenly connected two events that are not related." Group superstitions are things that many people believe bring good luck or bad luck.)

Tell students to jot a margin note naming both kinds of superstitions.

*Reread the last paragraph. How would you sum up the author's main point?* (Superstitions help people feel that they have control over events, even though superstitions don't really work.)

Tell students to underline key phrases about the main point, such as **like to feel that they have control, even while knowing they make no sense**.

*Does the author believe in superstitions?* (Encourage students to point to text evidence supporting their response. Sample response: The author believes that superstitions do not work and don't make sense. The author also points out that knowing that superstitions make no sense does not stop people from being superstitious.)

*What is your point of view about superstitions?*

Encourage a variety of responses based on information in the text as well as students' own experiences and reasoning. Tell students to write a sentence stating their own point of view, beginning with the words **I believe**.

## Independent Application

Distribute the informational text, "Look at a Leaf," and have students read it independently. Then, prompt students to think about the author's point of view.

say *Why does the author use the phrase "a wonder of the natural world"?* (to express the opinion that leaves are wonderful and worth learning about)

*What does the author want readers to do? Why?* (The author's point of view is that we should look closely at a leaf because it's so interesting to learn about.)

*Do you agree or disagree with that point of view? Explain your thinking.* (Sample response: I agree that a leaf is so common that we don't think about how important it is. I also think that a lot of other things in nature could be interesting to learn about close-up, like a drop of pond water.)

## Wrap-up

Check students' understanding.

say *How can you tell what an author's point of view is?* (Sample responses: Look for words that give the author's opinion, like **disaster** or **remarkable**. Think about what the author wants you to believe or do, and why.)

*How do you decide whether to agree or disagree with an author's point of view?* (Sample responses: You look for the reasons that the author gives, like why pythons are a disaster in the Everglades, or why superstitions make no sense, or why it is interesting to look at leaves. Then you can decide whether the author's reasons are good ones that you can agree with.)

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:** Give students opportunities to practice distinguishing statements of fact from statements of opinion. Point out that a fact can be proved true, and discuss ways it can be checked. Explain that an opinion is neither true nor false; someone can agree or disagree with an opinion.

Display paired statements and have students identify them as facts or opinions. For example,

- A desert is a land where little rain falls. (F) Deserts are beautiful lands. (O)
- Everyone should learn to dance. (O) Some kinds of dances are done with partners. (F)
- A mountain lion is a wild cat. (F) Mountain lions look scary. (O)

Then, encourage students to offer facts and reasons to support the statements they identified as opinions.

**Option 2:** Focus on the informational text "Look at a Leaf." Make statements about the author's point of view, and ask students to tell whether the author would agree or disagree with the statement. Have them point to evidence in the text to support their choice.

## FOR STUDENTS READY TO MOVE ON

Guide students to identify the author's point of view in informational texts that they are reading independently. Suggest that they look for positive words, such as **remarkable**, **amazing**, and **fascinating**; and negative words, such as **problem**, **disaster**, and **unfortunately**. Direct them to write one or two sentences to tell what the author's point of view is about the topic by completing a statement such as, "The author believes that..." or "The author's opinion is that..." Tell students to find evidence that the author gives to support that point of view, and to prepare a short talk about what they noted.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *native*, *prey*, *pigment*, *marvel*, *engineering*). 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.
- Provide background information and help students access prior knowledge of passage topics (pythons, superstitions, photosynthesis).
- Display and review sentence starters to support student contributions to group discussions:

  *The author's main point is...*

  *The author's point of view is...*

  *I can tell this is an opinion because...*

  *I do/do not agree with the author's point of view because...*

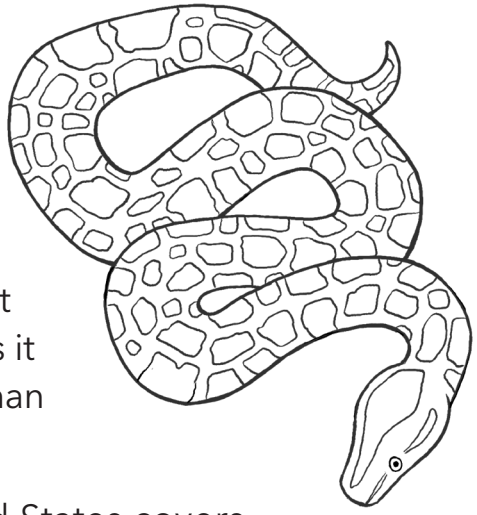
  *My point of view is...*

*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.®*

# A Python Problem

*by Raymond Pierre*



1 A Burmese python is a snake native to South Asia. It is a constrictor. That means it wraps its body around its prey and squeezes it to death. Burmese pythons can grow more than 20 ft (6 m) long and eat large prey.

2 Everglades National Park in the United States covers a vast area of wetlands in Florida. The Everglades are most famous for alligators, but many other animals live here. For the past twenty years or so, the Everglades have been home to Burmese pythons. These snakes have caused great harm.

3 In the Everglades, native foxes, rabbits, raccoons, opossums, deer, and bobcats are disappearing. These mammals have been found in the stomachs of Burmese pythons. So have alligators and birds. A few of these giant snakes would not be alarming. But there are tens of thousands of Burmese pythons in the Everglades!

4 How did this disaster happen? People caused it. The first Burmese pythons were brought to Florida and sold as pets. But when the snakes grew too large to care for, the pet owners set them free. The released Burmese pythons came to the Everglades. They mated and produced more snakes. With no natural enemies, the snakes just kept multiplying.

5 Scientists are trying to find ways to control the spread of Burmese pythons. Wildlife agencies run snake-capture contests. The United States government has made it illegal to bring Burmese pythons and other constrictors into the country. These efforts may have small effects. But the problem should not have happened at all. Pet owners must act responsibly and follow this simple rule: Never release a pet into the wild!

# Superstitions

*by Avery Ardmore*

1 An athlete is about to take his turn at bat. He trips and takes a small hop to catch his balance. Then, on his very first swing, he hits the ball farther than ever before. What does he do the next time he comes to bat? He pretends to trip and takes a small hop. Why? Well, the last time that happened, he got lucky. So maybe this time, a trip and a hop will bring success, too. Athletes can be very superstitious.

2 A superstition is a belief that is not based on facts and reason. Many superstitions are about actions that will bring good or bad luck. The hopping athlete has a personal superstition. Other personal superstitions might be wearing "lucky" socks for a performance or making sure not to eat "unlucky" food before an important game. The superstition begins because the person has mistakenly connected two events that are not related.

3 Superstitions are also shared by groups. For example, high-rise buildings may not have a thirteenth floor. (The elevators skip from 12 to 14.) The reason is that many people believe 13 is an unlucky number. A ladybug (or ladybird) is a spotted beetle that people are happy to see. When one lands on a person, it is a sign of good luck. It's supposed to take the person's worries away as it flies off. People say that finding a four-leaf clover brings good luck. Tossing a coin into a fountain brings good luck, too. On the other hand, placing a hat on a bed brings bad luck. Breaking a mirror brings seven years of bad luck.

4 In real life, good things and bad things often happen by chance. But people like to feel that they have control over events. Maybe that's why superstitions are so common. People want to believe in superstitions, even while knowing they make no sense.

# Look at a Leaf

*by Julia Handler*

1 Do you want to see a wonder of the natural world? You don't need to go far. Just step outside and find a leaf. Any flat, broad leaf will do. Look closely, and you'll discover how remarkable it is.

2 The flat part of a leaf is called the blade. The green shade comes from a substance, or pigment, inside special cells. The pigment is called chlorophyll. Chlorophyll captures sunlight. Using the energy of sunlight, along with water and a gas called carbon dioxide, the leaf cells make sugar. The sugar becomes food that the plant needs to live and grow. Each leaf is a little food-making factory.

3 The lines on a leaf include a long tube in the middle and smaller tubes connected to it. They are easier to see from the leaf underside. The tubes are called veins. Veins bring water to the leaf and carry food away. Veins are also tougher than the rest of the leaf. They support the blade, like bones supporting a body.

4 There are tiny holes in the underside of a leaf. They can be seen through a microscope. These holes are like breathing tubes that let gases pass through. When a leaf makes sugar, it gives off the gas oxygen. Animals and people must breathe oxygen to stay alive. Leaves help keep the air filled with oxygen.

5 It's interesting to look closely at the edges of a leaf. Are the edges smooth? Or do they seem to have tiny points? Are the edges made of rounded shapes? Different kinds of edges do different work for the leaf, such as getting rid of extra water or heat.

6 A leaf is a marvel of nature's engineering. It's worth a close look!

# Description

This lesson is designed to help students compare and contrast story elements or information within a passage. As they engage in lesson activities, students gain familiarity with words and structures that signal comparisons and contrasts (e.g., **same** signaling a comparison and **different** signaling a contrast) within both informational and narrative text.

## TEACHER TIPS

The sections of this lesson focus on informational text. To focus on narrative text, refer to the lesson variation section and use any narrative stories familiar to your students.

If five or fewer students are in your instructional group, have them work as one team for the Independent Application section of this lesson. For instructional groups with more than five students, break students up into pairs or small teams.

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

- 1 blue marker and 1 red marker
- Copies of the Venn diagram at the end of the lesson (for display and for students)
- Copies of the informational text passages at the end of the lesson (for display and for students)

# Direct Instruction

say *Today we are going to learn how to **compare and contrast** the information we find when we read. When we compare and contrast two things, we figure out how they are alike and different.*

Hold up the red and the blue marker.

*First, I'll compare these two things, which means I'll figure out how they are alike. They are both markers. I can write or draw with both of them.*

Use the red marker to write **compare = alike, same**. Read this phrase aloud with students.

*When we contrast two things, we show how they are different. Now, I'll contrast these two markers.*

Hold up the red marker and then the blue one.

*This one is red, but this one is blue. They are different.*

Next to your phrase in red, use the blue marker to write **contrast = unlike, different**. Read this phrase aloud with students.

*When authors write, they look for ways to present ideas in a story or passage. One way is to compare and contrast two things, showing how they are alike and different.*

*I'm going to read some examples. Give a thumbs-up if the example is a comparison that tells how two things are alike. Give a thumbs-down if the example is a contrast that tells how two things are different.*

Display the following four sentences:

**Planes and birds are alike. Both can fly.** (thumbs-up)

**Planes are different from birds. A bird is an animal, but a plane is not.** (thumbs-down)

**Like other birds, penguins have wings.** (thumbs-up)

**Unlike most birds, a penguin cannot fly.** (thumbs-down)

Underline these words in the above sentences in red: **alike**, **Both**, **like**.

*Words like these are often used to compare two things or to show how two things are alike.*

Underline these words in the above statements in blue: **different**, **But**, **Unlike**.

*Words like these are often used to contrast two things or to show how two things are different.*

Display the following Signal Words Chart:

| ***Signal Words*** | | | |
|---|---|---|---|
| **Compare** | | **Contrast** | |
| alike | all | different | however |
| both | same | but | in contrast |
| like | similar | unlike | |

Highlight or underline **Compare** in red and **Contrast** in blue to reinforce same and different.

Review the Compare words first. Underline in red the words students have already seen: **alike**, **both**, **like**. Use the example sentences below to illustrate how **all**, **same**, and **similar** are also words we use to compare. Stress these words and underline them in red in the sentences.

**It is hard to tell zebras apart. They all look the same.**

**A pet cat's walk is similar to a lion's walk.**

Do the same for the Contrast signal words in the list and the sentence below, underlining **different**, **but**, and **unlike** and **however** in blue.

**Most birds fly; however, a penguin cannot fly.**

Keep the Signal Words Chart displayed for the rest of the lesson.

# Guided Practice

say *Let's look at an informational text together. We'll make comparisons and contrasts and record them on this Venn diagram.*

Display the Venn diagram.

*You may have seen Venn diagrams before. A Venn diagram helps to structure our thoughts about what is the same and what is different about two ideas or topics.*

If students are unfamiliar with a Venn diagram, explain the format.

*On this diagram, you can compare and contrast two things.*

Write the two things you are comparing and contrasting: one on the A line and one on the B line at the top of each circle.

*On this side, list things that make A different from B.*

Point to the circle on the left and the heading DIFFERENT.

*On this side, list things that make B different from A.*

Point to the B circle on the right.

*In the middle, list all the ways that A and B are alike.*

Point to the overlap and the heading SAME.

*Now, we'll fill in the Venn diagram for a passage about two types of trees.*

Display Passage 1. Read the passage aloud while students follow along.

Then, fill in **deciduous trees** for A and ask students what kind of sport to fill in for B. (Evergreen)

Have students find signal words in the text, referring to the Signal Words Chart as needed. They should find **all**, **however**, **unlike**, **but**, **both** (2 times), **similar**, **alike**. As students identify each signal word, decide together whether the word signals a comparison or a contrast. Underline comparison signal words in red and contrast signal words in blue.

Work together to complete the SAME section of the Venn diagram. Help students find and express these similarities: **have leaves**; **have woody trunks**; **are used to make similar things**; **provide shade on hot summer days**.

Fill in pairs of differences at the same time. Help students find and express these differences: **(A) have broad, flat leaves**, **(B) have needle-shaped leaves**; **(A) lose their leaves when it's cold**, **(B) keep their leaves year round**; **(A) leaves change from green to yellow, orange, or brown**, **(B) leaves stay green**.

# Independent Application

Keep the Signal Words Chart displayed. Have students work alone or with a partner. Give each student or pair a Venn diagram to fill out, along with a copy of Passage 2.

Before students begin, you may want to read the passage together, to make sure students have no trouble reading it. Have students determine what two things are being compared and contrasted and write them on lines A and B. (Frogs and Toads)

Ask students to find the signal words and underline them with red (**alike**, **similar**, **both**, and **same**) or blue (**different**, **but**, **unlike**, and **however**) as appropriate. Then, students should list similarities and differences in the appropriate places on the chart.

Students should find these similarities: **look similar**; **lay eggs**; **eat insects**; **are tadpoles when young**; **long back legs**.

Students should find these pairs of differences: **(A) live near water**, **(B) often don't live near water**; **(A) smooth, moist skin**, **(B) dry, bumpy skin**; **(A) longer, stronger legs**, **takes big leaps**, **(B) takes small hops**.

## VARIATION FOR NARRATIVE LESSON

Note: For this variation, choose a story with significant differences in one or two story elements, such as setting or characters.

say *Looking for similarities and differences in a story is a good strategy to use to help you understand key details. You can compare and contrast two characters or two settings.*

Display the Venn diagram.

*Using a Venn diagram is a good way to help you compare and contrast story elements, such as characters or settings. After you complete the Venn diagram, you can see what is similar or different. Let's try this with two characters in a story we already know. I am going to do the first one for you, and then we'll do the rest together.*

Recall, or have students take turns recalling, two characters from the story.

*How would you describe the first character? Think about physical characteristics, like appearance, age, or abilities. Think, too, about internal character traits, such as bravery, laziness, or trustworthiness.*

Repeat this procedure with the second character from the story.

Then, fill in the Venn diagram with details about both characters. You may want to have students help you sum up and record these similarities and differences on the Venn diagram.

# Wrap-up

Check students' understanding.

say *What does it mean to compare and contrast two things?* (to look for ways they are similar and different)

*Name some words that authors might use to compare two things.* (Possibilities include alike, both, like, all, same, similar.)

*Name some words that authors might use to contrast two things.* (Possibilities include different, but, unlike, however.)

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

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

Display two classroom objects that have some similarities and differences while giving students more practice and scaffolding in comparing and contrasting. Here are some possible classroom objects:

- a gluestick and a roll of tape
- a clock and a watch
- a crayon or marker and a pencil
- a cup and a glass
- an atlas and a dictionary

Have students name a way in which the two objects are alike. Give them this sentence frame to express the similarity: **Here is one way _____ and _____ are alike. They both _____.**

Follow the same procedure with differences, using this sentence frame: **Here is one way _____ and _____ are different. One _____ but the other one _____.**

## FOR STUDENTS READY TO MOVE ON

**Option 1:** Have students pick two things in their content area texts (or classroom literature) to compare and contrast, filling in a Venn diagram and sharing/discussing their work with others.

**Option 2:** Challenge students to think of two things that share one hard-to-guess similarity and pose it as a riddle for others to guess. For example,

say *How are the sun and pepper alike?*
(Both are hot.)

*How is a corn plant like an elephant?*
(Both have big ears.)

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Provide background knowledge and support students in accessing prior knowledge of passage topics (e.g., types of trees, frogs and toads).
- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *broad*, *tadpoles*, *moist*). 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.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

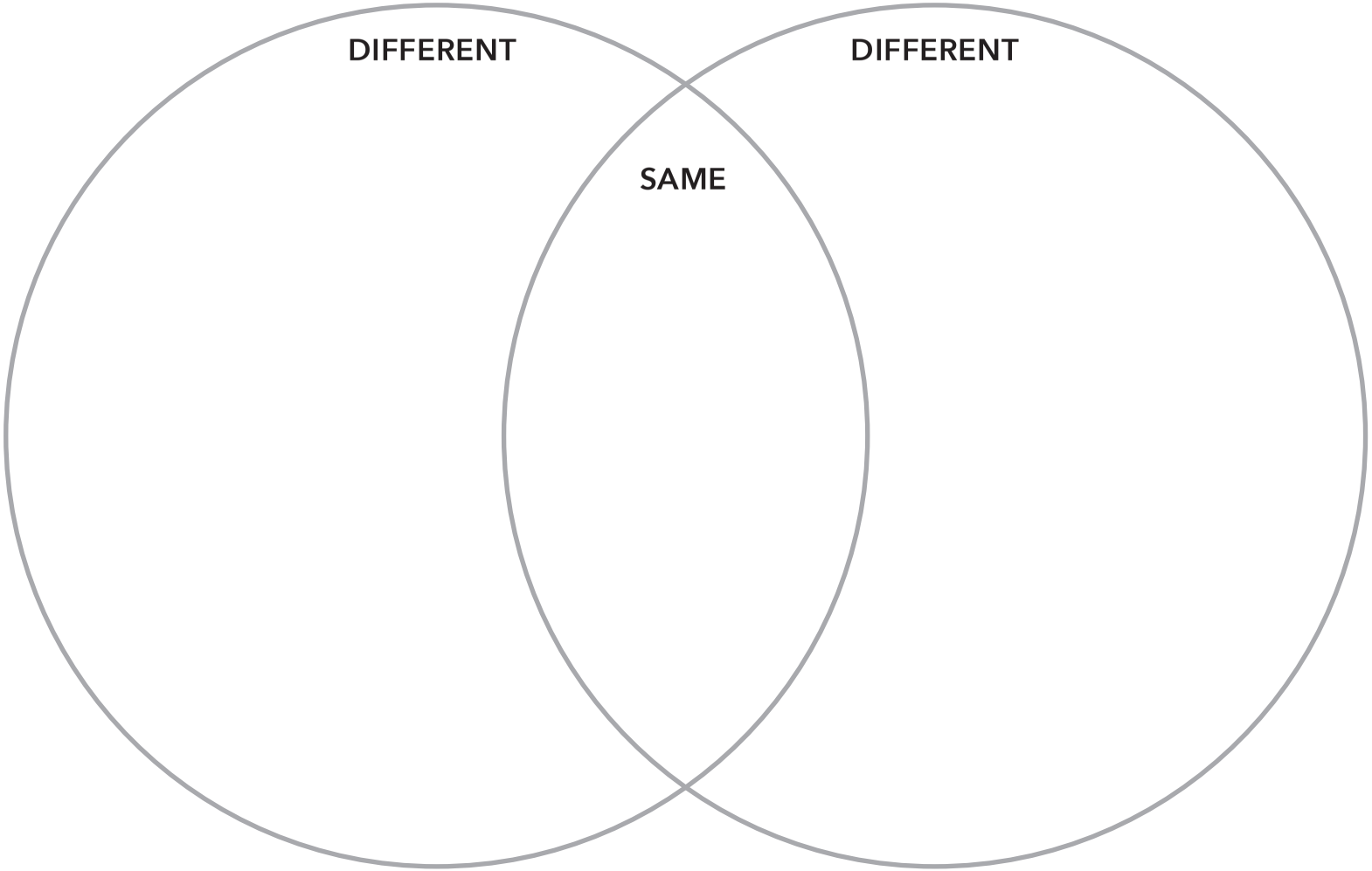


*Students who complete this lesson should return to the online activities in* ***Lexia® Core5® Reading.***

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

# Venn Diagram

A _____ B _____



## PASSAGE 1

All trees have leaves. Deciduous trees have broad, flat leaves. Evergreens, however, have needle-shaped leaves. Evergreen trees keep their needle-shaped leaves year round. The needles may fall off gradually throughout the year but are replaced as they do. Unlike evergreens, deciduous trees lose their leaves when it gets cold. These leaves change from green to yellow, orange, or brown before they fall off, but evergreen leaves stay green.

Both kinds of trees have woody trunks. People use their wood to make similar things, such as floors and furniture. Deciduous trees and evergreens are alike in another important way. Both provide shade on hot summer days!

## PASSAGE 2

In many ways, frogs and toads are alike. They look similar. Both lay eggs and eat insects. When they are young, both are tadpoles, swimming around in the water.

Frogs and toads are also very different. As adults, frogs live near water, but toads often don't. And unlike frogs, who have moist, smooth skin, toads have dry, bumpy skin. Their long back legs may seem the same. However, a frog's back legs are longer and stronger. So a toad takes small hops, but a frog can take big leaps.

# Description

This lesson is designed to help students attend to both words and illustrations in a fictional work and make connections between them.

## TEACHER TIPS

You can adapt and use this lesson for older students by providing a variety of illustrated works of fiction, including fantasy, realistic fiction, and folklore. As students read the text, they may identify elements in the illustration that support or enhance information about the characters, setting, and plot.

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

## PREPARATION/MATERIALS

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

# Warm-up

Display the terms **plot**, **characters**, **setting**, **mood**. Review them by asking students to name the term that answers each of these questions:

- *What happens in the story?* (plot)
- *Who is in the story?* (characters)
- *What problem do readers learn about in the beginning?* (plot)
- *Where do the events take place?* (setting)
- *Does the story feel happy, scary, or something else?* (mood)
- *When does the story begin?* (setting)

# Direct Instruction

say *Today we'll be making connections between the words and the illustrations in stories. Listen as I read aloud part of a story. As you listen, try to form pictures in your mind. Think about the character, the problem, the setting, and the mood.*

Read aloud Passage 1. Then, display it so that students can see the text and the illustration. Briefly talk about whether the illustration matches what they pictured.

*The beginning of the story seems to describe a person, a weather scientist named Professor Brown. The last sentences tell about "a food container that had been left behind" that "seemed to be the right size." That doesn't seem to make sense until I look at the illustration.*

Prompt students to point out key details in the text and illustration. Questions to ask:

*What does the illustration help us understand about Professor Brown?* (Sample response: She is the main character in a fantasy story, a mouse that acts like a person. She is small enough to fit inside a food container.)

*The plot of a story often begins with a problem. What problem in this story gets the plot started?* (Sample response: Professor Brown, a mouse who is a weather scientist, is caught in a sudden storm and must find shelter.)

*How does the illustration help you understand the problem?* (Sample response: The sky is dark, and the rain has begun to fall. Professor Brown is so small, she might drown in big puddles.)

*The mood of the story is the feeling that the author suggests. What do you think the mood of this scene is?* (Sample responses: There's a feeling of danger, of something threatening. There's also a feeling of playfulness because the main character is a mouse that seems to be human.)

Give students an opportunity to note other details in the illustration and tell about the information they provide.

## Guided Practice

Distribute Passage 2. Tell students to read the passage and look closely at the illustration. Then, ask the following questions to focus on the connections between the text and the illustration.

say *What do you learn from the text about the character, setting, and plot?* (The character is a boy named Philip. The setting is nighttime in the front room of his aunt's cabin. He's visiting for the weekend. The front room has a couch, fireplace, and camp bed. The moonlight is weak. He is awakened by a sudden shriek that seems to come from outside.)

*What do you learn from the illustration about the character and the setting?* (Philip looks like a real boy, maybe about ten years old. He sleeps on a camp bed that is near a window. It is night. The cabin has log walls and seems to be in the country.)

*What words would you use to describe the mood of this story?* (Sample responses: mysterious, a little scary, strange)

Use students' responses to suggest brief notes they can write to label elements of the illustration. For example,

**Main character:** Philip (label for the boy in the illustration)

**Setting:** nighttime in aunt's cabin (label for the cabin in the illustration)

**Plot:** Philip wakes up (label for empty bed)

**Mood:** mysterious, dark (label for shadows on cabin wall)

# Independent Application

Distribute Passage 3, the beginning of the fairy tale "Puss in Boots." Have students read the passage and look closely at the illustration.

Display these five questions, and read them aloud with students. Tell students to answer the questions by labeling elements in the illustration.

**1. Where and when does the story take place?**

**2. Who are the main characters?**

**3. What are the main characters like?**

**4. What event starts the plot of the story?**

**5. What word might describe the mood of this story?**

Provide time for students to share their picture labels and point to details in the text that helped them decide what to write. Accept all responses that show understanding of the text.

# Wrap-up

Check students' understanding.

say *Why is it helpful to look closely at the illustrations in a story?* (Sample responses: You can understand what the characters look like and where they are. You can understand how characters feel and what they might want to do. You can tell whether the story is imaginary or realistic. You can match the information in the story with details in the picture. There might be things in the illustration that aren't explained in the sentences, so you get added information. You can notice ways in which the illustrator has shown the silliness, scariness, or other mood of the story.)

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

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

Help students to locate graphic novels in the public or school library, choosing one or more that are appropriate for independent reading. These are complete stories in which each bit of text is illustrated, comic-book style. Consider, for example, the Toon Books (Candlewick), which include the *Benny and Penny* series by Geoffrey Hayes. Other possibilities are the *Bink & Gollie* series by Kate DiCamillo and Alison McGhee, illustrated by Tony Fucile. After students read, encourage them to use the illustrations to tell about the setting, the characters, the story problem, and the beginning, middle, and end.

## FOR STUDENTS READY TO MOVE ON

Provide three or four illustrated versions (print and/or digital) of the fairy tale "Puss in Boots," which is introduced in Independent Application. Have students work in groups to read and compare the retellings and examine the illustrations. Tell group members to prepare a talk to describe just a few of the illustrations. In their talk, they should tell which part of the story is shown in the illustration, and explain why they think the illustrator has included particular details.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *downpour, peered, miller*). 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 illustration helps me understand…*

  *The story takes place...*

  *The main character is...*

  *The plot starts with...*

  *The mood is...*



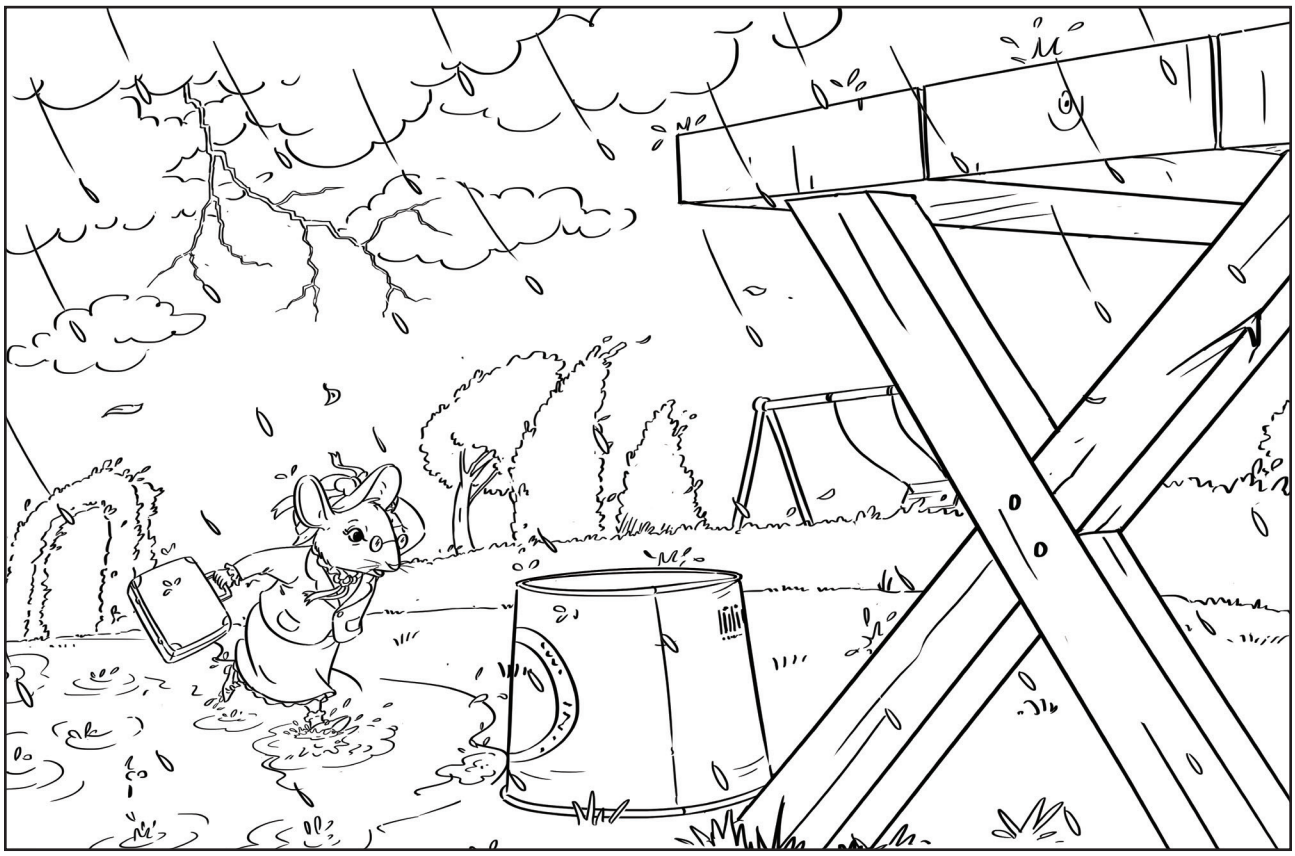
*Students who complete this lesson should return to the online activities in* ***Lexia® Core5® Reading****.*

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

## PASSAGE 1

Professor Brown was on her way home through the park when she saw that the clouds were growing dark and heavy. As a weather scientist, she knew right away that a big storm was coming. "Strong winds and a downpour," she said to herself. She began to jog.

A fat raindrop plopped on her nose. Then more drops crashed on her and around her. When the sky suddenly lit up and thunder boomed, Professor Brown looked around for shelter. On the ground by a picnic table, she saw a food container that had been left behind. It seemed the right size, so she headed for it.

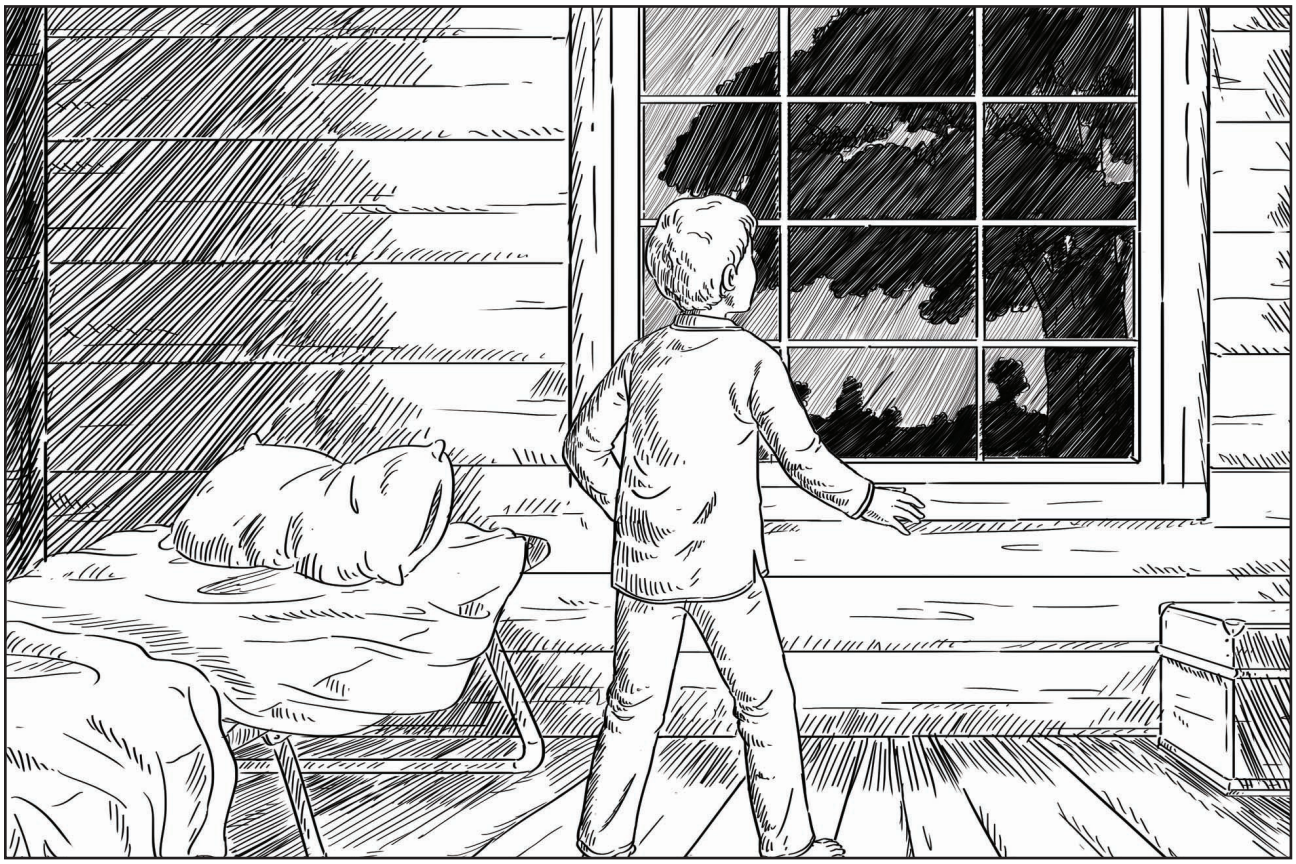


## PASSAGE 2

Something made Philip wake up. His eyes flew open, and he lifted his head off the pillow. "Where am I?" he wondered. It took him a few seconds to notice the familiar couch, the fireplace, and his camp bed. "Oh, the front room of Aunt Bella's cabin," he told himself. "I'm visiting for the weekend."

Suddenly, a high-pitched scream startled Philip. He knew then that it was that sound that had awakened him. The shriek came from outside.

Philip stepped over to the window and peered out. The moonlight was weak, but he could make out the shadowy shape of the big oak next to the cabin. He stared hard. Then the shrieking voice made him jump. It seemed so close!



## PASSAGE 3

Once upon a time, there was a miller with three sons. When the miller died, he left the mill to his eldest son and his donkey to the middle son. The youngest son was left with nothing but the cat.

The youngest son felt sorry for himself. "Together, my brothers can earn a living with a mill and a donkey," he said aloud. "But of what use is a cat?"

The cat, who was sitting nearby washing his fur, heard what his new master said. "Do not worry, sir," the cat said to the young man. "Just have a pair of boots made for me to protect my paws, and give me a leather bag. You'll see that I will be of more help to you than you can imagine."

# Description

This lesson is designed to help students explore and distinguish points of view in fiction: the narrator's point of view, the characters' points of view, and their own point of view as readers. Students use and cite what is shown in the text about characters to understand how those characters are experiencing the story events.

## TEACHER TIPS

Preview the passages to see what kinds of support your students may need. You may check students' comprehension of events by having them predict what might happen next in the partial stories, and having them tell what happens at the beginning, middle, and end of the fable. You may check students' understanding of vocabulary in the passages by asking them to locate and use context clues to define unfamiliar words.

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

## PREPARATION/MATERIALS

- Copies of Passages 1 and 2 at the end of this lesson (for display and for students)
- Copies of Passage 3 (for students)

# Direct Instruction

say *Today we'll be learning about points of view in stories. A point of view is a way of looking at things. The storyteller in a written story is called a narrator. The narrator shows us characters and may give ideas about them. The characters have points of view about each other and about events. And you form your own point of view, too, as you think about what the characters are like. Listen to the beginning of this story. It's a retelling of a famous story called "The Elephant's Child," by Rudyard Kipling. As I read, think about the narrator and the characters.*

Long, long ago in Africa, elephants had no trunks. An elephant's nose was large and wiggly, but it wasn't long and couldn't be used to pick up things or spray water. Would you like to know how elephants got their trunks?

It all began with one young elephant who was very curious. He had heard of a crocodile, but he had never seen one. "I wonder what a crocodile looks like," the elephant child said. "I wonder what it has for dinner."

One day, the elephant child was walking along a river by himself. He stepped on a log. At least, he thought it was a log—but it was really a crocodile. The crocodile lifted its head.

"Oh," said the elephant child, his eyes wide with surprise. "Can you please tell me where I can find a crocodile?" he asked.

"Come closer, little one," said the crocodile in a sly voice. "Tell me why you want to find a crocodile."

Ask the following questions to focus attention on point of view, rereading segments as needed:

*Who asks the question, "Would you like to know how elephants got their trunks?"* (the narrator)

*Who is the narrator talking to?* (whoever is reading the story; listeners or readers)

*What details does the narrator give to describe the elephant child?* (The narrator says that the elephant child is "curious." "He had heard of a crocodile, but he had never seen one." The narrator also explains that elephants used to have large, wiggly noses but no trunks.)

*Listen as I reread the words that the elephant child says.*

Reread all the words spoken by the elephant child.

*What is your point of view about the character of the elephant child?* (The elephant child seems foolish; his curiosity gets him into trouble; he doesn't know that a crocodile could eat him.)

*What does the narrator tell us about the crocodile?* (The crocodile speaks "in a sly voice.")

*The crocodile says,"Come closer, little one. Tell me why you want to find a crocodile." What is the crocodile's point of view?* (The crocodile plans to trick and eat the elephant child. It sees that the elephant child is foolish and an easy target.)

Point out the third-person pronouns **he**, **himself**, **its**, and **his**.

*A narrator who is outside the story has a **third-person point of view**. The narrator of this story uses third-person pronouns, such as **he**, **himself**, **its**, and **his**, to tell about the characters. We understand how the characters feel because the narrator describes them and their actions.*

*When we read a story, we can use what the narrator tells us as we think about the characters. We can see events through the characters' eyes and understand their feelings. We can form our own points of view about the characters, too.*

## Guided Practice

Display and distribute the Passage 1, a retelling of a fable. Have students read it silently. Then, ask for volunteers to read segments aloud. Use these follow-up questions to focus attention on point of view:

say *What does the narrator seem to think about the main character?* (Students should express their understanding that the label *miser* and the narrator's statement at the end show the narrator's negative point of view about the main character. The narrator seems to disapprove of the miser's actions and agrees with the man's advice at the end of the story.)

*The miser and the man have differing points of view. What are those different points of view?* (Students should tell about the actions and words of both characters as they contrast the points of view. They may note that the miser seemed to be happy just knowing that his buried gold was there and was heartbroken about the "tragedy" of its loss. The man doesn't feel sympathy for the miser because the miser "had no intention of making use of the gold brick.")

*What is your point of view about the miser?* (Encourage a variety of responses, prompting students to point to evidence in the text to support their opinions and ideas.)

Distribute Passage 2, which shows part of the story from the miser's point of view. Have students read it silently. Then, ask for a volunteer to read it aloud.

*What do you notice about this story?*

Encourage students to express their understanding that the miser is telling his side of the story.

Point out the first-person pronouns **I**, **me**, and **my** in the first paragraph, and have students find and circle other examples in the second paragraph.

*Whenever the narrator of a story uses pronouns like **I, me, my,** and **mine,** we can tell that the narrator is also a character in the story. We say that the story is told from the **first-person point of view**. We can understand how the character feels, based on what he or she tells us.*

Have students refer to the original version as they suggest sentences that might follow in the miser's version of the story. Write and display a few of their suggestions. Point out that they are using first-person pronouns that show the point of view of the narrator.

*Now that you've thought about the main character's point of view, have you changed your point of view about him?*

Encourage students to support their responses with evidence from both versions of the fable.

## Independent Application

Distribute Passage 3, and have students read it independently. Then, prompt students to think about different points of view.

say *From the narrator's point of view, what is the cat doing?* (It is enjoying a nap on the windowsill and is "the picture of contentment." The cat doesn't want to be disturbed by the girl "with a shrill voice" and hides under the sofa to avoid her.)

*From the girl's point of view, what is going on?* (The cat is eager to play because it jumps off the windowsill and darts under the sofa. She says, "Oh, so you want to play!")

*From the cat's point of view, what is the girl doing?* (She is a pest who has disturbed a nice nap. When she shrieks, "I want to give you a hug," the cat knows that it's time to escape.)

*From **your** point of view, what is going on?* (The girl doesn't understand that cats need to nap and don't always want to play. If a cat hides, that could mean it doesn't want to play. The girl is too young or silly to know that.)

## Wrap-up

Check students' understanding.

say *What is the difference between an author and a narrator?* (The author makes up the story and also decides who the narrator will be. The narrator is like the storyteller.)

*What is meant by the term point of view?* (A point of view is how you see things—your feelings and opinions about what is happening.)

*How can you tell what different characters' points of view are?* (Look for what they say and do to understand how they feel about themselves, other characters, and what is happening.)

*When a story is told from the point of view of a character, what will you find?* (The narrator uses pronouns like *I* and *me* to tell the story. The narrator will show his or her own thoughts and feelings.)

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:** Before having students answer the questions in the Independent Application activity, read Passage 3 together. Have students take turns acting out the parts of the girl and the cat to draw attention to the different points of view.

**Option 2:** Use students' independent reading to find a story with conflict between two characters. Select an excerpt for students to read with you. Ask students to name each character and use evidence in the text to tell about each character's thoughts, feelings, and actions. Discuss why the characters have different points of view.

## FOR STUDENTS READY TO MOVE ON

**Option 1:** Display a range of chapter books or novels at students' reading levels, and have students choose a chapter to explore. They should tell whether the narrator is inside or outside the story and list three things they can tell about the main character(s). For each listed statement, students should tell why it is a valid description. Provide time to discuss their listed items and their reasoning: Is the information directly stated in the text? What clues in the text support an inference?

**Option 2:** Talk about familiar fables and fairy tales. Ask how each story might be different if told from an alternative point of view. Encourage students to try to write part of the story with a new narrator.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *miser, contentment, shrill*). 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.
- Provide background information and help students access prior knowledge of passage topics (pourquoi stories, elephants, cat behavior).
- Display and review sentence starters to support student contributions to group discussions:

  *The difference between an author and a narrator is...*

  *This story is told from the point of view of...*

  *I can tell this character's point of view by looking at...*

  *My point of view 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.®*

## PASSAGE 1

Once there was a wealthy man who had plenty of gold. He had gold coins, gold rings, and gold objects of all kinds. Now, this man was a miser. And like all misers, he just wanted to keep his riches, and not spend any of it. So the miser melted down all his gold into one big, heavy brick. He buried it in a corner of the garden behind his house.

Every morning, the miser went into his garden and sat by his buried treasure, just gazing at the mound of earth above it.

Now, it so happens that the man's gardener was dishonest. And when the gardener saw the miser sitting and looking longingly at the earth, the gardener thought, "I'll bet he's got something valuable buried there." One night, the gardener dug up the treasure and ran off with it.

The next day, the miser saw the empty hole. His gold brick was gone! "Oh, oh," the miser moaned. "This is too terrible. This is a tragedy!"

A man who lived nearby heard the miser's cries. "What's the matter?" he asked the miser. "Has someone died?"

"Worse than that!" said the miser. And he told the man about the stolen gold brick.

The man said, "There's no need for such sorrow. Just put a regular brick into the hole, and look at it every day. You won't be any worse off, for you had no intention of making use of the gold brick anyway."

The man spoke the truth. After all, what's the point of riches if you're not going to put them to use?

## PASSAGE 2

I know that there are people who call me a miser, but I prefer the name *saver*. Listen to my story, and see which name I deserve.

A while back, I ran a successful business and grew rich. My home was filled with gold coins, gold jewelry, and gold items. I had no use for all those things, so I melted them all down into one gold brick. I buried the brick in my garden and enjoyed knowing that it was there. There's no harm in that, I'm sure you'll agree.

## PASSAGE 3

Grandma Peck's cat sat on the cushioned window seat. Sun streamed in through the window, warming the cat and the soft red velvet under him. The cat's eyes were closed, and his breathing was steady. He was the picture of contentment.

Suddenly, the door to the room swung open. The cat shifted its body slightly. A little girl with a shrill voice called, "Oh, there you are, Mittens. I've been looking all over for you!" It was Bernice, Grandma Peck's five-year-old granddaughter, visiting for the day.

The cat opened one eye, then the other. Bernice ran toward the cat with outstretched arms. "I want to give you a hug!" she shrieked.

The cat stood, gave a quick stretch, and leaped down from the window seat. Just as Bernice reached out to touch him, the cat darted under the sofa.

Bernice giggled. "Oh, so you want to play!" she called, getting down on her knees to look under the sofa.

# Description

This lesson is designed to help students determine when a text involves persuasive writing and identify the author's position, or what the author is trying to persuade the reader to think or do. As they engage in lesson activities, students learn to distinguish fact from opinion and form their own judgments.

## TEACHER TIPS

Because identifying an author's position in persuasive writing and distinguishing fact from opinion involve inferential thinking, you may also want to reference the Lexia Lesson on *Drawing Inferences and Conclusions*.

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

- Find a film advertisement with short testimonials and/or persuasive language and with good graphics (for display and for students).
- Copies of the Persuasive Text Chart at the end of this lesson (for display and for students)
- Copies of the two opinion essays at the end of this lesson (for students)

# Direct Instruction

Display the film advertisement.

say *Today we are going to work on identifying authors' positions in the text that we read. Many times, when authors want us to feel or think a certain way, they write text that is meant to persuade us. We need to read carefully to determine what is a fact and what is the author's opinion.*

*This is a film ad. You may have seen it or others like it. The purpose of this ad is to make you want to see this film. The ad uses things like dramatic graphics, enthusiastic comments from reviewers, an interesting title, and the names of popular stars to persuade us that we should see this film.*

*Some of the information in this ad is based on facts. Facts are statements that can be proved to be true.*

Point to the film title, stars, and credits.

*This is the real name of the film, these are the actual stars, and these are the actual people who helped make this film. These are facts.*

Point to various comments in the ad, and read some of them aloud.

*These are not facts. These are the opinions of some film reviewers. The people who want you to see the film only included comments from reviewers that are positive, not the comments from reviewers who didn't like the film. Some reviewers probably didn't like it. No one person is wrong or right; they just have different opinions.*

*This film ad wants to persuade people to see the film. Authors sometimes try to persuade people, too. They write opinion essays, reviews, persuasive letters, and speeches. They write to persuade readers to do something or think a certain way. When we read this kind of writing, we can agree or disagree with the author based on the facts and our own opinions. Here is a way to understand persuasive text.*

Display the Persuasive Text Chart, and go over the sections with students.

Make sure these points are made:

- **Author's Position:** Knowing what the author is trying to persuade a reader to do or think helps the reader decide if the author is presenting facts fairly and if the source of information is credible, or reliable.
- **Fact/Opinion:** Sometimes, opinions are presented as facts *(Everybody knows that dogs make the best pets)*. A good reader needs to figure out if each statement the writer makes can be proved true or not. If it's not a fact, then the reader needs to see if the opinions given are supported with good reasons.
- **Your Response:** Students should understand that they are free to agree or disagree with an author's position but that they should have reasons for why they feel as they do.

## Guided Practice

say *Let's read some persuasive text together and figure it out by filling in responses to the questions on this sheet.*

Display "Bamboo: A Bold Fashion Statement." Have a student read the passage aloud as other students follow along.

Display the Persuasive Text Chart, and discuss each section together. Fill in the answers that students provide.

Possible responses are shown below.

- **Author's Position:** People should wear clothes made with bamboo fabric.
- **Facts:** Bamboo is edible (by pandas, only some types are edible by humans). Bamboo is one of the fastest growing plants on the planet. Bamboo fabric is soft.
- **Opinions:** the hottest fashion trend of the season; can save you money; the softest scarf you will ever own; feels like wearing a cloud; more stylish than anything else in stores today
- **Supporting Evidence:** The author does not support her opinion that bamboo is the hottest fashion trend of the season. The author does give evidence to show how bamboo can save you money, but she gives no evidence to show that nothing is softer than bamboo fabric or more stylish than bamboo clothing.
- **Your Response:** Say the following:

*There are two sides to an argument. Some of you may agree with the author, and some may disagree. Show a thumbs-up if the author persuaded you and a thumbs-down if the author did not persuade you.*

Students who agree should point to things in the essay that convinced them. Students who disagree should explain why they are not convinced.

# Independent Application

Give each student a copy of "Get Fit!" and the Persuasive Text Chart. You may want to read this passage together to make sure all students read the text fully. Then, have students work in pairs or independently to fill in the chart. Possible responses:

- **Author's Position:** People should get up and exercise.
- **Facts:** People move their eyes and hands when they play video games. When a person moves fast, his or her heart rate increases. Exercise builds endurance. Football and basketball are team sports. Swimming, bike-riding, and running are individual sports.
- **Opinions:** not a real activity; helps your body work well; surprising that exercise makes you feel less tired; team sports most fun; no excuse for sitting around
- **Supporting Evidence:** The author implies that "real" activities involve moving more than just eyes and hands. The author explains how exercise helps the heart work more efficiently. The author does not support his opinion that team sports are the most fun. While the author offers many examples of how to exercise, a person may have an excuse for not exercising, such as a broken leg.
- **Your Response:** Students may agree or disagree, but they should support their response with at least one reason.

You may want to give students a chance to discuss their responses with the group. Because students may have different answers, remind them of rules of discussion, including being respectful of others' ideas, listening to others with care, and speaking one at a time about the topic.

# Wrap-up

Check students' understanding.

say *In a piece of persuasive writing, what do we mean by an author's "position"?* (what the author is trying to persuade the reader to do or think)

*How is a fact different from an opinion?* (A fact is a statement that can be proved to be true. An opinion is a feeling and can't be proved.)

*When you read persuasive writing, what are some things you should be able to identify?* (Answers should include the points on the Persuasive Text Chart.)

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

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

Present the difference between a fact and an opinion. Hold up a pencil.

say *A fact is something that can be proved to be true. An opinion is something that you think or feel. It's not true or false. If I say, "This is a pencil," you can see that this is true. I am holding a pencil. But if I say, "Pencils are better than pens," I can't prove it. If you like pencils, you'll agree with me. If you like pens, you'll disagree with me.*

Then, display the following pairs of sentences, one pair at a time, and explain that one of them is a fact and one is an opinion. Help students identify which is which.

- **The temperature is very high today.** (F)
  **Hot days are better than cold days.** (O)
- **Cats make the very best pets.** (O)
  **Cats purr and meow.** (F)
- **Broccoli is a vegetable.** (F)
  **Broccoli tastes delicious.** (O)
- **Ana bought a purple rug.** (F)
  **Rugs should never be purple.** (O)

## FOR STUDENTS READY TO MOVE ON

**Option 1:** Ask students to brainstorm an issue they care about. Help them select one about which students have clearly differing opinions. Group students into teams, and have them put together their best argument in support of their positions. Remind them to include some facts as well as good reasons for their opinions. Then give students a chance to hear one another's arguments.

**Option 2:** Have students use your film ad as a guide to create film ads of their own. Provide time for them to present their ads, and challenge the other students to identify the opinions.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *bold, edible, harvest*). 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 (bamboo, exercise).
- Display and review sentence starters to support student contributions to group discussions:

  *The author's position is...*

  *One fact the author states is...*

  *One of the author's opinions is that...*

  *The author supports that opinion by...*

  *I agree/disagree with the author because...*

*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.®*

# Persuasive Text Chart

## AUTHOR'S POSITION

*What is the author trying to persuade you to do or think?*

## FACTS

*Which information is factual and can be proved?*

## OPINIONS

*Which information states opinions?*

## SUPPORTING EVIDENCE

*Does the author give reasons for these opinions? If so, what are they?*

## YOUR RESPONSE

*Do you agree or disagree with the author's position? Tell why or why not.*

# Bamboo: A Bold Fashion Statement

*by Bambi Bew*

What is edible and wearable? Bamboo! Here's everything you should know about the hottest fashion trend of the season.

First of all, bamboo clothing can save you money. According to scientists, bamboo is one of the fastest growing plants on the planet. Bamboo growers can harvest more bamboo than other plants, such as cotton. This lowers their costs so they can pass on the savings to you.

Another reason to buy bamboo clothing is the way the fabric feels. It's soft! A bamboo scarf is the softest scarf you will ever own. Wearing a bamboo shirt feels like wearing a cloud.

Best of all, bamboo clothes are more stylish than anything else in stores today. Why wear boring cotton T-shirts and jeans when you can choose a bamboo dress or suit? Buy bamboo.

# Get Fit!

*by X. R. Syze*

Picture these activities: skateboarding, playing video games, playing basketball. Which one doesn't go with the others? If you say playing video games, you're right! Playing a video game is not a real activity. Your only moving parts are your eyeballs and hands. Stop sitting around! Get up and get fit instead!

Exercise helps your body work well. When you move fast, your heart rate increases. The heart muscle pumps blood better. Have you ever noticed how just sitting around all day makes you feel tired? Surprisingly, exercising makes you feel less tired because it builds endurance. That's your body's ability to work longer at something.

There are so many great choices for exercising. Team sports, like football or basketball, are the most fun. You can also try an individual sport, such as swimming, bike riding, or running. Dancing, stair-climbing, and just walking fast are other choices. There's no excuse for sitting around!

## Description

This lesson is designed to help students identify the elements of a play and understand ways in which drama differs from other narrative forms. Learning terms such as **playwright**, **cast**, **scene**, **dialogue**, **setting**, and **stage directions** can help students identify play elements and express ideas about plays they read.

### TEACHER TIPS

You can vary the amount and kind of reading support you provide in this lesson, depending on the abilities of your students. For example, you may want to have students read aloud segments of dialogue only after hearing you read aloud, or you may ask students to read the stage directions and dialogue silently and then read aloud the speaking parts of the characters.

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 play "The Smell of Soup" (for display and for students)
- Copies of the two-page Student Activity Sheet at the end of this lesson (for students)

## Direct Instruction

say *Today we'll be learning about plays and what makes a play different from other kinds of writing. A play is a story that is written to be performed by actors. The author of a play is called a **playwright**. When we read a play, we think about what the playwright is showing us. We form pictures in our mind of the stage and the actors. We imagine how the actors sound and what they do in their roles as characters.*

Display the first page of "The Smell of Soup." Have a student read aloud the play title and the information below it.

*"The Smell of Soup" is a folktale told in many countries. This version comes from Turkey. Miranda Heller is the playwright. What did she do?* (She used the folktale to write a play called "The Smell of Soup.")

Point to **Cast of Characters**, and have students read the words aloud.

*You know that the people or animals in a story are called characters. There are characters in a play, too. Actors play the roles, or parts, of characters. The actors are members of the cast. In this play, there are three actors in the cast, playing three roles. What are the roles?* (Poor Man, Innkeeper, Judge)

Point to **Scene 1**, and have students read the words aloud.

*A play is usually performed on a stage. The action in a play may take place at different times and in different places. A playwright divides a play into scenes to show changes in time or place. This play begins with Scene 1. Let's look at the next heading. The **Setting** is what the audience sees onstage so they know where the action is taking place. What is the setting of Scene 1?* (A street by an inn)

*What does the heading **Time** tell us?* (Scene 1 takes place one day long ago.)

Read aloud the first stage direction, shown in italic type inside parentheses.

*This description of the action onstage is called a **stage direction**. Do you see that it appears in italic type inside parentheses? When we read a play, we pay special attention to punctuation, capital letters, and changing fonts. That way, we can picture what is happening on the stage and separate it from the words that characters speak.*

*In this play, the names of characters are set in capital letters. Who is onstage as Scene 1 begins?* (the Poor Man)

Read aloud the complete text for the first entry, including the name of the character and the stage directions. Then, make the following points.

*The words that the characters speak are called **dialogue**. The dialogue is shown after the name of the character and a colon. Say the Poor Man's words as he might say them.* (After several volunteers give an expressive reading, including the sigh noted in the stage directions, ask students to describe the Poor Man's accompanying actions.)

*Now use the stage directions to say the Innkeeper's words as he might say them.* (Students should use hand gestures accompanying the Innkeeper's angry tone.)

Clarify that the stage direction **Curtain** signals that the scene is over and the curtain falls.

*A play is a story. Like many other stories, it may begin with a problem that characters want to solve. What is the problem in this play?* (The Poor Man is hungry, but the Innkeeper won't give him any food.)

## Guided Practice

Display Scene 2 of "The Smell of Soup." Read aloud the complete text as students follow along. After reading each segment, ask students about the stage directions and dialogue.

say *How are the setting and time of Scene 2 different from those in Scene 1?* (Now the characters are inside the inn, in the kitchen. It's a few minutes after the time in Scene 1.)

*What does the audience see and hear as the scene begins?* (Students should use the first stage direction to describe a kitchen, the pot, and the Poor Man's actions.)

*What does the Innkeeper say and do when he enters the kitchen?* (Students should use an angry voice and shake a fist while saying the Innkeeper's words.)

*How does the scene end?* (The Innkeeper takes the Poor Man's arm and leaves the kitchen. They're going to see a judge, who will decide what the Poor Man should pay for smelling the soup.)

# Independent Application

Distribute "The Smell of Soup," and have students read Scene 3 independently. Then, distribute the Student Activity Sheet (2 pages). Read the questions and any answer choices with students, and have them work as independently as they can.

Review and discuss responses:

**1** a (According to the stage directions, the Innkeeper has an angry tone and is "waving his hands as if sweeping out dirt." The tone and gesture show how mean the Innkeeper is.)

**2** Sample margin notes: fair, thoughtful, wise, teaches a lesson, is firm. Possible words to underline: What is your side of the story? Stroking his beard in thought. Takes two coins from his pocket and clinks them together several times. If you want payment for the smell of soup, then the sound of money should satisfy you.

**3** **a** setting; **b** cast; **c** dialogue; **d** role; **e** scene

**4** Sample sentences to complete the summary:

The Judge listens to both sides of the story. Then, he takes out two coins and clinks them together to pay what the Poor Man owes the Innkeeper. He tells the Innkeeper that the sound of money is payment for the smell of soup. Then, he tells both the Poor Man and the Innkeeper to leave his court.

# Wrap-up

Check students' understanding.

say *Why must you pay attention to stage directions as you read a play?* (The stage directions help you picture what the actors do onstage and how they sound when they speak.)

*Why is dialogue especially important in a play?* (Dialogue is what the actors say in their roles as characters. Their speeches show what they want and what they are thinking.)

*What are some ways that a play is like other kinds of stories?* (A playwright is telling a story, just like an author. In both a story and a play, there are characters who have a problem. Both a play and story have a beginning, middle, and end. At the end of a play and a story, the problem may be solved.)

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:** Have students highlight only the dialogue in "The Smell of Soup." Then, have them take turns reading the different parts. During reading, pause to discuss what is happening onstage and how the characters sound.

**Option 2:** Invite partners to come up with and perform a brief conversation related to a familiar situation (e.g., deciding in a game to play, trading foods at lunchtime, asking someone for directions). Then, as a group, transcribe the performed conversation as a script with dialogue and stage directions. Guide other students in using the script to perform the "play."

## FOR STUDENTS READY TO MOVE ON

**Option 1:** To help students appreciate the difference between a fictional narrative and a play, distribute Versions 1 and 2 of "The Ant and the Grasshopper" at the end of this lesson. Have students note ways in which the texts are alike and the most important ways they differ. Remind students that dialogue and stage directions in a play give the information that a narrator tells in a story.

Then, provide students with a short segment from a story, and ask them to turn it into a script for a play. Use the play in this lesson as a model to format the script.

**Option 2:** Help students locate skits and one-act plays in the library or online using the search term **juvenile drama** or **plays for children**. After students read one of the plays, talk about the costumes, props, stage set, sound effects, and other elements they would need to perform it. If feasible, students may rehearse and perform the play onstage; or they may perform it as a radio play.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *innkeeper, aroma, escorts, lugged*). 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 setting in Scene 1 is...*

  *Stage directions are important because...*

  *Dialogue is important because...*

  *One way that a play is like other kinds of stories 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 Smell of Soup

*a play by Miranda Heller based on a folktale from Turkey*

## Cast of Characters

Poor Man
Innkeeper
Judge

## Scene 1

*Setting: A street by an inn.*

*Time: One day long ago.*

*(POOR MAN dressed in rags stands in front of inn doorway. He gazes at a piece of bread he is holding in his hand.)*

**POOR MAN:** A kind person took pity on me and gave me this bread. It's the first food I've had in three days! *(Sighs)* But it won't be enough to fill my empty stomach. Maybe the innkeeper at this inn will be kind.

*(Steps toward doorway, which is immediately blocked by INNKEEPER)*

**INNKEEPER:** *(Angrily, waving his hands as if sweeping out dirt)* Off, off with you! We allow no ragged beggars here!

*(POOR MAN backs off.)*

*(Curtain.)*

## Scene 2

*Setting: Kitchen of inn.*

*Time: A few minutes later.*

*(POOR MAN sneaks into kitchen from back door. He closes his eyes and sniffs the aroma of soup cooking in a pot. He goes over to the pot and holds his piece of bread above it.)*

**POOR MAN:** This soup smells so delicious! If I just hold my bread over it, maybe I'll capture some of the aroma.

*(INNKEEPER enters and shakes his fist at the POOR MAN.)*

**INNKEEPER:** You again! I told you to go away. Now you're stealing soup!

**POOR MAN:** *(Frightened)* No, no, I took no soup. I was just smelling it.

**INNKEEPER:** *(Firmly)* Then you must pay for the smell.

**POOR MAN:** Pay for the smell? But I have no money.

**INNKEEPER:** Then I'll take you to court. Let the judge decide what will happen to you.

*(Takes POOR MAN's arm and escorts him out the door)*

*(Curtain.)*

## Scene 3

*Setting: A courtroom. JUDGE is seated behind a large table. INNKEEPER and POOR MAN stand before the table.*

*Time: A short while later.*

**JUDGE**: *(To INNKEEPER)* Tell me why you have come to my court.

**INNKEEPER:** *(Pointing to POOR MAN)* This man came into my inn after I told him to leave. I caught him stealing the smell from my soup! He refused to pay for it.

**JUDGE:** *(To POOR MAN)* What is your side of the story?

**POOR MAN:** I was very hungry, and the soup smelled so wonderful. So I held a piece of bread over the pot to try to capture some of the smell. The innkeeeper told me I had to pay for the smell, but I have no money.

**JUDGE:** *(Stroking his beard in thought and then turning to INNKEEPER)* You demand payment for the smell of soup?

**INNKEEPER:** *(With look of satisfaction)* Yes. Yes, I do.

**JUDGE:** Well, this man here has no money, so I will pay you myself. *(Takes two coins from his pocket and clinks them together several times)* There! That's your payment! *(Puts coins back in pocket)*

**INNKEEPER:** *(Surprised)* What kind of payment is that?

**JUDGE:** If you want payment for the *smell* of soup, then the sound of money should satisfy you. Now, both of you begone!

*(Curtain.)*

## STUDENT ACTIVITY SHEET

**1** Reread this line from Scene 1 of the play:

> **INNKEEPER:** *(Angrily, waving his hands as if sweeping out dirt)* Off, off with you! We allow no ragged beggars here.

What does the stage direction help you understand?

ⓐ how mean the Innkeeper is
ⓑ why the Innkeeper likes a tidy inn
ⓒ what the Poor Man looks like
ⓓ what the setting of the play is

**2** Reread Scene 3 to decide on some words to tell what the Judge is like. Write the words in the margin. Underline the words in the play that support your descriptions.

**3** Complete each sentence with a word from the box.

| dialogue | scene | role | setting | cast |
|---|---|---|---|---|

**a** The _____ of a play is where it takes place.

**b** All of the actors in a play make up the _____.

**c** The audience listens to the _____ spoken onstage.

**d** An actor plays the _____ of a character.

**e** A chapter in a story is like a _____ in a play.

**STUDENT ACTIVITY SHEET** (continued)

**4** Read the first part of the summary of this play. Then, complete the summary. Your sentences should tell what happens in the rest of the play. Remember that a summary is short and includes only the most important parts of the story.

> The playwright Miranda Heller has retold the folktale "The Smell of Soup." At the beginning of the play, the Poor Man is hoping that an Innkeeper will give him a little food to eat with his bread. But the Innkeeper chases the Poor Man away. The Poor Man sneaks into the inn's kitchen and holds his bread above a steaming pot of soup. The Innkeeper catches him and demands payment for the smell of the soup. When the Poor Man says he has no money, the Innkeeper brings him to court.

## VERSION 1: The Ant and the Grasshopper

On a fine summer day, Grasshopper was relaxing on the grass, singing with pleasure about the warmth and sunlight. He noticed Ant walking back and forth on the path nearby. On each trip, she lugged a heavy seed. Grasshopper called to her, "Why are you working so hard? It's summertime! Take a break to enjoy the day."

Ant did not stop her work. She said, "When winter comes, there won't be any food to find. That's why I'm storing it now. And I suggest you do the same."

Grasshopper chuckled and sang a new song about how far off winter was.

## VERSION 2: The Ant and the Grasshopper

**GRASSHOPPER:** *(Lying on a lounge chair in a grassy field and singing)* Oh, these beautiful days! I sit in the sun and catch some rays! *(Sits up to watch ANT walking back and forth on a path)*

**ANT:** *(On each trip from left to right, lugging a seed and grunting with the effort)* Must keep working. Must keep working.

**GRASSHOPPER:** Hey, Ant, why are you working so hard? It's summertime! Take a break to enjoy the day.

**ANT:** *(On a return trip from right to left)* When winter comes, there won't be any food to find. That's why I'm storing it now. And I suggest you do the same.

**GRASSHOPPER:** *(Lying back on the chair with a chuckle and then singing)* It's summer today, and winter's far away. It's time to play, play, play!

# Description

This lesson is designed to focus students' attention on the sequence of events in informational and narrative text. Students will develop strategies to clarify the time order in which things occur. The lesson will focus on helping students identify clues to sequence in the text and interpret and use signal words.

## TEACHER TIPS

The following steps show a lesson in which students use sequence signal words with written procedures (informational text) and with narratives. You can adapt and use this lesson for older students by using examples from their classroom reading that are better suited to their independent reading levels.

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

## PREPARATION/MATERIALS

- A copy of the Recipe for Crispy Apple Sailboats (for display)
- Copies of the Sentence Sets at the end of this lesson (for display and students)

# Direct Instruction

say *Today we are going to learn how to understand the sequence of events in a story or passage. The sequence tells us the order in which things happen. A good example is when we read to follow a procedure. We pay attention to the order of steps. We ask ourselves, "What should I do first? Next? After that? Finally, what is the last thing I do?"*

Display the Recipe for Crispy Apple Sailboats (or provide your own). Read the steps aloud as students follow along. Use the words below (in bold) to signal sequence.

*To make this snack, the **first** thing I should do is gather the ingredients. **Next**, I spread the peanut butter on top of the apple halves. **After** that, I sprinkle puffed rice cereal on the peanut butter. **Then**, I cut the cheese slices in half (diagonally) to make triangles. **Finally**, I attach each cheese triangle to an apple boat with a toothpick.*

Use sequence **signal words** to draw attention to the sequence of events as you ask and answer questions that restate the order of the steps you need to follow.

*What do I do **before** I spread the peanut butter? I gather the ingredients. I need to remember what I do **after** I cut the cheese slices in half ... I know, I attach the cheese triangles with a toothpick! So, which of these steps comes **first**: sprinkling the rice cereal or spreading the peanut butter? I have to spread the peanut butter first.*

Display and read aloud the following Sequence Signal Words chart:

| ***Sequence Signal Words*** | | | |
|---|---|---|---|
| ago | until | while | after |
| before | now | soon | at last |
| earlier | as | next | finally |
| first | as soon as | then | |

*These are some words that can help us answer the question **When?** We can use these sequence words to make sure we understand the steps in a recipe or other kinds of procedures. We can also look for these words as we read because authors include them to help us understand when events are taking place.*

*Now, listen as I read this story. Pay attention and listen for all of the words that tell us about sequence.*

***When** Alicia was a little girl, she wished she could have a dog. **Now** that Alicia is a teenager, she has dozens of them! Alicia's job as a dog walker began **last month.***

Think aloud about shifts in time.

*To understand the story, I have to pay attention to when events are taking place. This author takes us back to the past—**when** Alicia was a little girl. Then the author takes us to the present time—**now** that Alicia is a teenager. Then the author takes us back into the past again—Alicia's job began **last month.***

Sum up the strategic behavior.

*To understand sequence when I read, I ask myself **when** questions. I can look in the sentences for words that signal a sequence, and I can use sequence signal words to check my understanding of when events occur.*

## Guided Practice

Cut out the sentence strips from Sentence Set 1. Display them out of order, and read each sentence with the students.

say *Let's work together to figure out the sequence of steps in a procedure. We are going to put these four events in order. First, let's look at the underlined word in each sentence that signals time. What are these words that give us clues to help us decide when?* (first, next, after, in the end)

*Now we know the words that can help us put these events in the correct sequence. Remember, there is a word or phrase in each sentence that tells us when it happens.*

Have a student select the correct first sentence and place it at the top of the display. Continue by asking students to identify sentences in order, using the signal words in your question to prompt them if needed. Students can take turns selecting sentences and placing them in order.

When the sentences are in sequential order, work with students to restate the information using different signal words. Possible paraphrase:

**To start, tie string to two inflated balloons. After rubbing one balloon with wool and the other with plastic wrap, watch what happens when you hold one string in each hand and let the balloons hang. Then, think about what will happen if the balloons are held near other objects and test these predictions.**

Repeat the activity with Sentence Set 2. Possible paraphrase:

**Thousands of years ago, people started using sailboats and windmills to get energy from the wind. At first, windmills were used to grind flour and pump water. After the discovery of electricity, windmills were used to produce electricity. In the future, wind "farms" may power cities and towns throughout the world.**

## Independent Application

Have students work in pairs or independently. Provide students with Sentence Set 3. Have them read each sentence and underline the sequence signal word. Then, students should arrange the sentences into the appropriate order, using the signal words as clues.

After students have put the sentences in order, have them orally paraphrase the sequence. The goal is not for students to make one-to-one substitutions of the signal words, but rather to identify words or phrases that are clues to the sequence of steps or events, and then restate the information. Explain that there is more than one correct way to restate the information.

Together, check that the restatement has the same meaning as the original. Possible paraphrase:

**At first, Rafe lived in a place that was hot and dry. Then, he moved to England and saw snow for the first time. Rafe and his father ate breakfast before they went outside. They had a snowball fight after Rafe learned how to make snowballs.**

## Wrap-up

Check students' understanding.

say *What do we call the order in which events happen in a story or passage?* (sequence)

*What clues help us determine the sequence of events?* (words that tell about time)

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

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

Have students read simple sentences with sequence signal words, underline the signal word, and tell what happened **first**, **after**, or **at the same time**. For example,

**Before we marched, we sang songs.**

Students should underline **before**.

say *What happens first?* (singing)

**We danced on the grass after we sang songs.**

Students should underline **after**.

*What happens after singing songs?* (dancing)

**While we danced, the rain started falling.**

Students should underline **while**.

*What happens at the same time?* (dancing and raining)

## FOR STUDENTS READY TO MOVE ON

**Option 1:** Have students locate a how-to article on a topic of interest: how to play a game, how to do a crafts project, or how to improve a skill. Display the Sequence Signal Word chart. Have students select words to explain the steps in the instructions. Then, have them work together, following the written multi-step directions, to play the game, make the craft, or improve the skill.

**Option 2:** Have students create a timeline after reading a biography or an informational text about a historical event. Encourage students to use sequence signal words to determine the order of events. Alternatively, have students create an oral or written summary that uses signal words to describe events on a timeline.

## 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, 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:

  *Some words that signal time order are...*

  *The first event/step is…*

  *The next event/step is…*

  *The last event/step is...*
- Provide students with written, oral, and visual representations of sequential events. Photographs, illustrations, and objects can be helpful in reinforcing the meaning of sequence signal words.
- Have students work in pairs to act out and narrate a sequence of events using sequence signal words. Encourage students to practice with each other before presenting their "play" to the class.



*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.®*

# Recipe for Crispy Apple Sailboats

## Ingredients

2 apples (cut in half)
1/4 cup peanut butter
1/4 cup puffed rice cereal
2 thick cheese slices
4 toothpicks

## Directions

- Spread the top of each apple half with peanut butter.
- Sprinkle puffed rice cereal on the peanut butter.
- Cut the cheese slices in half (diagonally) to make triangles.
- Attach each cheese triangle to an apple boat with a toothpick.

Eat and enjoy!

## Sentence Set 1

Then, rub one balloon with a piece of wool cloth and the other balloon with a piece of plastic wrap.

First, blow up two balloons and tie a piece of string to the end of each.

Finally, predict what will happen if you hold one of the balloons near other objects and test your prediction.

While holding a string in each hand, let the balloons hang and observe what happens.

## Sentence Set 2

Now, in modern windmills, wind power turns streamlined blades that are attached to a gear box to produce electricity.

Soon, cities and towns around the world may have their own wind "farms" to provide power to the whole community.

People first began getting energy from the wind thousands of years ago with the invention of sailboats and windmills.

Before the discovery of electricity, windmills were used to grind wheat into flour and pump water from wells.

## Sentence Set 3

When Rafe discovered that he could scoop up the snow and shape it into a ball, he and his father had their first snowball fight.

Before Rafe and his father moved to England, they lived in a country with hot, dry weather.

After they ate breakfast, Rafe and his father put on their jackets and boots and went outside.

Rafe had never seen snow until he woke up in his new apartment and noticed small white flakes falling from the sky.

# Description

This lesson is designed to help students identify and understand the purposes of common features found in informational text, such as a table of contents, an index, a glossary, captioned illustrations, headings, subheadings, and bold print. Students practice using these features to locate informational details in print and digital sources.

## TEACHER TIPS

The Direct Instruction and Guided Practice sections of this lesson are based on the use of an informational book you have selected (see Preparation/Materials below). The examples in those sections show the topic of seasonal changes. You may want to select a book relevant to a topic or concept students are learning in science or social studies.

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

- An informational book on a topic of interest to students (should have a table of contents, an index, a glossary, captioned illustrations, headings, subheadings, keywords, and sidebars)
- An approved website or multimedia encyclopedia with information on the same topic as your chosen book
- Copies of the Student Activity Sheet: Parts A-E at the end of this lesson (for students)

# Direct Instruction

say *Whenever we want to find answers to questions, we can learn answers by reading. Maybe we want to know why mosquito bites itch, or what kinds of animals live at the bottom of the ocean, or how tunnels are built—or anything else. The answers to our questions are in informational sources. Today we'll be learning how to locate information in texts.*

Display the informational book you have chosen. Have students use the title (and subtitle, if present) to identify the topic of the whole book.

Then, display each of the following text features, and point to the elements as you explain how to use the feature.

*At the front of the book, we find the* ***table of contents****. The contents are what the book contains. A table of contents is a list that tells us all the parts of the book in order. Each listing in the table of contents is the title of a different chapter or section of the book. The listing is followed by a page number showing where in the book that chapter or section begins. If we turn to that page, we see the* ***heading*** *that matches the listing. We can use the table of contents to find out which chapter and pages might have the answers we're looking for.*

Choose one of the listings in the table of contents, formulate a general question based on the title, and show students the relevant pages. For example, if "Big Sharks, Little Sharks" is listed in the table of contents, you might ask, "What are the different sizes of sharks?" Then, turn to the listed page to find answers.

*In the table of contents, we find a listing for the **index** of the book. The index is at the back of the book. Suppose we're looking for a particular fact or explanation in the book. The index points us to all the pages we should look at. The entries in an index are arranged in alphabetical order. Sometimes, just one page has the information we need. Sometimes more than one page has the information. If we see a comma between numbers, we should look on each listed page. If we see a dash between numbers, we should look at the listed pages and all the pages in between.*

Choose two or more index entries to demonstrate how to turn to the relevant pages to find details of information.

*When we're looking for the answer to a particular question, we have to decide on **keywords** in our question. These are the most important words, which will lead us to the particular facts and details we want.*

Formulate a specific question, and model identifying the keywords. Then, show how to use alphabetical order to locate the index entry that matches those keywords. For example, using the index in a book about sharks, you might ask the question, "Do sharks have good hearing?" The keyword is *hearing*, which can be found in the index.

*Often, when we are reading information, we find special words, or terms, that we need to learn. We can find out what the term means by checking the **glossary** at the back of the book. A glossary lists the words in alphabetical order, just like a dictionary. Often, the words in the glossary are also in **bold print** in the book.*

Choose a page or section that has a heading, subheadings, and captioned illustrations. Read aloud from the body of the text, pausing to have students identify each feature. Talk with students about what the feature helps them understand.

Display the first screen of the website or the first page of the article in the multimedia encyclopedia you are using.

*We find information in printed books. We also find information on the screens of computers and other digital devices. Some of the features in a printed book are also found in digital sources. We can find **headings** and **subheadings**, **captioned illustrations**, and words in **bold print** that are defined. But instead of turning pages, we **navigate** by scrolling and selecting.*

Choose a technical term from one of the pages of the book, and show how to find the word and its definition in the glossary.

*Often, the pages of an informational book have other features. For example, there may be photos or illustrations with **captions**. A caption tells us what's in the picture and also connects to information in the text on the page. There may be **subheadings** above smaller sections of text. Subheadings tell us what each smaller section is about. Sometimes, we'll see text inside a box. This feature is called a **sidebar**. A sidebar adds information to the main text.*

Choose a page or two-page spread that has a heading, subheadings, captioned illustrations, and a sidebar. Read aloud from the body of the text, pausing to have students identify each feature. Talk with students about what the feature helps them understand.

Display the first screen of the website or the first page of the article in the multimedia encyclopedia you are using.

*We find information in printed books. We also find information on the screens of computers and other digital devices. Some of the features in a printed book are also found in digital sources. We can find* ***headings*** *and* ***subheadings***, ***captioned illustrations***, ***sidebars***, *and* ***terms*** *that are defined. We use* ***keywords*** *to search for information. But instead of turning pages, we* ***navigate*** *by scrolling and selecting.*

Demonstrate navigating through the site or article to locate text and illustrations. Prompt students to point out any icons for audio or video. Discuss how hyperlinks are shown and explain where they lead. Encourage students to tell how the presentation of digital information is like and different from the information in the printed book.

## Guided Practice

Give students the informational book you have used for Direct Instruction. Challenge them to work together to use text features to locate answers to questions. Have them write responses. You may want to use a timer to make the activity more like a game.

Examples of questions to use with a book on the topic of sharks:

- In which chapter would you learn about a shark's senses?
- What is the definition of **cartilage**?
- On which pages will you find information about the kind of shark called a dogfish?
- What can you learn by reading the sidebar on page 18?
- If your question is, "What kinds of sharks are known to attack people?" what keywords should you look for in the index?
- In Chapter 3, what is the subheading that leads to information about a shark's skin?

You may want to expand the activity by having student partners come up with similar questions to challenge you and the rest of the group.

## Independent Application

Distribute the pages with sample text features. Read the directions with students, and have them use their own words to tell what they are supposed to do. If needed, offer support with reading the questions, answer choices, and the passage.

After students have completed the activity, review their responses. Prompt students to explain how they decided on the correct answer.

Answers: **1** helicopter; **2** sneeze; **3** cats, whiskers; **4** tallest trees; **5** flag, Mexico; **6** 15; **7** Staying Safe; **8** one page; **9** Introduction; **10** Sea Turtles and Humans; **11** 11 and 13; **12** Look on pages 21, 22, 23, 24, and 25; **13** 22; **14** 8; **15** No, because the S entries don't show Sydney Harbour Bridge; **16** a; **17** c; **18** b; **19** c; **20** Sample response: The heading "Letting in Light" means that the whole section tells about light that is let in to help us see. The paragraph under the subheading "A hole in the eye" tells how eye holes let in light.

# Wrap-up

Check students' understanding.

say *Where in a book do you find the index?* (in the back)

*What are three important differences between a table of contents and an index?* (The table of contents is in the front of the book. The index is in the back. The listings in the table of contents are in the same order as in the book. The listings in an index are alphabetical. You use a table of contents to get an overview of what's in the book. You use an index to find the pages where particular facts are located.)

*What are keywords?* (Keywords are the most important words in your question. You look for keywords in the index to a book, or you type in keywords when searching online.)

*How is a glossary helpful?* (A glossary gives definitions of terms in the text. You can use a glossary to check what the words mean.)

*How do headings and subheadings help you when you're reading text in a book or on a screen?* (A heading shows what all the text on that page or section is about. Subheadings show smaller topics related to the big one. You can use headings and subheadings to think about how the big and small ideas are connected.)

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:** Focus on one text feature at a time, giving students multiple opportunities to find examples in informational texts in their classroom library. Encourage them to show how to use that feature to learn about the text.

**Option 2:** Work with students on identifying keywords to use as search terms. Play a game of "What would you look for?" in order to locate library resources. Examples: *What would you look for to answer the question, "What should I feed my goldfish?" What would you look for to answer the question, "How cold does it get at the North Pole?"* Guide students to use the electronic catalog, often accessible remotely, to find the titles of books and other resources likely to have answers.

**Option 3:** Complete the Student Activity Sheet as a group, prompting students to explain what the item requires them to do and how to think about answers.

## FOR STUDENTS READY TO MOVE ON

Give students an opportunity to explore text features. Provide an array of informational books and magazines. Name a text feature, and have partners find examples in more than one text. Prompt them to give a short talk to show how the examples are similar and different. Text features to name include **table of contents**, **index**, **glossary**, **heading**, **subheading**, and **caption**.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *suspension, truss, burrow, hibernate*). 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:

  *Keywords are...*

  *The sidebar has information about...*

  *The differences between a table of contents and an index are...*

  *A glossary is helpful because...*

  *Headings and subheadings are helpful because...*



*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.®*

**STUDENT ACTIVITY SHEET**

## Part A: Keywords

**Directions:** Read each question. Underline the keyword(s) in each question. Keywords help you search for the answers.

**1** How does a helicopter fly?

**2** Why do we sneeze?

**3** Why do cats have whiskers?

**4** Where in the world are the tallest trees found?

**5** What does the flag of Mexico look like?

## Part B: Table of Contents

**Directions:** This table of contents is from a book about sea turtles. Read each question. Use the table of contents to write the answer.

# Contents



**6** On which page does the chapter "Ways of Life" begin? _____

**7** Which chapter begins on page 21? _____

**8** How many pages show "Sea Turtle Facts"? _____

**9** What comes before the chapter "Kinds of Sea Turtles"?

_____

**10** In which chapter would you probably find out how people are rescuing sea turtles? _____

## Part C: Index

**Directions:** This is part of an index from a book about bridges. Read each question. Use the index to write the answer.

risks 7, 15, 19
roadway 8, 21
rope 6, 9

simple bridges 8–10
span 13, 21
steel 21, 23
stone 11, 13

suspension 5, 6, 9, 21–25
swaying 23

Tacoma Narrows Bridge 23
towers 22
transportation 5, 6, 10, 12
tree trunks 8
truss 13–14

**11** On which pages can you find information about bridges made of stone? _____

**12** The listing for suspension bridges includes the numbers 21–25. What do those numbers mean?

_____

**13** Suspension bridges hang from tall towers. On which page can you read about the towers? _____

**14** On which page should you look to learn about simple bridges made from tree trunks? _____

**15** Is this book likely to have information about the Sydney Harbour Bridge in Australia? Explain your answer.

_____

## Part D: Special Terms

**Directions:** Read the paragraph from a book about animals. Then, answer the questions.

Some animals are called cold-blooded. That means their bodies are warm only if the outside air or water is warm. **Reptiles** are cold-blooded. They must be warm in order to move around well. In fall, when temperatures drop, they cannot get warm enough to find food and escape danger. Instead, reptiles **hibernate**. Their body temperatures drop, and they stop moving. They live off the fat stored in their bodies. They seem to be in a deep sleep, and they don't wake up until winter ends. Turtles burrow into mud to hibernate. Snakes crawl into dens to hibernate, often with other snakes. There may be *thousands* of garter snakes, for example, hibernating in a single den.

**16** Where in this book will you find meanings for the words in bold print?

ⓐ in the glossary at the back of the book
ⓑ in the index at the back of the book
ⓒ in the table of contents at the front of the book

**17** Read the entry.

_____ A cold-blooded animal that has dry skin and scales. Snakes, lizards, crocodiles, and turtles are reptiles.

Which word belongs on the line?

ⓐ **turtle** ⓑ **hibernate** ⓒ **reptile**

**18** Where will you find the entry for the word *hibernate*?

ⓐ between the words *reptile* and *temperature*
ⓑ between the words *frostbite* and *insulate*
ⓒ between the words *polar* and *predator*

## Part E: Headings

**Directions:** This is a page from a longer text about eyes and seeing. Read the heading and subheadings.

# LETTING IN LIGHT

*A hole in the eye*

*More or less light*

**19** Read the main heading. What question may be answered in the text just below it?

ⓐ How do eye holes let in light?
ⓑ What amount of light can eyes let in?
ⓒ What does light have to do with seeing?

**20** What do you think "A hole in the eye" has to do with "Letting in Light"? Write one or two sentences.

_____

_____

_____

# Description

This lesson is designed to help students understand how words and visual elements work together in informational texts to provide facts, reasons, evidence, and other details in support of an author's main idea(s). Students practice connecting written information with an **illustration**, a **diagram**, and a **map**. As students think about the connections between visual and written information, they become more strategic readers and are better equipped to understand and remember what they read.

## TEACHER TIPS

The following steps show a lesson in which a single visual element (an illustration, diagram, or map) supports each informational text. Depending on the skills of your students, you may want to expand the lesson to texts that include more than one type of visual information.

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

## PREPARATION/MATERIALS

- A copy of "The Leaning Tower" (for display)
- Copies of "Seed or Plant?" (for display and for students)
- Copies of "Big Bend National Park" (for students)

# Direct Instruction

say *Today, we'll be reading informational texts that include visual information, such as a photograph, a diagram, or a map. When you read, you can learn information from the words. You can also learn information from the pictures. Informational texts often include visual information to help readers understand what is written.*

Display the informational text "The Leaning Tower." Read aloud the title and the names of the author and the illustrator. Then ask,

*What is the title?* (The Leaning Tower)

*What did Bari Levine do?* (She is the author.)

*What did Tovah Smythe do?* (She drew the picture. She is the illustrator.)

*What does the picture show?* (a leaning tower and 16 elephants)

Read aloud the caption below the picture. Tell students that a **caption** describes or explains a picture or photograph.

*What do you think this informational text will be about? What clues can you use?*

Encourage varied predictions, and explain that pictures and captions, along with the title of the passage, can help readers predict what a text will be about.

Have students follow along as you read the text aloud. Then ask,

*What do you see in the picture that matches the information in the text?* (the leaning tower, stone arches)

*Now let's think about which words in the text tell about the picture.*

Reread the last paragraph of the passage, and think aloud about the information in it. Underline phrases and sentences that describe the picture:

**Some buildings are so unique that people worldwide can immediately identify them. One of those buildings is in Pisa, Italy. It is a bell tower, one of three structures that form the beautiful Cathedral of Pisa. At its tallest point, the tower rises about 180 feet (55m). Stone arches decorate each level.**

*How do the picture and the caption help you understand what is written in the text?* (The picture helps readers understand how tall the tower is and how much it is leaning. The picture shows details of the tower, like the stone arches. The caption explains where the bell is located and why there are 16 elephants standing on top of each other next to the tower.)

## Guided Practice

Display the informational text "Seed or Plant?" and distribute copies to students. Read aloud the title and the author/illustrator's name.

say *Like the last informational text we read, this text also has a picture that supports the written information. This picture is different from the one we saw earlier. What do you notice about the picture in this text?* (It is a drawing with a title and labels.)

*This kind of drawing with a title and labels is called a **diagram**. A diagram can help you make predictions about a text and understand the written information.*

Have a student read aloud the title of the diagram and the labels. Give students an opportunity to note other details in the diagram and tell about the information the details provide.

*What can you predict about this text by looking at the diagram?* (It will tell about the life cycle of a pea plant. It will describe the stages from seed to seedling to grown plant with flowers and seed pods.)

Have students read the passage. Then, ask questions to focus on the connections between the written information and the diagram:

*What do you learn from the words in the text?* (All living things have a life cycle. Annual plants start as seeds and become seedlings. Fully grown plants have flowers that make seeds. The plant dies, but the seeds can begin the cycle again the following year.)

*What do you see in the diagram that matches the information in the text?* (The pea plant is an example of an annual plant. Pea plants start as seeds that become seedlings and then grown plants with flowers that make seeds.)

*What sentences in the text describe the diagram? Let's underline this written information.* (from Paragraph 1: **All living things have a life cycle.... Annuals include beautiful garden flowers and vegetables such as squash, beans, and peas.** from Paragraph 2: **Leaves form on the young seedling. When the plant is fully grown, buds open into flowers. The flowers produce fruits that hold seeds.**)

*How does the diagram help you understand what is written in the text?* (The diagram shows a life cycle of a pea plant as an example of an annual, and the text gives details about this life cycle.)

# Independent Application

Distribute copies of the informational text "Big Bend National Park." Explain that a map is another source of visual information, like a photograph or a diagram. Have students read the passage and look closely at the map. Students should underline phrases or sentences in the text that describe information in the map. Then, display these discussion prompts and read them aloud with students:

***When I read the text, I learned ____***

***When I looked at the map, I learned ____***

***The map helped me understand what was written because ____***

Have students work with a partner to look back at what they underlined in the text and discuss how to complete each sentence. Then, provide time for student pairs to share their responses with the group, pointing out details in the text and the map to support their thinking.

# Wrap-up

Check students' understanding. Have them refer to any of the informational texts from the lesson and point out these features:

- a caption, a diagram label, or a map title
- a sentence that connects to information in a picture, a diagram, or a map

say *Why should you read the words and look at the pictures, too?* (The words and pictures go together. The words tell you facts and other information, and the pictures help you understand it. The pictures show what something looks like, its parts, or where it is located. Pictures can support written information in the text. The words can describe or explain the pictures.)

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

# Adaptations

## FOR STUDENTS WHO NEED MORE SUPPORT

Focus on one type of visual information at a time: pictures with captions, labeled diagrams, or maps. Give students multiple opportunities to find examples in informational texts in their classroom library. Encourage them to explain how to use the visual element to better understand the written information.

## FOR STUDENTS READY TO MOVE ON

**Option 1:** Provide students with an informational paragraph. Ask them to create a labeled diagram or map that supports the written information. Then, have students share their visual information and explain how it connects to the text.

**Option 2:** Have students research a topic of their choice. They should prepare a presentation that includes both written and visual information.

**Option 3:** Display the map that accompanies the informational text "Big Bend National Park." Explain the purpose of each feature: title, key (or legend), compass rose, and scale. Then, have students create and share their own maps of a familiar location.

## SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *unique, collapse, engineer, landforms, habitats*). 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 (Leaning Tower of Pisa, plant life cycles, national parks in the United States).
- 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 picture shows...*

  *The caption describes...*

  *The title of the diagram is...*

  *The map shows...*



*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.®*

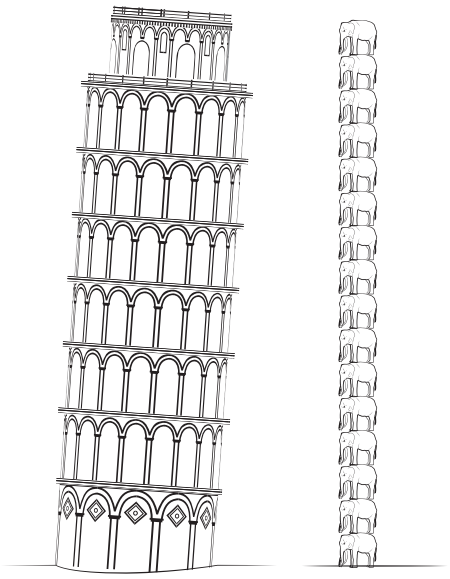
# The Leaning Tower

*written by Bari Levine, illustration by Tovah Smythe*

Some buildings are so unique that people worldwide can immediately identify them. One of those buildings is in Pisa, Italy. It is a bell tower, one of three structures that form the beautiful Cathedral of Pisa. At its tallest point, the tower rises about 180 feet (55m). Stone arches decorate each level.

Work began on the tower in the late 1100s. The work continued, with long interruptions, for around 200 years. When the tower was only three stories high, the builders saw that something was not right. The soil below the tower was sinking. As a result, the structure had begun to lean to one side. Efforts to fix the problem were not successful. Yet the tower stood-or rather, leaned-for more than 600 years!

At the end of the twentieth century, however, there were signs that the tower might collapse. Engineers strengthened the foundation. They also straightened the tower just a bit. Predictions are that visitors will enjoy the unique and famous Leaning Tower of Pisa for many years to come.



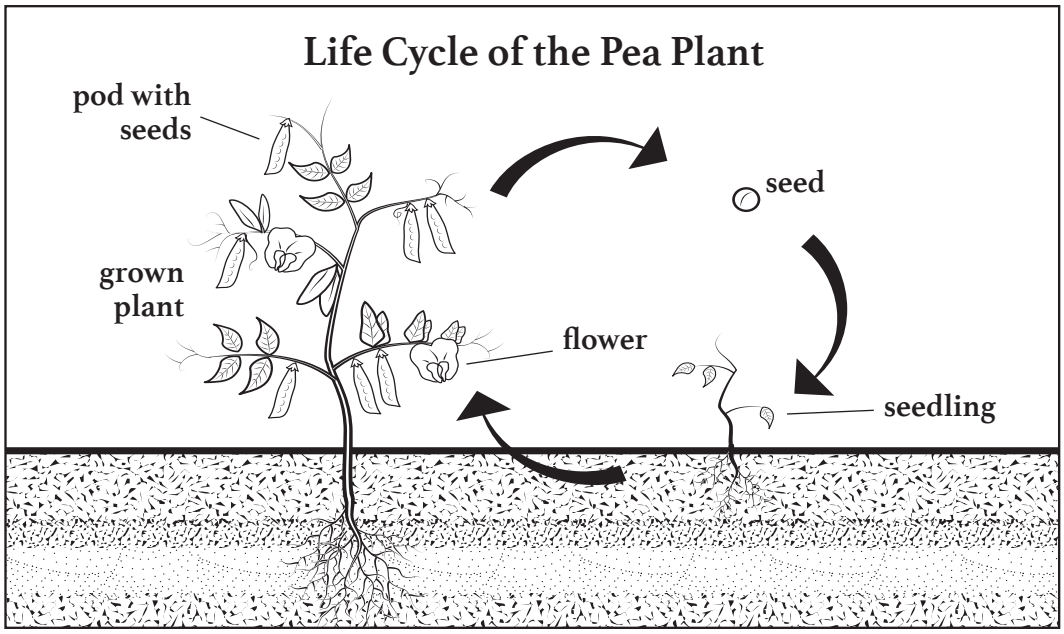
*The Leaning Tower of Pisa in Italy is a popular tourist site. It is as tall as about 16 elephants standing one on top of the other. The top level of the tower houses its bell.*

# Seed or Plant?

*written and illustrated by Jonah Calina*

Here's a riddle: Which came first, the seed or the plant? There's no right answer, of course, because the riddle is about a cycle, or circle, of life. All living things have a life cycle, though the details of the cycles vary. Take the plants called annuals, for example. Annual means yearly. Annual plants go through their whole life cycle in just one growing season. Annuals include beautiful garden flowers and vegetables such as squash, beans, and peas.

At the start of the growing season, an annual's seed rests in soil. Soon the seed covering breaks open. Roots form to reach through the soil for water and minerals. A green shoot stretches upward from the seed toward sunlight. Leaves form on the young seedling. The leaves use the sun's energy to make the plant grow. When the plant is fully grown, buds open into flowers. The flowers produce fruits that hold seeds. The plant dies. But its seeds will land or be planted in soil to begin the cycle again the following year.



# Big Bend National Park

*written by Serena Ruiz*

Throughout the world, large areas of land have been set aside as national parks. These parks protect special landforms, waterways, wildlife, and plants. One national park that showcases all those features is located in the southwestern United States. Big Bend National Park is on the border of Texas and Mexico. The park gets its name from a giant bend in the Rio Grande. The river actually changes direction at the bend!

At the park, visitors paddle down the Rio Grande in small watercraft. They gaze up at the rocky canyon walls. They take in the desert landscape. They hike on forested mountain trails. They drive on roads through remarkable scenery.

Visitors also enjoy looking for the birds that the park is famous for. Birds of many species travel between their homes to the north and south. The birds take flight paths right over the park. They stop to rest in the park's varied habitats. Lucky birdwatchers might spot Mexican ducks, elf owls, and peregrine falcons.