

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

| Level | Activity | Lexia Lesson | # of pages |
|-------------------------|--|--|------------|
| Core5 L15, Core5 L16 | Passage Comprehension 4, Passage Comprehension 5 | Informational Text Summary, Lesson 1 | 6 |
| Core5 L15, Core5 L16 | Passage Comprehension 4, Passage Comprehension 5 | Paraphrasing, Lesson 1 | 5 |
| Core5 L16 | Prefix Change Rules | Prefixes that Change | 3 |
| Core5 L16 | Spelling Rules 3 | Spelling Rule: FLSZ, Lesson 2 | 3 |
| Core5 L16 | Spelling Rules 3 | Spelling Rule: -ck, -tch, -dge, Lesson 2 | 4 |
| Core5 L16 | Spelling Rules 3 | Spelling Rule: Doubling, Lesson 2 | 5 |
| Core5 L16 | Spelling Rules 3 | Spelling Rule: Drop e, Lesson 2 | 4 |
| Core5 L16 | Idioms 2 | Idioms, Lesson 2 | 6 |
| Core5 L16 | Passage Comprehension 5 | Narrative Text Summary, Lesson 1 | 7 |
| Total | | | 43 |



Description

This lesson is designed to help students use important details to create a summary of informational text. As they engage in lesson activities, students gain a greater understanding of text structure as well as how to use the process of creating a summary to check their understanding as they read informational texts.

TEACHER TIPS

This lesson outlines the process for creating informational text summaries using short paragraphs. If the provided passage is below or above students' independent reading level, you can adapt and substitute other informational passages.

Encourage students to use their own words as they sum up passages rather than using the author's exact words. This practice will help students avoid plagiarism in the future.

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

PREPARATION/MATERIALS

- Copies of the Text Summary Chart (for display and for students)
- Copies of Passage 1 (for display and for students)
- Copies of Passage 2 (for students)

Direct Instruction

say Today, we are going to talk about how to create a summary of a piece informational text. When we read these kinds of passages, we look at how the facts and ideas are structured. By identifying the most important information in each paragraph, we can create a summary of the passage. A summary is a short version that helps us understand and remember the author's main points.

Display the Text Summary Chart.

Using a chart like this one can help us identify the important details that we want to make sure to include in our summary. A good summary uses key words, facts, and ideas in the text to identify the most important details.

Point to each section of the chart as you explain how to fill it out.

As we read, one way to keep track of the important details is to highlight or underline key words or phrases. Once you have them marked in the passage, you can list those here.

Point to top section of the chart.

The next step in creating a good summary of informational text is to use the key words and phrases that you wrote in the chart to remember the important details in the passage. You can write about each of those important details here.

Point to the middle section of the chart.

 Finally, we can use the details we wrote to help us identify the main idea of the passage.


Point to the bottom of the chart.

When we have completely filled in a chart like this, we can use our notes to help us create a summary of the passage.

Guided Practice


 Let's work together to fill out this chart for the first passage and use it to write a good summary.

Display Passage 1. Make sure that you or your students can write or highlight on the copy.

 When we create a summary, we try to first decide what the passage is about, or its topic. Often, the title helps us understand the topic of the passage. "The Water Cycle" helps us know that this passage will be about what happens to water as it changes form.


Have students tell you what to fill in for the title and the topic on the first two lines on the chart.

Read the passage aloud as students follow along.


 To create a summary, we need to determine the most important information in the passage. Let's reread this paragraph and underline the words or phrases that are most important.

As you reread the sentences aloud, think aloud about the information in them, and use underlining or highlighting to show the following:


Read the first 3 sentences aloud.

 What words or phrases in these sentences do we need to underline? (water in oceans; sun warms the ocean; heat changes liquid to gas) Great, now let's put those words into this section of our chart.


Read the next 3 sentences aloud.

 What words or phrases in these sentences do we need to underline? (air rises; carries the gas form of water; air is cold; gas cools and turns back into liquid water) Good, let's put those phrases into our chart.

Read the next 3 sentences aloud.

 What words or phrases should we underline in this section of the paragraph? (droplets form clouds; water falls as rain, snow, hail; water heated and rises again) Excellent, we will write those words in the chart and read the last sentence.


Read the last sentence aloud.

 Let's look at this sentence — it tells us the main idea of the passage. It tells us that the water cycle never ends. The main idea in this passage is here, at the end, but in other passages, it could be in the beginning or the middle. Sometimes, it's not even stated in a single sentence. You have to look carefully at all of the important details to find the main idea.

Review by rereading the words and phrases that you underlined and recorded in the chart and thinking aloud about how to put only the most important ideas into phrases in the middle section of the chart.

Write 3 or 4 phrases or short sentences to capture the most important information from these facts. The following are examples:

- **sun warms ocean water, changes it into a gas**
- **liquid becomes clouds, falls back to Earth as rain or snow**
- **gas form of water travels up into colder air, changes back to liquid**
- **water heats and rises again**

 Now, we can think about these important ideas and try putting them together into just one or two sentences. A good summary includes these details but tells the story in a few sentences using your own words.

Have students use the completed chart to generate their own written summaries. Have students share their summaries and use parts of the best summaries to create one that you write on the board or a flip chart. Stress to students that a strong summary of informational text begins with the main idea. Here is an example of a strong summary of Passage 1:

The water cycle never ends. Water falls to Earth, where the sun's heat changes liquid water into a gas that rises. Then it cools to a liquid and falls again.

Independent Application

Give each student or pair of students a copy of Passage 2 and a blank Text Summary Chart. Direct students to do the following:


- Read the passage independently.
- Highlight or underline the important words or phrases.
- List the highlighted words and phrases in the chart.
- Create three or four good phrases or short sentences to capture the important facts and ideas.
- Write the main idea of the passage in the bottom section.
- Use their completed chart to create a summary of the passage.


When they are done, bring the students back together as a group. Have students read their summaries and use ideas or sentences from them to create one strong summary of the passage as a group. Here is an example of a strong summary of Passage 2:

People must use water wisely in order to prevent shortages and have safe water for drinking. Water shortages happen in places where it does not rain. Also, sometimes fresh water is polluted and people cannot drink it.

Wrap-up

Check students' understanding.

 *How is a summary of informational text different from retelling the whole passage? (It includes only the important details from the passage, not every single detail.)*

 *What is one way to help you create a summary? (by underlining important details and taking notes)*

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: Reduce the amount of text that students need to sum up. Give students practice “squeezing” a sentence that has details of information, turning it into one sentence that gives the main idea—in fewer than 10 words. Below are a few examples; use students’ own reading to offer others.

- **Rain falls on land and on bodies of water such as rivers, lakes, ponds, and seas.** (Sample squeezed sentence: Rain falls on land and on water.)
- **The sun heats ocean waters, causing liquid water to change into the gas form of water.** (Sample squeezed sentence: The sun’s heat turns liquid water into gas.)

Option 2: Focus on the difference between a detail of information and an important idea, pointing out that it is usually only important ideas that belong in a summary. Display pairs of sentences like those below, to discuss and evaluate together.

- **Whale sharks are the biggest fish in the sea. They have large white spots on top of their body.** (The first sentence is a more general statement, and the second contains more specific facts.)
- **A cat’s whiskers help it feel its way in the dark. A cat has sharp senses.** (The second sentence is a more general statement, and the first contains more specific facts.)

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to multiple-paragraph passages in informational books. Provide a book that has headings.

1. After students read a section, they turn the heading into a sentence that gives the main idea and introduces their summary. For example, in a book about the ocean, the heading “Robots Explore” could lead to this first sentence of a summary: *Robots are machines that explore the ocean.*

2. They write one or two sentences to sum up each paragraph that follows.
3. They read their summary and find a way to make it even shorter.

Option 2: Build students’ awareness of how academic texts are structured. Use students’ content-area texts to point out any summaries provided by the author. Help them to see how the summary corresponds to the information in the text, including headings.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary that might be difficult for students to understand when they read the provided passages (e.g., *renewing*, *shortages*, *regions*). 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, such as the water cycle.

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

This passage is mostly about...

The main idea is...

An important detail is...

This detail supports the main idea...

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

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

Text Summary Chart

TITLE

TOPIC

List words or phrases that help you understand the passage or paragraph.

What are the important facts or ideas in the passage or paragraph?

What is the main idea of the passage?

PASSAGE 1**The Water Cycle**

Most of Earth's water is in the oceans. Heat from the sun warms the oceans. The heat causes some of the water to change from a liquid into a gas. / As air rises, it carries the gas form of water with it. High above Earth, the air is cold. gas cools and turns back into liquid water. / The droplets of water form clouds in the sky. The water in the clouds falls as rain, snow, sleet, and hail. Over time, all water will be heated by the sun and rise into the air again. / The water cycle never ends.

PASSAGE 2**Using Water Wisely**

If water is always renewing itself, then why are there water shortages? Why do people suffer from lack of drinking water? The main reason is that most of Earth's water is in the ocean and too salty to drink. Another reason is that water does not fall evenly over Earth. Some regions get a lot of rain while others get almost none. And fresh water may be polluted, filled with harmful things that make it unsafe to drink. Controlling pollution and managing water use are important actions that people can take. Earth's water will keep traveling—and people must make wise choices about how to use it.



Description

This lesson is designed to help students paraphrase written sentences by putting the ideas into their own words without changing the meaning. By using their own words rather than repeating the author's words, students develop strategies for checking their comprehension as they read.

TEACHER TIPS

This lesson has students paraphrase one sentence at a time. You may want to expand the lesson for students who are learning to do research to guide them in developing concise paraphrases of information in longer texts. This skill is important for helping students learn how to avoid plagiarism.

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 Sample Texts (for display and for students)
- Highlighter

Direct Instruction

say Today we are going to work on paraphrasing. When we read, it's always a good idea to pause now and then to ask ourselves how well we understand what we're reading. One way to check understanding is to try to use our own words to restate what we think the author is saying.

Display Sample Text 1. Ask students to follow along as you read it aloud.

Erica's brother, Buddy, was trying to make Erica laugh. Erica pretended not to notice his funny faces. Soon, trying not to laugh took every bit of control Erica could find.

Highlight the last sentence, which has a challenging structure. Read it aloud again.

Soon, trying not to laugh took every bit of control Erica could find.

This sentence is a little tricky. I want to check my understanding of it. What does this sentence mean? I think it means that it was hard for Erica not to laugh. Now, I'll try putting that sentence into my own words: Erica felt like laughing at Buddy, but she tried very hard not to. I'll see if that makes sense.


Write the paraphrased sentence below the original. Reread the first two sentences along with the new third sentence.

Yes, that makes sense.

Help students to understand that there is more than one correct way to paraphrase a sentence. Read the last sentence of Sample Text 1 aloud again. Then, read each of the alternative sentences below, and have students show thumbs-up if it matches the meaning of the original or thumbs-down if it doesn't match. Discuss their reasoning.

- It was hard for Erica to keep a straight face because she felt like laughing. (thumbs-up)
- Erica could not help herself, so she began to laugh. (thumbs-down)
- Erica used all her self-control to keep from laughing. (thumbs-up)


Sum up the strategic behavior:

 *As we read, we ask ourselves questions to make sure we understand what we're reading. One way to check understanding is to paraphrase, which means to try to restate the meaning of a sentence in your own words.*


Guided Practice

Display Sample Text 2 and have a student read it aloud. Highlight the third sentence and read it aloud again. Then, display the following two possible paraphrased sentences:

- Choice 1 (correct): As Brady's heart beat with excitement, he told himself that someday he would be in a marching band.
- Choice 2 (incorrect): Hearing the drums thumping, Brady promised his friend that he would join a marching band someday.

 *Which of these two sentences is the better paraphrase of the original sentence?*

Discuss the meaning of each sentence and why Choice 1 is the better paraphrase. Check that it makes sense by rereading the first two sentences and filling in the new third sentence.

 *Now, let's think of another way to paraphrase the original sentence.*

Encourage students to restate the sentence in their own words using a complete sentence. If students struggle to produce paraphrases, help them determine the meaning of the original sentence before trying to put it into their own words.

Repeat this procedure with Sample Texts 3 and 4.

Paraphrase Choices for Sample Text 3:

- Choice 1 (incorrect): The toad in my garden made a house under a flower pot, and I placed a stone at an angle to make an opening.
- Choice 2 (correct): I made a house for the helpful toad by turning a flower pot upside down and using a stone to prop it up so he could get in.

Paraphrase Choices for Sample Text 4:

- Choice 1 (correct): Our brain uses pictures from both eyes to decide how far away things are.
- Choice 2 (incorrect): Our eyes take two pictures, and our brain picks the best one based on how far away we are from what we are looking at.

Independent Application

Select complex sentences from classroom texts at students' independent reading levels. Provide copies of these sentences to students to work on paraphrasing.

Have students work in pairs or independently to develop two paraphrased sentences for each original sentence that you selected.

Wrap-up

Check students' understanding.

Choose one of the complex sentences from Independent Application. Ask students to read their paraphrased sentence to you and to discuss with you why they think it's a good paraphrase.

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

To help students understand the concept that the same information can be stated in different ways, display some simple sentences about familiar experiences. One example is provided below. Create additional simple sentences and paraphrased choices as needed for more practice.

Display and read this sentence with students:

It's raining now, but clear skies are on the way.

Display these three choices:

(1) The rain will stop soon.

(2) We see rain, but soon we'll see the sun again.

(3) Rain is coming after the skies clear.

Discuss each paraphrase sentence choice, and ask students if it is a good paraphrase.

FOR STUDENTS READY TO MOVE ON

Option 1: Use students' own reading to practice applying the strategy of paraphrasing while reading.

- Point out challenging sentences for them to restate in their own words.
- Have students demonstrate reading aloud, pausing to restate the meaning of a tricky sentence, and checking that their meaning makes sense in the context.

Option 2: Expand the lesson to introduce paraphrasing for basic research and note taking. Talk about the process that student researchers follow to write thoughtful, responsible reports:

- Reread to make sure you understand the author's ideas.
- Restate the author's most important ideas without copying the wording.
- Check to make sure that your paraphrase has the same meaning as the original.

Choose a paragraph from an informational text on a topic of interest to students. For each paragraph, ask students to create a concise paraphrase using their own words. The example on the last page of this lesson can help students understand how to apply each of the rules above to create a strong paraphrased paragraph.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *splendid*, *prop*). 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 example topics (parades, toads).
- After posing a question, allow time for reflection before discussing answers.
- Display and review sentence starters to support student contributions to group discussions:
 - I think this sentence means...*
 - That doesn't make sense because...*
 - Another way to paraphrase that 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®**.

Sample Texts for Paraphrasing

1. Erica's brother, Buddy, was trying to make Erica laugh. Erica pretended not to notice his funny faces. Soon, trying not to laugh took every bit of control Erica could find.
2. Brady heard the drums before he could see them. At last, the splendid parade came into view. Heart thumping to the beat, Brady made a secret promise—"I will be in a marching band someday."
3. Bugs eat plants, and toads eat bugs. That's why a toad is always welcome in my garden. I turned a flower pot upside down, used a stone to prop it up at an angle, and made a house for my little helper.
4. Have you ever closed one eye at a time while looking at an object? The object seems to move! Our eyes are spaced apart, so each one sees a slightly different picture of the same thing. Both pictures are sent to our brain, which uses the information to help us judge distances.

Sample Paragraph and Paraphrase

Original: Saber-toothed cats once lived throughout Europe and North and South America. Their name comes from their two long, sharp front teeth—like the heavy swords with curved blades known as sabers. Saber-toothed cats became extinct thousands of years ago. But scientists have found many bones, claws, and teeth, which are clues to what the cats looked like and how they hunted.

Strong Paraphrase: Saber-toothed cats, named for their saberlike front teeth, used to live throughout Europe and the Americas. They died off thousands of years ago. Scientists know about the cats' appearance and hunting habits because of clues the animals left behind—their bones, claws, and teeth.



Description

This lesson is designed to introduce students to the Prefix Change Rule. This spelling rule will help students understand that some Latin prefixes change their spelling when they are attached to Latin roots. These prefixes are sometimes called **chameleon prefixes** because the last letter of the prefix either changes or is absorbed into the base word or root. The spelling change makes the pronunciation of the combined prefix and root easier. The ability to identify these prefixes in words provides students with a strategy for determining the meaning of unfamiliar words by looking at their structure.

TEACHER TIPS

This lesson teaches the prefix change spelling rule using the prefix **sub-** as an example. Use the same sequence to teach students the other prefixes that change: **ad-**, **ob-**, **con-**, **in-**, **ex-**, and **dis-**. See the Adaptations section at the end of this lesson for the change rules for these other prefixes.

Warm-up

Ask students to tell you the meaning of prefix. For example, a prefix is a meaningful word part that that can be added to the beginning of a base word or root.

Make sure that students have mastered this concept before moving on to Direct Instruction. If necessary, deliver the Lexia Lessons on *Prefixes* (Levels 12 and 14).

Direct Instruction

say Today we are going to learn about some interesting prefixes that change their spelling when we add them to a root word.

Display the words **submarine** and **subway**. Underline the prefix **sub-**.

say This is the prefix **sub-**. **Sub-** means under. When we use the prefix **sub-** with words like submarine and subway, we can attach it directly to the root word. But sometimes when we attach the prefix **sub-** to a word, we have to change the way we spell it.


Display the word **support**.

say Listen to this sentence: **The wooden beams support the ceiling.** In the word **support**, **port** is the root and it means to carry. Beams are usually under the ceiling to carry the weight of the ceiling. This is interesting; we don't see the prefix **sub-**, which means under, in the word support, but we do see two p's. In the word **support**, I don't hear two p's, do you? (no)


Display **sub + port**.


say If I combine the prefix **sub-** and the word **port**, we would have the word subport. It is not easy to say subport.

Display **support**. Have students repeat the word with you and notice how it is hard to say /b/ and /p/ side by side.

 So for this word, the **b** at the end of **sub-** becomes the same letter as we see at the beginning of the word **port**. The **b** becomes **p**.


Underline the beginning letter **p** of the root **port**. Cross out the letter **b** of the prefix **sub-**, and write **p** above it. Display the word **support** below the prefix and base word, and read it aloud.

 This prefix is one of the interesting ones that sometimes changes its spelling based on the root. When we attach the prefix **sub-** to some roots, the last letter of the prefix, the **b**, changes its spelling to the first letter of the root to make it easier to say, just like in our example: **sub + port = support**. That is why there are two **p**'s in support even though we only hear one /p/ sound. The prefix change spelling rule helps us remember how to spell **support**.


 The prefix change spelling rule is this: Some common prefixes change their last letter to the first letter of the root to make it easier to say. This rule explains why some words with Latin prefixes and roots have double letters in them, as in support.

Guided Practice

Display **sub + fer**.

 *say* Let's practice changing the spelling of this prefix as we add it to more words. What do we do first? (underline the beginning letter of the root word—in this example, **f**)

 What do we do next? (cross out the last letter of the prefix—in this example, **b**)

 What letter do we change the **b** to? (the first letter of the root; write **f** above the **b**)


 Now we can write the whole word—what is it? (suffer)

Display the word **suffer**.

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to number it 1-5 on separate lines. Display these five prefixes and root combinations:




sub + fix =
sub + pose =
sub + ply =
sub + mon=
sub + mary =

 *say* Now you know why some words with Latin prefixes and roots have double letters in them. Let's see if you can change the prefix spelling in these words on your own. Remember to underline the first letter of the root word, cross out the last letter of the prefix, and then change the letter and write the whole word on your paper.

Monitor as students work and provide assistance as needed. Have students share their answers with each other.

Answers: **suffix, suppose, supply, summon, summary**

Wrap-up

-  *What did we learn about some prefixes today? (They can change their spelling when we add them to some root words.)*
-  *What does **sub-** mean? (under)*
-  *What is the rule for changing the prefix **sub-**? (Change the last letter to the first letter of the root to make the word easier to say.)*

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Write a single prefix on the board, and list three words in which that prefix has changed. Ask students to underline the letter in the word that has changed and write the original prefix each word. Repeat as needed with different prefixes and words.

Option 2: Provide sentences in which students must identify a prefix whose spelling has changed and underline the changed prefix, and write the original prefix above the word. For example,

The teacher asked the boy to give a summary of the story.

FOR STUDENTS READY TO MOVE ON

Option 1: Dictate words and sentences in which students must apply their knowledge of prefix and root combinations without using the list of steps as support.

Option 2: Use the lesson structure to teach the other types prefixes that change spelling:

Type 1. Prefixes that change to the first letter of the root.

ob- (against): oppose, opposite, opponent, offer, occur, occupy, occasion, opportunity, officer, oppress

ad- (to, toward, at): appear, arrest, attract, affair, announce, assign, allow, annoy, attend, approve

sub- (under): supply, suffer, summary, suffix, summon, support, suppose

*Type 2. Prefixes that change to the first letter of the root, except with roots starting with **b** or **p**, in which case they change to **m**.*

con- (with, together): corrode, corrupt, correct, college, collect, comment, commit (combine, compel, composite, compose, combust)

in- (in, into, not): immense, illogical, irrigate, illegal, illustrate, irresponsible, immune (imbalance, import, imbue, impartial, impose)

Type 3. Prefixes that change or drop the final letter of the prefix.

ex- (out of):

- changes in front of roots that start with f—effective, effort, effect, effortless, effusive
- drops in front of other roots—enormous, eliminate, event, educator, elaborate, editor, evaporate, elevator, emigrant

dis- (apart from, not):

- changes in front of roots that start with f—differ, different, diffuse, difficult
- drops in front of other roots—direct, diverse, divide, divine, diminish, dilute, dilate

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

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



Description

This lesson is designed to teach students how to spell certain one-syllable words ending in /f/, /l/, /s/, or /z/. The **FLSZ Rule** states that when a one-syllable word has a short vowel sound and ends in one of those four consonant sounds, the final consonant is usually doubled. This rule helps students to spell words that cannot be spelled exactly as they sound.

TEACHER TIPS

Students must be able to identify the final sound in a one-syllable word. Use the Warm-up to confirm that this skill is in place before introducing the rule. During the lesson, students should be able to view the FLSZ Rule for reference.

PREPARATION/MATERIALS

- Index cards or sticky notes (for students)

Warm-up

Hand each student four cards or sticky notes.

***say** I am going to say four sounds, one at a time, and I want you to write the letter that goes with each sound on these cards.*

Dictate **/f/**, then **/l/**, then **/s/**, then **/z/**. Ask students to read back the sounds of each letter.

Now I am going to say some words. Listen for the ending sound. Hold up the card that shows the sound you hear.

Dictate **spill, buff, miss, jazz, grass, hill, puff, mill, pass, cliff, whizz**. If students struggle with this task, provide more examples before moving on to Direct Instruction.

Direct Instruction

***say** We're going to learn the spelling rule for one-syllable words that end with the sounds /f/, /l/, /s/, or /z/.*

Display the following words: **staff, smell, toss, fuzz**

There is something interesting about words with one syllable, with a short vowel, and that end in the sounds /f/, /l/, /s/, or /z/. When we write them, we double the final letter.

Read the words aloud to students, and underline the final two letters in each word.

*All of these words have one syllable, a short vowel sound, and end in double consonants ff, ll, ss, zz. The spelling rule for these words is called the **FLSZ Rule**.*

Display and read aloud the FLSZ Rule:

When a one-syllable word has a short vowel sound and ends in /f/, /l/, /s/, or /z/, the final consonant letter is usually doubled.

Guided Practice

Display four columns with four headings for the sounds /f/, /l/, /s/, and /z/.

 *Let's spell some words together using the FLSZ rule.*

Dictate **fuzz, floss, staff, swell, chill, stress, gruff, whizz**. For each word, ask students

1. What is the sound you hear at the end of this word?
2. Which column should this word go in?
3. Does this word have one syllable?
4. Does this word have a short vowel sound?

Have students take turns writing each word in the correct column. Ask students to explain how they knew to double the final consonant.

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to create four columns with four headings for the sounds /f/, /l/, /s/, /z/ (like the ones you displayed in Guided Practice).


Create a list of words that follow the FLSZ Rule and need to have double consonants. Possible words: **class, drill, bless, fizz, grill, bluff, fuss, jazz, huff, scruff, whizz, mass, whiff, dill, razz, scuff, press, still, frizz, spell, chess, stiff, buzz, yell**

Give the list to one student at a time to take turns dictating the words to the other students, who should write each word in the correct column on their paper.

After, consider having students select four to six FLSZ words and compose sentences that include them. They should underline each word that follows the FLSZ Rule.

Wrap-up

Check students' understanding.

 *What spelling rule did we learn today? (the FLSZ Rule)*

What is the rule? (When a one-syllable word has a short vowel sound and ends in /f/, /l/, /s/, or /z/, the final consonant is usually doubled.)

*What are some words that use the **FLSZ Rule**? (buzz, hiss, stuff, hill)*

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: Reteach the lesson, focusing on only one of the letters at a time.

Option 2: Provide examples of words that end in **ff** after a short vowel (**cuff, cliff, buff**). Have students read the words and underline the double letters. When students can manage words that end in **ff**, do the rest of the letters in a similar manner.

Option 3: Provide students with short sentences that contain FLSZ words. Have students identify these words by underlining the double consonants at the ends of the words. For example: **After the bell rang there was less noise in the class.**

FOR STUDENTS READY TO MOVE ON

Adapt the Independent Application task to have students write dictated words that follow the FLSZ rule without the support of column headers.

After students can accurately spell dictated words without column headers, you can add words that end in other single consonant sounds (such as words ending in /g/, /m/, /d/, /t/ like **frog, clam, glad, said, root**).

FLSZ words may also be included in phrase- or sentence-level dictations.

Alternatively, consider having students spell FLSZ words that include a suffix. Students should underline the base word in each dictated word. Sample words: **hissing, grills, puffy, lesser, buzzes, thrilled**

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



Description

This lesson is designed to teach students how to spell certain one-syllable words that end in /k/. The **-ck Rule** states that when a one-syllable word has a short vowel sound right before the ending sound /k/, the final consonant letters are **-ck**. This rule, as well as the rules for spelling words with **-tch** and **-dge**, focuses students' attention on the need for short vowels in one-syllable words to be supported by an extra consonant.

TEACHER TIPS

Students must be able to identify the final sound in a one-syllable word. Use the Warm-up to confirm that this skill is in place before introducing the rule.

This lesson can be modified to teach the **-tch** and **-dge** rules, which use the same principles. One-syllable words that end in the /ch/ sound right after a short vowel are spelled with a **-tch**, and one-syllable words that end in the /ge/ sound right after a short vowel are spelled with a **-dge**. See the word list at the end of this lesson.

PREPARATION/MATERIALS

- A piece of lined paper (for students)

Warm-up

***say** Listen carefully to the end of these words. Raise your hand if you hear the /k/ sound at the end.*

Suggested words: **stop, king, lock, floss, block, stick, kiss**

Now, listen to these words and give a thumbs-up if the vowel sound is short and a thumbs-down if the vowel sound is long. Remember that a long vowel sound says its name.

Suggested words: **brick, brake, bike, dock, deck, poke, luck**

If students struggle with this task, provide more examples before moving on to Direct Instruction.


Direct Instruction

***say** We are going to learn the rule for how to spell one-syllable words that end with the sound /k/.*

Display the following words: **back, pick, stock.**

*There is something interesting about words with one syllable, a short vowel sound, and that end in the sound /k/. When we write them, we spell that sound with the letters **-ck**. Short vowels are special, and often need to be protected, so we add the **c** to the letter **k** to help protect the short vowels.*

Read the words aloud to students, and underline the final **-ck** in each word.

 Notice that all of these words have one syllable, a short vowel sound, and end in the sound /k/. The sound /k/ is spelled **-ck** in these words. The spelling rule for words like this is called the **-ck Rule**.

Display and read aloud the **-ck Rule**:

When a one syllable word has a short vowel sound right before the ending sound /k/, the final consonant letters are -ck.

Display the words **bake, pike, stoke** under the previous words. Discuss with students how the long vowel sound in these words indicates that they are not spelled with **-ck** because there is no short vowel that needs to be protected.

Display the words **tank, silk, sunk**. Discuss with students how the additional consonant sound before the /k/ in these words does the job of protecting the short vowel, so they are not spelled with a **-ck**.

Guided Practice

Display three columns with the following headings: (1) short vowel words that end in **-ck**; (2) short vowel words that end in **-k**; (3) long vowel words.

Dictate the words **cluck, tank, slick, snake, dock, spike, silk, track**. For each word, ask students

1. Does this word have one syllable?
2. What is the sound you hear at the end of this word?
3. Does this word have a short vowel sound? (If yes: Does the short vowel sound come right before the /k/?)
4. Which column should this word go in?

Have students take turns writing each word in the correct column. Ask students to explain how they knew what letters to use at the end of each word.

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to create three columns like the ones you displayed in Guided Practice. Make sure students label the columns correctly.

Give students a list of one-syllable words that include the /k/ sound: **stack, quick, shuck, strike, wake, trick, stock, make, check, tick, blink, spoke, smack, truck, trunk, bank, bake, back, elk, tack, task, clunk, flack, flake**.

Ask students to take turns dictating the words to each other and writing each word in the correct column on their paper.

After, consider having students select four to six words that require application of the **-ck** Rule and compose sentences that include them. They should underline each **-ck** word.

Wrap-up

Check students' understanding.

 *What spelling rule did we learn today? (the **-ck Rule**)*

What is the rule? (When a one-syllable word has a short vowel sound right before the ending sound /k/, the final consonant letters are -ck.)

*What are some words that use the **-ck Rule**? (brick, tack, stuck)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Reteach the lesson and focus solely on one-syllable words that end in **-ck**. Then, introduce when **-ck** is not used.

FOR STUDENTS READY TO MOVE ON

Option 1: Adapt the Independent Application task to have students write dictated words without the support of column headers.

After students can accurately spell dictated words that follow the **-ck Rule** without column headers, you can include phrase- and sentence-level dictations.

Option 2: Dictate words that end in /k/ and have suffixes. Suggested words: **cracked, snacking, banked, makes, backer, elks, lucky, darkness, locks, slickest**

*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.®*

-tch & -dge Words

One-syllable Words with -tch

clutch
crutch
fetch
glitch
latch
notch
pitch
scratch
switch

Words with -ch (for comparison)

hunch
inch
lunch
mulch
ranch
stench
torch

One-syllable Words with -dge

bridge
dodge
dredge
fudge
grudge
ledge
lodge
ridge

Words with -ge (for comparison)

bulge
cage
charge
cringe
gorge
plunge
stage
twinge



Description

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

TEACHER TIPS

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

PREPARATION/MATERIALS


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

Warm-up


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

Suggested words: **run, spin, walking, flat, stir, happy**

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

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

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


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

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

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

Direct Instruction

Display the word **winning**.

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

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


Display the four steps in the Doubling Rule:

Step 1: Is the base word one syllable?

Step 2: Does the base word have one vowel?


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

Step 4: Does the suffix begin with a vowel?

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


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

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

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

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

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


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

Underline the two **n**'s.

Guided Practice

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

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

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

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

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

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


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

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

Guide students through additional examples where the rule does not apply. Suggested words and suffixes: **sharp + ness, frost + y, preach + er**

Independent Application


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

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


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

Wrap-up

Check students' understanding.

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

Continue asking students to identify the three other steps.

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Provide students with a card that shows the four steps of the Doubling Rule. Review each step with them, and then use the task outlined in the Warm-up to walk them through identifying these concepts with common words that require that the final letter be doubled when adding the vowel suffix.

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

FOR STUDENTS READY TO MOVE ON

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

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

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

Example:

The apple was rotten at its core.

Student Activity Sheet

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

| | Step 1 Is the base a one word syllable? | Step 2 Does the base word have one vowel? | Step 3 Does the base word end in one consonant? | Step 4 Does the suffix begin with a vowel? | Write the whole word. |
|-----------------------------|--|---|---|--|--------------------------|
| ¹ run + ing = | | | | | running |
| ² blot + ed = | | | | | _____ |
| ³ scrub + er = | | | | | _____ |
| ⁴ scream + ing = | | | | | _____ |
| ⁵ crunch + y = | | | | | _____ |
| ⁶ dim + est = | | | | | _____ |
| ⁷ part + ly = | | | | | _____ |
| ⁸ mend + ing = | | | | | _____ |
| ⁹ clip + er = | | | | | _____ |
| ¹⁰ grit + y = | | | | | _____ |



Description

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

TEACHER TIPS

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

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

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

PREPARATION/MATERIALS

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

Warm-Up

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

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

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

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

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


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

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

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

Direct Instruction


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

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


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

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

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

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


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

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

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

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

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

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

Guided Practice

Give students index cards and, if appropriate, scissors.

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

-  Does the base word **strike** 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 **strike** and let it drop to the floor. Then have students attach the suffix **-ing** to the base word and write **striking** 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: **ride + er, slide + ing, like + ness, pave + 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.

| | <u>Base Word</u> | <u>Suffix</u> |
|------------------|-----------------------------------|---------------|
| | bit_ing | bite ing |
| Suggested words: | nam_ed, writ_er, driv_en, hop_ing | |

FOR STUDENTS READY TO MOVE ON

Option 1: Give students sentences that include combined base words and suffixes. Have students find the words where 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 ^ebiking 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 make + ing = _____ | 11 tame + est = _____ |
| 2 dine + er = _____ | 12 grade + ed = _____ |
| 3 wake + ful = _____ | 13 tire + some = _____ |
| 4 crave + ing = _____ | 14 drive + en = _____ |
| 5 trade + ed = _____ | 15 wade + ed = _____ |
| 6 hate + ful = _____ | 16 care + ful = _____ |
| 7 strange + ly = _____ | 17 sneeze + ing = _____ |
| 8 name + ing = _____ | 18 wide + ly = _____ |
| 9 name + less = _____ | 19 close + er = _____ |
| 10 spine + y = _____ | 20 shake + y = _____ |



Description

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

TEACHER TIPS



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

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


PREPARATION/MATERIALS

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

Direct Instruction

-  *Today we are going to learn about idioms. An idiom is a group of words that don't mean what they seem to say. When you come across a group of words that make you picture something strange that doesn't make sense, you have to look for clues to help you figure out what these words really mean.*
-  *Listen and picture this in your mind. Raj and June are about to sing a duet in a show. They are waiting behind the curtain. June turns to Raj and says, "I have butterflies in my stomach." Raj tells her to relax because they will do a great job.*


Display the picture of butterflies.

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


Display the word **idiom**.

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


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

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

Display Sentence 1: **The ring cost an arm and a leg, so I could not buy it.** Read the sentence to students and underline **cost an arm and a leg**. Model a strategy for idioms.

-  *I know a ring can't really cost an arm and a leg, so this must be an idiom. I'll look at the rest of the sentence: so I could not buy it. If I couldn't buy it, it was probably very expensive.*

Point to the underlined words.

-  *That must be what these words mean: “cost an arm and a leg” could mean “very expensive.” Let me see if that fits: **The ring was very expensive, so I could not buy it.** Yes, that does make sense.*


Guided Practice

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

Display the phrase **chip on your shoulder**. Read it with students.


-  *I’m going to show you how I might act when I have a chip on my shoulder.*

Make a face and behave in a way that demonstrates a bad attitude.

-  *How am I acting? (in a negative/angry way) So, what do we think the idiom “chip on my shoulder” probably means? (have a bad attitude)*

-  *I’m going to show you a sentence that contains the idiom “chip on your shoulder.”*

Display Sentence 2 and read it with students: **Lynn had a chip on her shoulder at dinner, so she was rude to her sister.** Point to and underline **chip on her shoulder**. Remind students of their definition of chip on your shoulder (to have a bad attitude), and ask them to substitute their meaning for chip on her shoulder in this sentence to see if it makes sense. If it does, that’s probably what the idiom means.

-  *Show thumbs-up if you think “chip on her shoulder” fits in this sentence. Show thumbs-down if you think “chip on her shoulder” does not fit in this sentence.*


Students should show thumbs-up. If they do not, point out the words “she was rude to her sister” in the sentence, and ask why she was rude. If students show thumbs-up to indicate that the idiom does fit in the sentence, probe further.

-  *How can you tell? (Lynn was rude to her sister at dinner.)*

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

- **throw in the towel** (“give up”) fits in Sentence 3
- **bull in a china shop** (“careless in a fancy place”) does not fit in Sentence 4
- **all thumbs** (“clumsy”) fits in Sentence 5

Sum up the strategy.


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

Independent Application

Have students work in pairs or independently.

 *Now you're going to find some other idioms and decide what they mean.*

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

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


Follow the same procedure for the idioms.

- **Sentence 6:** Ji decided to face the music and tell his mother that he had broken the lamp. (to admit to a mistake and accept the consequences)
- **Sentence 7:** Evan exclaimed, “I’m nuts about that song! I listen to it all the time.” (to love something very much)
- **Sentence 8:** Time flies when you’re having a good time. (time goes by fast)
- **Sentence 9:** In her chess club, Trish is the cream of the crop and very hard to beat. (the best)
- **Sentence 10:** Mr. Owens, a difficult grader, gives a perfect score once in a blue moon. (very rarely)

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


Wrap-up

Check students’ understanding.

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

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

 *What is the idiom in this sentence? (Students should say or point to the underlined phrase.)*

 *What does this idiom seem to mean? (Students should give a literal meaning.)*

 *What does this idiom really mean? (Students should approximate its figurative meaning.)*

 *How can you tell? (Students should point to a word or words in the sentence that provides context.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Introduce idioms from the lesson using a new sentence that gives more information to help provide a clue to the meaning of the idiom. Use the following procedure:

- Display the sentence and read it to students.
- Point out the idiom, and then point to each word as you read it with students.
- Explain what the idiom means.
- Direct students to copy the idiom on a piece of paper and then draw two pictures: one that the literal meaning and one that depicts what the idiom really means.
- Have students collect these pictures in an Idioms Notebook.

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

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

FOR STUDENTS READY TO MOVE ON

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

Option 2: Use idioms as writing prompts or discussion points (e.g., *Have you ever thrown in the towel?* Do you remember a time when you felt like a *fish out of water*?). Citing specific examples, students can discuss these topics with peers or form a written response to these questions.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Provide students with written, oral, and visual representations of idioms to support pronunciation and meaning. Photographs, illustrations, and objects are especially helpful in reinforcing the difference between literal and idiomatic meanings.
- After posing a question, allow time for reflection before discussing answers.
- Encourage students to practice newly learned idioms with a partner and in small-group discussions. Likewise, model the use of idioms in a variety of classroom contexts.

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

Additional Idioms

| | |
|---------------------------------|---------------------------|
| all fingers and thumbs | icing on the cake |
| all thumbs | jump down your throat |
| asleep at the wheel | learn/know the ropes |
| bark up the wrong tree | like a fish out of water |
| bend over backwards | make the fur fly |
| bite off more than one can chew | makes your blood boil |
| breaks your heart | makes your blood run cold |
| bull in a china shop | miss the boat |
| butterflies in your stomach | move mountains |
| chip on your shoulder | nuts about something |
| clear the air | on the fence |
| cost an arm and a leg | on the same wavelength |
| cream of the crop | once in a blue moon |
| curl your hair | open a can of worms |
| down to the wire | out of the blue |
| drive up the wall | out on a limb |
| face the music | play it by ear |
| get down to brass tacks | raining cats and dogs |
| get for a song | raise the roof |
| get off on the wrong foot | see eye to eye |
| get/keep the ball rolling | see the light |
| gets under your skin | see through |
| gets your goat | set the world on fire |
| go in one ear and out the other | take the cake |
| go over like a lead balloon | throw in the towel |
| green with envy | time flies |
| have your ducks in a row | tip of the iceberg |
| have your head in the clouds | turn over a new leaf |
| haven't got a leg to stand on | up in the air |
| hear it through the grapevine | wasn't born yesterday |
| hold your tongue | wet blanket |
| hole in your head | wing it |



1 The ring cost an arm and a leg, so I could not buy it.

2 Lynn had a chip on her shoulder at dinner, so she was rude to her sister.

3 Fixing my bike took a while, but I did not throw in the towel.

4 Tasha was a bull in a china shop and did not break anything at her grandmother's house.

5 At lunch, I was all thumbs and kept dropping my food.

6 Ji decided to face the music and tell his mother that he had broken the lamp.

7 Evan exclaimed, "I'm nuts about that song! I listen to it all the time."

8 Time flies when you're having a good time.

9 In her chess club, Trish is the cream of the crop and very hard to beat.

10 Mr. Owens, a difficult grader, gives a perfect score once in a blue moon.



Description

This lesson is designed to help students use story elements to create a summary of narrative text. As they engage in lesson activities, students gain a greater understanding of story structure as well as how to use the process of creating a summary to understand and recall a story.

TEACHER TIPS

This lesson provides two sample stories to use in creating narrative text summaries. If the reading level of these stories is not appropriate for your students, you can adapt and use this lesson with stories that are better suited to their particular reading levels.

Encourage students to use their own words as they sum up stories rather than using the author's exact words. This practice will help students avoid plagiarism in the future.

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 Story Map (for display and for students)
- Copies of Passage 1 (for display and for students)
- Copies of Passage 2 (for students)

Direct Instruction

say Today, we are going to talk about how to create a summary of a story. Have you ever liked a movie or a story so much that you told it to someone else? When you did, you probably didn't tell absolutely everything that happened. You just picked out the important things. In other words, you summed up the story. A summary includes only the most important things in the story, not every single detail.

Display the Story Map.

say Filling out the **Story Map** helps you focus on the important things to include in your summary.

Point to relevant parts of the Story Map as you name them (in **bold** below).

say A good summary includes these story elements:

- The main **characters**.
- The **setting**, which is when and where the story takes place.
- The **background** details that set the stage for the story.
- The **problem** the main character or characters have to solve.
- The **major events** events that occur to address the problem.
- The **solution** the main character or characters arrive at to fix the problem.
- The **resolution**, or how the story ends.


say After you complete the Story Map, you can use it to help you write the summary of the story or retell the story to someone.

Guided Practice

 *Let's work together to complete the Story Map and use it to create a summary.*


Display Passage 1. Have students take turns reading the story aloud while the rest follow along. Check that all students understand the story before moving on to the Story Map.


Display an empty Story Map. Have students tell you what to fill in for the name of the story and the author ("Giving Bud a Bath," by Phil Thee-Yest). Then prompt students to help you fill in the rest of the Story Map:


 *Who are the important **characters** in this story? (Bud, the dog; Reggie or Reggie Blake; Kim or Kim Blake)*


Point to the second sentence in the second paragraph.


 *The mother is mentioned here, but is she important to the story? (No, she never plays a significant role in the story.) OK, so we won't list her.*


 *Now, let's figure out the **setting** of this story. We can ask ourselves two questions. When does it take place? (on a summer day) Where does it take place? (in the Blakes' backyard) Do we need to mention that the backyard is fenced in? (No, that detail isn't important in this story.)*


 *Are there any important **background** details that set the stage for the story? (Students should note that Bud is hot and hard to handle.)*

 *What **problem** do Reggie and Kim have? (Students may mention two things: Their muddy dog needs a bath; Their dog hates baths.) Help students combine these two ideas into a sentence like this: **Reggie and Kim have to give a bath to their dog, who hates baths.***

 *What are the **major events** in this story? (1: Reggie and Kim have trouble washing Bud. 2: Reggie tells Kim that they should change into bathing suits. 3: Reggie and Kim get muddy and wash themselves. 4: Bud gets washed, too. If students struggle to provide all four events, prompt them to recall the sequence of events in the story.)*

 *How is the problem **solved**? (Reggie and Kim solve the problem by getting muddy and washing themselves, making a game out of it. They invent a game that the dog wants to play, too.)*

 *What is the **resolution** of this story — how does it end? (Reggie and Kim agree to use the same trick the next time Bud needs a bath.)*

 *Now that we have all of these important details in our Story Map, we can create a summary of this story. A good summary includes these details but tells the story in a few sentences using your own words.*

Have students use the completed Story Map to generate their own summaries. Be sure to remind students to use complete sentences when they write their summaries. Have students share their summaries and use parts of the best summaries to create one that you write on the board or a flip chart.

Here is an example of a strong summary of Passage 1: *Reggie and Kim need to give their dog, Bud, a bath on a sunny summer day. The problem is that Bud hates taking baths and he won't sit still. So Reggie and Kim change into their bathing suits and make a game out of getting muddy and using the hose to clean themselves off. The game is so much fun that Bud wants to play too — and ends up getting his bath! Reggie and Kim have a new trick to use whenever they need to give Bud a bath.*

Independent Application

Give each student a copy of an empty Story Map and a copy of Passage 2, "The Perfect Sandcastle."




Direct students to do the following:

- Read the story independently.
- Fill in the Story Map.
- Use their completed Story Map to create an oral or written summary of "The Perfect Sandcastle."

When they are done, bring the students back together as a group. Have students share or read their written summaries and use ideas or sentences from them to create one strong summary of "The Perfect Sand Castle" as a group.

Wrap-up

Check students' understanding.

-  *How is a summary of a story different from retelling the whole story? (It includes only the important parts of a story, not every single detail.)*
-  *What kinds of things should you include in a story summary? (title, author, main characters, setting, background details, story problem, major events, solution of the problem, and resolution or end of the story)*
-  *What is one way to help you create a summary? (filling in the Story Map)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Use one of the stories in this lesson, or find a simpler story that students are familiar with. Read the story aloud to students. Then,

- For each entry on the Story Map, highlight or underline relevant portions of the text.
- Prompt students to identify what to fill in (e.g., Is Kim an important character?).

- After the Story Map is complete, read it aloud together.
- Ask students to use the Story Map to tell you the important details, and write a summary together as an example. Read the summary aloud, and then compare it to the original story (noting that it's shorter and leaves out minor details).

FOR STUDENTS READY TO MOVE ON

Have students choose a story to sum up, orally or in writing, using the Story Map to help them record the details to include. You might also help them choose a movie to sum up, again using the Story Map to record the important events.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

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

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

The main characters are...

An important background detail is...

This evidence supports the main idea...

The main character's problem is...

The major events in the story are...

The problem is solved when...

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*.®

Story Map

TITLE _____

AUTHOR _____

CHARACTERS

SETTING

BACKGROUND

PROBLEM



MAJOR EVENTS



SOLUTION



RESOLUTION

PASSAGE 1**Giving Bud a Bath***by Phil Thee-Yest*

Usually, Bud was a big, happy, easygoing dog, but on this hot summer day, Bud was miserable and hard to handle. The problem was that he had been playing in mud and needed a bath. Bud HATED baths.

Reggie Blake and his sister Kim were in the Blakes' fenced-in backyard. Their mother had told them to wash the big dog. Reggie was hanging on to Bud's collar while Kim used a hose to spray the dog with water, but Bud kept wriggling and pulling and twisting. Reggie was wetter than the dog was. Suddenly, he had an idea.

"Kim, let's change into our bathing suits. Bud can't go anywhere."

His sister was puzzled but agreed. Ten minutes later, they were outside again. Bud happily ran over to them. He was even muddier.

Reggie hugged the dog and tried to get as much mud on himself as he could. "Your turn," he said to Kim.

"Why am I doing this?" Kim asked, shaking her head, but then she smiled.

"Oh, I see what we're doing."

She got all muddy, too. Then she and her brother took turns using the garden hose to rinse each other, laughing and jumping around as if it were a game. Bud wanted to play too, and he was happy to have his mud rinsed off.

Then Reggie and Kim soaped themselves up, still laughing and jumping around. Bud enjoyed being soaped up, too, and he also enjoyed having the soap rinsed off.

All of them got toweled dry together.

"Let's all go inside before Bud decides he wants a mud bath again!" said Reggie.

"Great idea, Reggie," said Kim. "We'll have to remember it the next time, won't we, Bud?"

Bud barked in agreement.

PASSAGE 2



The Perfect Sandcastle

by Sandy Beach

It was a perfect day for the beach, a hot and sunny July day. Deena's parents sat under a beach umbrella, reading. Deena was taking care of her little brother Tad. He wanted to build a sandcastle, but he didn't know how.

"OK, here's what we do," Deena said to him. She led Tad to a spot closer to the crashing waves. "The waves won't be coming up here for a while, and the sand is still moist. We'll build our castle here."

She and Tad spent some time building up the sand to make a base for the castle. Then they filled up two small pails with sand.

"Pack the sand down in the pail," Deena told her brother. "And fill it to the top."

Then she showed Tad how to turn the pail upside down, tap on it a few times, and lift it off.

They kept filling up pails and making towers until Tad decided they had enough. "Can we make windows and a door for the castle?" Tad asked.

"Sure," said Deena. She showed Tad how to use his fingers to carve out windows and make a front door.

Tad looked at the finished castle. "It's perfect!" he declared. Then he looked at the crashing waves. "They'll come and wash our castle away, won't they?" he asked with a troubled look.

Deena grinned. "Then we'll just build another one!"

"Yeah," said Tad. He grinned, too.