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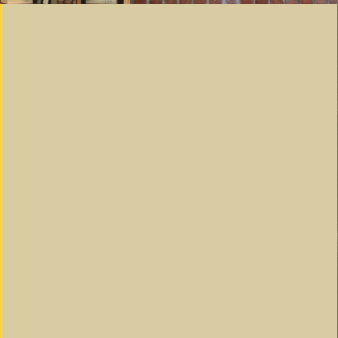
School of Education

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# **Supplementary Lesson Plans for Grade/Year 3 & 4 Struggling Readers**

Teacher Copy

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## Lesson Plans for Primary Grade Struggling Readers

# TEACHING GUIDE

### Teaching Tips

- Please read the lesson plan before working with a student
- During planning stage, consider the need for extension activities
- A timer, if available, may be needed for some sessions
- Implement lessons in one-on-one or small group (3 to 5 students) settings
- Blue italicized text is a guide on what teachers can say. Feel free to edit and adapt the verbatim to suit your students' needs.
- The time suggested to implement each lesson component is a guide and may vary for each individual teacher and their students

### Target Audience

These lessons are designed for primary/elementary school students

- in Grade/Years 3 and 4
- who are below average at word reading, reading comprehension, and/or other reading-related tasks compared to their grade-level peers

### Lesson Objectives

To improve students'

- decoding skills
- sight word reading skills
- reading fluency
- vocabulary knowledge
- reading comprehension monitoring
- writing skills

### Acknowledgements

This work has been funded by the Economic and Social Research Council's Impact Acceleration Accounts provided to Durham University.

These lessons are for the sole purpose of illustration of multicomponent supplementary reading instruction for students with learning difficulties/disabilities. I, Dr Johny Daniel, have derived these lessons based on my experience working on reading intervention projects at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin and my reading-related coursework at Vanderbilt University's Peabody College. My sole intention in creating these lessons is to combine my knowledge of the science of reading and the recommendations in the field to bridge the research-to-practice gap by providing scripted open educational resources for special educators, teaching aides, parents, and care givers of students with learning difficulties/disabilities. Credit for developing the strategies presented in the lessons goes to the many valuable researchers whose work I reference. Most of this work is derived from various Institute of Educational Sciences practice guides. My team and I would like to thank the authors of these practice guides for their contribution to the field of reading instruction.

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Daniel, J. (2022). *Multicomponent reading lessons for primary grade students with reading difficulties. An open educational resource for practitioners*. Durham University. Retrieved from: [www.readingresourcecentre.org](http://www.readingresourcecentre.org)



## **We want to hear from *you*.**

Thank you for downloading our lessons. We hope the lessons have a positive impact on your students' reading-related outcomes.

As you implement these lessons, we'd love to hear your thoughts. Your feedback can help us make our lessons more accessible and improve teachers' and students' experiences.

Please click the below link or scan the QR code to access the feedback form.

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## Instructional Scope and Sequence (Set 4)

Lesson	Decoding Morphemes	Reading Fluency	Building Vocabulary	Reading Comprehension	Grade-level Passage	Sight Word Reading
31	un <sup>Ext</sup>	Australian Aboriginals <sup>Ext</sup>	migrate	Main Idea Context clues Does it make sense?	-	-
32	re <sup>Ext</sup>	Mayans <sup>Ext</sup>	united / divided	Main Idea Context clues Does it make sense?	-	-
33	in <sup>Ext</sup>	Celts <sup>Ext</sup>	discovery	Keyword and Main Ideas Context clues Does it make sense?	-	
34	dis <sup>Ext</sup>	Indus Valley People <sup>Ext</sup>	advanced	Keyword and Main Idea Context clues Does it make sense?	-	
35	mis <sup>Ext</sup>	Mongols <sup>Ext</sup>	empire	Keyword and Main Idea Context clues Does it make sense?	-	381-400
36	non <sup>Ext</sup>	Australian Aboriginals	transportation	Keyword and Main Idea Context clues	Inuit	401-420
37	en <sup>Ext</sup>	Mayans	-	Comp Questions	Inuit	421-440
38	ir <sup>Ext</sup>	Celts		Keyword and Main Idea	Greeks	441-460
39	Review	Indus Valley		Comp Questions	Greeks	461-480
40	Progress Monitoring Assessment					

Ext: Has extension activity;

Comp = Reading comprehension

## LESSON 31

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

*For the next few weeks, we are going to learn that many words are made up of different parts, and each word part has a meaning. These parts are called morphemes. Understanding morphemes can help us figure out the meaning of unknown words. Let's get started.*

- Write on the whiteboard—un.
- Write the word **unable** under **un**.

*The letters u-n say /un/ as in unable.* [point to the word]

*What sound do the letters u-n make?* [wait for students to respond]

Draw this on a whiteboard or use student sheet:

Word	Unable		Word	Unaware	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
	un	able		un	aware
Word Part Meaning	not	Can do something	Word Part Meaning		
Word Meaning	Cannot do something		Word Meaning		

Word	Unbeaten		Word	Under	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
				None	None
Word Part Meaning			Word Part Meaning	-	-
Word Meaning			Word Meaning		

Word	Unfit		Word	Unhappy	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

*The morpheme u-n or /un/, means **not**. For example, unable means not able to do something. In this word, **un** is the prefix and it means **not**. As you can see, prefixes appear at the start of the word, like **un** in **unable**.*

## Set 4

*The remaining part of the word, without the prefix, is called the root word. Here the root word is **able**.*

*Able means to have the skills or the power to do something. For example, you are able to sit, stand, and run. It is something you have the skills to do.*

*When we add the prefix **un**, the meaning of the root word changes. Remember **un** means not, so **unable** means not able to do something.*

*For example, Novak is unable to finish the race because he has a flat tire.*

*Now, let's look at another word with the prefix **un**.*

*The next word is **unaware**. Can someone tell me what the prefix in this word is? [Wait for students to respond]. Yes, it is **un**.*

*What is the root word? [Wait for students to respond]. That's right, it is **aware**. Aware means to have knowledge of something.*

*Let's write un + aware.*

*Now we know that **un** means not, and **aware** means to have knowledge of something. So, can someone tell me what **unaware** means? [Wait for students to respond] Yes, it means to not have knowledge of something. Let's write down the meaning of **unaware**.*

- If students make an error in making an inference about the meaning of the word, read the definition out loud and then have them write it

*The next word is **unbeaten**. Can someone tell me what the prefix in this word is? [Wait for students to respond]. Yes, it is **un**.*

*What is the root word? [Wait for students to respond]. That's right, it is **beaten**. Beaten means to lose at something like in a game or competition.*

*Let's write un + beaten. Now we know that **un** means not and **beaten** means to lose at something. So, can someone tell me what **unbeaten** means?*

*Nice work everyone! Now, we all know that **un** is a prefix that means not. However, sometimes you may see a word that has un at the start, but it is not a prefix. Here is an example:*

- Write the word **under** on the whiteboard.
- Draw a slash between un and der (un / der)

*Say: When I cover the letter un, I have der left. Der is not a meaningful root word. When we don't see a meaningful root word, we know that the letters u and n in the word under do not work as a prefix.*

- Students can independently complete the exercise for the words *unfit* and *unhappy*
- Teachers can provide guided practice and support if students are struggling

### Extension Activity

- Have students complete un prefix extension activity

**Vocabulary Instruction 3 to 4 minutes<sup>21,22,23</sup>**

*Today, we'll be reading about Aboriginals who migrated to Australia thousands of years ago. Before we read, let's understand what the word **migrate** means.*

Write **migrate** on the white board.

Say: *migrate. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *Migrate means to move or travel from one part of the world or one country to another to live or work*

**Example Sentence:** *Millions of Irish migrated to the United States between 1820 and 1930. [This sentence means millions of people from Ireland left their country to go live and work in the US]*

**Example:** Adam's mum and dad left Kenya to go live in Australia. They now live and work in Australia, and Adam goes to school in Sydney.

**NonExample:** Adrian's mum and dad love to travel. For the summer, Adrian and his parents travelled to Australia and stayed there for two months.

**Deeper Engagement with the Word**

*If any of the sentences I read might be examples of the word migrate, say 'migrate'. If not, don't say anything.*

1. *Lucas left his home country to live and work in Brazil. (migrate)*
2. *Agnes grew up in Scotland. She is now going to study in Japan for the next two years.*
3. *After the war, Janet and her family decided to leave their country and go live in Israel. (migrate)*
4. *Magnus is going to Antarctica to see the penguins. He will be back in two weeks.*

**Say the word again:**

Ask: *What word means to move or travel from one part of the world or one country to another to live or work?* (migrate)



### Context Clues (2 to 3 minutes)

*For the next few weeks, we are going to learn about context clues. This reading strategy allows us to be word detectives. We are going to look for and find clues, or information, in the text to help us infer, or figure out, the meaning of unknown words.*

Context Clue Type	Description	How it works
Definition	The author provides a definition of the word in the surrounding text.  Signal Words: means, refers to	My friend lives on an island but I live on the <b>mainland</b> . Mainland refers to a large area of land that forms a country and does not include islands.
		During the summer months, it is very important to book your tickets in advance. It is <b>essential</b> if you want the best seats.

*Say: We are going to look at these two sentences. I'm going to show you how to read around unknown words and find clues to the meaning of the word.*

*Sometimes the author may give a definition of the word in the same or surrounding sentences. For example, in the first sentence, it says: My friend lives on an island but I live on the **mainland**. **Mainland** refers to a large area of land that forms a country and does not include islands. In this sentence, the author gives us the meaning of the word **mainland** as a definition in the second sentence: **Mainland** means a large area of land that forms a country and does not include islands.*

*In the next sentence, we need to look for clues to the meaning of the word **essential**. The sentence reads, "During the summer months, it is very important to book your tickets in advance. It is **essential** if you want the best seats." In this sentence, the author gives us the meaning of the word **essential** in the first sentence. **Essential** means very important.*

*To check your if you've found the right clue, you can replace the meaning with the word and see if the sentence still makes sense. So, I can say:*

*During the summer months it is essential to book your tickets in advance.  
Does this sentence still make sense?*

*As you read the next passage, look for context clues to unknown words.*



### Reading Fluency (8 to 10 minutes) <sup>13,14,17,18,19,20</sup>

*For the next couple of weeks, we are going to read about different people and cultures from around the world. Our goal is to read this passage quickly and accurately. My turn first.*

#### Australian Aboriginals

Aboriginal Australians are the **natives** of Australia. That means they were born in Australia and lived there for a long time. They migrated to Australia 50,000 years ago. Scientists say they came by boat from Asia. In about 15 years, the natives began to live all over Australia.

Aboriginal Australians are from many different tribes. They speak over 200 languages. However, all of them belong to two big groups. The first group are those that live on the mainland. The second group are those that live on the islands.

In some ways, both groups are the same. For example, both groups are **hunter-gatherers**. They did not farm. The men would hunt for animals, birds, and fish. The women would find plants, fruit, eggs, insects, and honey. However, each group is different. They have different languages and cultures.

Lexile Range: 410-600L Total Words: 131

Students read the passage three times.

1. The teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

*The first sentence has the word **natives** in it. Read the first two sentences silently and see if there are any clues the author gives us to what the word natives means.* [Wait for students to respond orally]. *Yes, that's right. Natives are people who were born in and lived in one place for a long time.*

*In the third paragraph, we see the word **hunter-gatherers**. Please read the surrounding text or sentences and look for clues to the meaning of hunter-gatherers.* [Wait for students to respond orally]. *Yes, that's right. Hunter gatherers were people who did not farm or grow food. They hunted animals and looked for or gathered food to eat.*

*What are some keywords in this passage?*

The teacher models: E.g., Australian Aboriginals, migrate, tribes, hunter gatherers [Wait for students to write it down]

*What is the most important idea about Australian Aboriginals?*

\_[Wait for students to write it down]

*E.g. Australian Aboriginals migrated to Australia over 50,000 years ago / There are many different Australian Aboriginal tribes but all were hunter gatherers.*

#### Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

### Does it Make Sense (2 to 3 minutes) <sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss why the sentence does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences aloud and ask students if each sentence makes sense. If not, ask why it doesn't make sense?

Sentences	✓ or ✗
1. People who study the past believe that Aboriginals migrated to Australia over 50,000 <u>hours</u> ago. (years)	✗
2. Some tribes lived on the mainland while others lived on islands. Both groups did not farm.	✓
3. Women played an important role. They <u>fathered</u> food such as fruits, plants, eggs, and honey. (gathered)	✗
4. They <u>spark</u> over 200 different languages. However, today many of these languages are not spoken and are at risk of being lost forever. (spoke)	✗

### Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

### Exit Ticket<sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

## LESSON 32

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

*For the next few weeks, we are going to learn that many words are made up of different parts, and each word part has a meaning. These parts are called morphemes. Understanding morphemes can help us figure out the meaning of unknown words. Let's get started.*

- Write on the whiteboard—re.
- Write the word **reheat** under **re**.

*The letters r-e say /re/ as in reheat. [point to the word]*

*What sound do the letters r-e make? [wait for students to respond]*

*The morpheme r-e or /re/, can mean again or back. For example, reheat means to heat again.*

*In this word, **re** is the prefix and it means again. As you can see, prefixes appear at the start of the word, like **re** in **reheat**.*

*The remaining part of the word, without the prefix, is called the root word. Here the root word is **heat**. Heat means to warm something up. For example, you can heat food, heat water, and heat a house.*

*But when we add the prefix **re**, the meaning of the root word changes. Remember **re** means again, so **reheat** means to heat something again.*

*For example, Alicia **reheats** food she gets out of the fridge.*

*Now let's look at another word with the prefix **re**.*

Draw this on a whiteboard or use student sheet:

Word	Reheat		Word	Remake	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
	re	heat			
Word Part Meaning	again	Warm up	Word Part Meaning		
Word Meaning	Warm something up again		Word Meaning		

Word	Reuse		Word	Retake	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

Word	Rethink		Word	Resist	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

The next word is **remake**. Can someone tell me what the prefix in this word is? [Wait] (re)  
 Can someone tell me what the root word in remake is? [Wait] (make)  
 Great! Can someone tell me what remake means? [Wait] (make again)

The next word is **reuse**. Can someone tell me if this word has a prefix? [Wait] (re)  
 Can someone tell me what the root word in reuse is? [Wait] (use)  
 Great! Can someone tell me what reuse means? [Wait] (use again)

The next word is **retake**. Can someone tell me if this word has a prefix? [Wait] (re)  
 Can someone tell me what the root word in retake is? [Wait] (take)  
 Great! Can someone tell me what retake means? [Wait] (take again)  
 That's right, retake means to take again, but it also means to take back.

For example, when a photograph does not look great, I **retake** it. In this sentence, **retake** means to take again.  
 Here's another example: The students had to **retake** the test after the computer crashed.  
 In this sentence, the students took the test again.

The next word is **rethink**. Can someone tell me if this word has a prefix? [Wait] (re)  
 Can someone tell me what the root word in rethink is? [Wait] (think)  
 Great! Can someone tell me what rethink means? [Wait] (think again)

The next word is **resist**. Can someone tell me if this word has a prefix? [Wait] (no)  
 That's right. When I break the word into re / sist, I know that sist is not a real word. So, this word does not have a prefix + root word. The word **resist** means to fight against or stand up against a person, situation or feeling.  
 For example, Sam **resisted** the desire to eat from the box of chocolates until he had eaten his dinner.  
 Or The soldiers **resisted** the enemy attack.

Nice work everyone! Can you tell me what does the prefix **re** mean? [Wait] (again/ back)

### Extension Activity

- Have students complete re prefix extension activity

**Vocabulary Instruction 3 to 4 minutes<sup>21,22,23</sup>**

*Today, we'll be reading about the Mayans who were not a **united** group of people, but they prayed to the same gods and built some famous buildings. Before we read, let's understand what the word **united** means.*

Write **united** on the white board.

Say: *united. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *United means when people come together for a reason.*

**Example Sentence:** *All schools in our city made a **united** effort to clean the beach. More than 5000 students and teachers worked together all weekend. [That means many different schools came together to clean the beach.]*

**Example:** The six musicians in the rock band worked together to create their music.

**NonExample:** The three musicians in the jazz band were divided. They worked separately to create music for their new album.

**Deeper Engagement with the Word**

*If any of the sentences I read might be examples of people coming together for a reason, say 'united.' If not, say 'divided'. Divided means not united or split into parts.*

1. *During World War 2, many countries joined hands to fight the Nazis. [United]*
2. *When Amy finished singing, one judge thought she was the best singer. But the other two judges thought she was the worst singer. [Divided]*
3. *All tribes in the region came together to create a new country. [United]*
4. *After the fight, Mario, Lucy, and Mohammed did not play with each other. [Divided]*

**Say the word again:**

Ask: *What word refers to people coming together for a reason?* (united)

- You can also let students know that this word has the letters *un* at the start. However, when you cover up the letters *un*, you are left with *ited*, which is not a meaningful root word.
- Thus, not all words that start with *un* have a prefix.

### Context Clues (2 to 3 minutes)

*In our previous, lesson we practiced being word detectives. We looked at how sometimes the author may give us definitions in surrounding sentences that explain unknown words. Another type of context clue is looking for words or phrases that are similar to the unknown word. These words or phrases might occur right after the signal word **Or**.*

Context Clue Type	Description	How it works
Synonym	The author uses another word or phrase that is similar to the unknown word.  Signal words: Or	When war began in his country, Mo and his family lost everything. They became <b>refugees</b> or people forced to leave their country to find safety.
		He <b>created</b> these tricks. In fact, Tony created or invented 89 vertical tricks.

*Say: We are going to look at these two sentences. I'm going to show you how to read around unknown words and find clues involving similar words or phrases that come after the word **Or**.*

*For example, in the first sentence, it says: When war began in his country, Mo and his family lost everything. They became **refugees** or people forced to leave their country to find safety. In this sentence, the author gives us the meaning of the word **refugees** after the word or. **Refugees** are people forced to leave their country and go to another country to find safety.*

*In the next sentence, we need to look for clues to the meaning of the word **created**. The sentence reads, He created these tricks. In fact, Tony created or invented 89 vertical tricks. In this sentence, the author gives us a synonym of the word **created** after the word or. **Created** means invented.*

*To check your if you found the right clue, you can swap the words or phrases and see if the sentence still makes sense. So, I can say:*

*He invented these tricks.*

*Does this sentence still make sense?*

*As you read the next passage, look for context clues to unknown words.*

Reading Fluency (8 to 10 minutes) <sup>13,14,17,18,19,20</sup>

*For the next couple of weeks, we are going to read about different people and cultures from around the world. Our goal is to read this passage quickly and accurately. My turn first.*

## Mayans

The Mayans are natives of Central America. They lived across a very large **region** or area of the world. Today, that region is part of five different countries. All Mayans had similar lives and gods. But they were not **united**. Each Mayan city had a ruler. Often, these divided rulers were at war with each other.

The Mayans are famous for many things. But their buildings stand out the most. Their most **well-known** or famous buildings are the pyramids. The pyramids were built for the gods. They were all flat at the top and had steps on all four sides. Some pyramids had steps that could be climbed by priests.

Other pyramids had steps that were very steep. No one was allowed to touch those pyramids. They were reserved for the gods. Many of these pyramids are still standing. Would you like to visit one someday?

Lexile Range: 410-600L

Total Words: 146

Students read the passage three times.

1. The teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher asks:

*The first paragraph has the word **region** in it. Read the first three sentences silently and see if there are any clues the author gives us about the meaning of the word region. [Wait for students to respond orally]. Yes, that's right. Region means an area of the world.*

- You can also let students know that this word has the letters *re* at the start. However, when you cover up the letters *re*, you are left with *gion*, which is not a meaningful root word.
- Another example is the word *refugee*. When you cover up the letters *re*, you are left with *fugee*, which again is not a meaningful root word.
- Thus, not all words that start with *re* function as a prefix.

*In the second paragraph, we see the word **well-known**. Please read the surrounding text and look for clues to the meaning of well-known. [Wait for students to respond orally]. Yes, that's right. Well-known means famous.*



## Set 4

Region: \_\_\_\_\_

Well-known: \_\_\_\_\_

*What are some keywords in this passage?*

The teacher models: E.g., Mayans, Central America, pyramids [Wait for students to write it down]

*What is the most important idea about Mayans?*

[Wait for students to write it down]

*E.g. The Mayans are natives of Central America famous for building pyramids.*

### Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

#### Does it Make Sense (2 to 3 minutes) <sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss why the sentence does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences aloud and ask students if each sentence makes sense. If not, ask why it doesn't make sense?

Sentences	✓ or ✗
1. The Mayans <u>were natives</u> of <u>Central Asia</u> . They lived across a very large region. Today this region is part of five countries. (were <u>not</u> natives / Central <u>America</u> )	✗
2. The rulers across the region were divided. They were at war with each other all the time. No one could unite them.	✓
3. The pyramids with steep steps were reserved for the <u>priests</u> only. No one was allowed to touch these pyramids. (gods)	✗
4. The pyramids the Mayans built are still around today. Many people <u>traveller</u> to Central America to see these pyramids. (travel)	✗

### Corrective Feedback

#### Set 4

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

#### **Exit Ticket**<sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 33

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

Today we are going to continue looking at morphemes. Let's get started!

- Write on the whiteboard—in.
- Write the word inactive under in.

The letters i-n say /in/ as in inactive. [point to the word]

What sound do the letters i-n make? [wait for students to respond]

The morpheme i-n or /in/, means **not**. Sometimes it also means **no** or **in**.

In the word inactive, **in** is the prefix and it means **not**.

The remaining part of the word, without the prefix, is called the root word. Here the root word is **active**. Active means to be busy doing something that requires energy and involves movement.

**Inactive** means someone or something that is not active or not moving around.

For example, people who are **inactive** may not enjoy hiking or running.

Draw this on a whiteboard or use student sheet:

Word	Inactive		Word	Indoors	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
	in	active			
Word Part Meaning	not	Doing something that requires energy and movement	Word Part Meaning		
Word Meaning	Not doing anything that requires energy or movement		Word Meaning		

Word	Incomplete		Word	Inner	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
				None	None
Word Part Meaning			Word Part Meaning	-	-
Word Meaning			Word Meaning		

Word	Inexpensive		Word	Invitation	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
				None	None

## Set 4

Word Part Meaning			Word Part Meaning	-	-
Word Meaning			Word Meaning		

Let's look at another example. The word is **indoors**.

Can someone tell me what the prefix in the word **indoors** is? [in]

Can someone tell me what the root word is? [door]

Yes, the prefix is **in** and the root word is **door**. But here the prefix **in** means **in**. So, **indoors** means inside doors or in a building or in a house.

Let's look at another example. The word is **incomplete**.

If this word has a prefix and root word, please write them down.

Very good. So, what does **incomplete** mean? [not complete]

Let's look at the last example. The word is **inner**.

Does this word have a prefix and root word? [No]

Very good. This word does not have a prefix and root word. Because when we cover the prefix **in**, the word **ner** does not make any sense.

- Students can independently complete the exercise for the words *inexpensive* and *invitation*
- Teachers can provide guided practice and support if students are struggling

Nice work everyone! Can you tell me what the prefix **in** means? [Wait] (no/not/ in)

### Extension Activity

- Have students complete in prefix extension activity

### Vocabulary Instruction 3 to 4 minutes<sup>21,22,23</sup>

Today, we'll be reading about the Celts who made some important discoveries. Before we read, let's understand what the word **discovery** means.

Write **discovery** on the white board.

Say: *discovery*. What word? (Wait for students to repeat the word)

**Student friendly definition:** *discovery means to find or learn something for the first time*

**Example Sentence:** Many people were surprised with the **discovery** of oil in Alaska.

**Example:** Four French teenagers found paintings in a cave that were more than 17,000 years old. No one in France had seen these cave paintings before.

**NonExample:** Some children went on a school trip to see the famous cave paintings that were more than 17,000 years old.

### Deeper Engagement with the Word

*I'm going to say the names of some places. If you are visiting these places for the first time, what might you discover.*

1. A zoo
2. An aquarium
3. A planetarium
4. A museum
5. The beach

**Say the word again:**

Ask: *What word means to find or learn something for the first time?* (discovery)

### Context Clues (2 to 3 minutes)

*In our previous, lesson we looked at how sometimes the author may give us clues to meaning of unknown words. Another clue sometimes is looking for examples of the unknown word.*

Context Clue Type	Description	How it works
Examples	The author uses examples of the unknown word.	Michael really wanted to look through the telescope at all the <b>celestial</b> bodies such as the sun, moon, and the stars.
	Signal words: such as, for example, like, for instance.	During our trip on the ship, we saw many <b>marine</b> animals. For instance, on our second day at sea, we saw many dolphins and two whales.

Say: *Our goal is to read around unknown words and see if the author has given us a clue to the meaning of the word.*

*For example, in the first sentence, it says: Michael really wanted to look through the telescope at all the **celestial** bodies such as the sun, moon, and the stars.*

*In this sentence, the author gives us the examples of the word **celestial** after the words **such as**. **Celestial** refers to the sky or outer space.*

*In the next sentence, we need to look for clues to the meaning of the word **marine**. The sentence reads: During our trip on the ship, we saw many marine animals. For instance, on our second day at sea, we saw many dolphins and two whales.*

*In this sentence, the author gives us a examples of the word **marine** after the words **For instance**. **Marine** means anything related to the sea. Marine animals are those that live in the sea.*

*As you read the next passage, look for context clues to unknown words.*

**Reading Fluency (8 to 10 minutes)** <sup>13,14,17,18,19,20</sup>

*For the next couple of weeks, we are going to read about different people and cultures from around the world. Our goal is to read this passage quickly and accurately. My turn first.*

## Celts

The Celts were one of the biggest tribes in Europe. They lived more than 2500 years ago. The Celts were the first people to use iron to make tools. Before the Celts, no one knew how to use iron to make things. This was a big **discovery**. The Celts used iron to make **weapons** such as swords, helmets, and spears. The Celts were also very good at building roads. They built roads even before the Romans.

The Celts lived in small kingdoms across Europe. They mostly lived on the top of hills. Apart from the king, the Celts had warriors, farmers, and slaves. The leader or king lived in a fort on the hilltop. The others lived around the fort. Their houses were round and not square.

Many things about the Celts are **unknown**. That is because the Celts did not write. They did not leave behind any books about how they lived.

Lexile Range: 410-600L

Total Words: 146

Students read the passage three times.

- The teacher reads it the first time leaving out words for students to read together
- Students either read in pairs or choral read (everyone reads together) with teacher
- Students whisper read the passage.

After reading, the teacher says,

*The first paragraph has the word **weapons** in it. Read the last two sentences in paragraph one silently and see if there are any clues the author gives us to what the word weapons means. [Wait for students to respond orally]. Yes, that's right. Weapons means things designed to fight or cause harm with such as swords.*

*In the last paragraph, we see the word **unknown**. Does this word have a prefix? [un]. Does this word have a root word? [known].*

*We know that un means not, what do you think the word unknown means?*

weapons: \_\_\_\_\_

## Set 4

unknown: \_\_\_\_\_

*What are some keywords in this passage?*

The teacher models: E.g., Celts, discovered, iron [Wait for students to write it down]

*What is the most important idea about the Celts?*

[Wait for students to write it down]

E.g. *The Celts lived a long time ago, and they discovered how to use iron.*

### Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

### Does it Make Sense (2 to 3 minutes) <sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss why the sentence does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences aloud and ask students if each sentence makes sense. If not, why doesn't it make sense?

Sentences	✓ or ✗
1. The Celts were one of the first to discover how to use iron <u>cools</u> . (tools)	✗
2. The Celt leader lived in a fort while the rest of the people lived in round houses around the fort.	✓
3. Many of them <u>dived</u> on the top of hills. They were mostly farmers and warriors. (lived)	✗
4. The Romans were good at building roads. But the Celts started building <u>rivers</u> even before the Romans. (roads)	✗

### Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*



#### Set 4

- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

#### **Exit Ticket**<sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 34

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

Today we are going to start by looking at another prefix that generally has a negative meaning attached to it. Let's get started!

- Write on the whiteboard—dis.
- Write the word **disagree** under **dis**.

The letters d-i-s say /dis/ as in disagree. [point to the word]

What sound do the letters d-i-s make? [wait for students to respond]

The morpheme d-i-s or /dis/, means **not** or the opposite of the root word. For example, **disagree** means to not agree on something or the opposite of agree.

In this word, **dis** is the prefix and it means not or the opposite of the root word.

The root word is the basic word with no prefix. Here the root word is **agree**. **Agree** means to have the same idea or opinion as someone else. For example, you and your friend may agree on the best football team, or the best restaurant to eat at.

But when we add the prefix **dis**, the meaning of the root word changes. Remember **dis** means **not**, so **disagree** means to not agree with someone or something.

For example, Mario and his dad **disagreed** on where to eat dinner.  
Okay now let's try another word with the prefix **dis**.

Draw this on a whiteboard or use student sheet:

Word	Disagree		Word	Dislike	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
	dis	agree			
Word Part Meaning	not	Have the same opinion as someone else	Word Part Meaning		
Word Meaning	To not have the same opinion as someone else		Word Meaning		

Word	Disturb		Word	Disobey	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		

## Set 4

Word Meaning			Word Meaning	
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Word	Discontinue		Word	Displease	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

The next word is *dislike*. Can someone tell me what the prefix in this word is? [Wait] (dis)  
 Can someone tell me what the root word is in *dislike*? [Wait] (like)  
 Great! Can someone tell me what *dislike* means? [Wait] (not like or not take pleasure in someone/thing)

The next word is *disturb*. Can someone tell me if this word has a prefix? [Wait] (no prefix)  
 That's right. When I break the word into *dis / turb*, I know that *turb* is not a real word. So, this word does not have a prefix + root word.

See if you can fill in the other boxes on your own.

- Students can independently complete the exercise for the words *disobey*, *discontinue*, and *displease*
- Teachers can provide guided practice and support if students are struggling

Nice work everyone! Can you tell me what the prefix *dis* means? [Wait] (not/ the opposite of)

### Extension Activity

- Have students complete dis prefix extension activity

### Context Clues Review (2 to 3 minutes)

We are going to review our context clues activity. Remember we've learnt three different types of context clues: definitions, synonyms, and examples. Look at the sentences and use context clues to write what you think the meaning of the underlined words are:

1. Olivia likes to **conserve** water and electricity. At home, she does not let the tap run while she is brushing. She also turns off the lights when she leaves the room. To conserve means to use things that are limited wisely.

## Set 4

2. Rita's grandmother wants Rita to become the new owner of the farmhouse when she is gone. So, she wrote Rita's name in her will. Now, Rita will **inherit** the farmhouse from her grandmother.
3. In Science, if you do not follow the method exactly, you will not get the same results. That is why Science experiments have clear **procedures**. A procedure refers to a set of steps followed in the same order every time.
4. It is rare to see a rainbow last longer than an hour. Most rainbows **disappear** or vanish within a few minutes. However, students in Taiwan were lucky to see a rainbow that lasted longer than any rainbow we know—almost nine hours.
5. Animals that have dry skin covered with scales belong to the group called **reptiles**. These animals have backbones and are cold-blooded. Animals that belong to this group, such as alligators, turtles, and snakes, lay soft-shelled eggs.

### Vocabulary Instruction 3 to 4 minutes<sup>21,22,23</sup>

*Today, we'll be reading about the Indus Valley People who were advanced for their time. Before we read, let's understand what the word **advanced** means.*

Write **advanced** on the white board.

Say: *advanced. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *advanced has multiple meanings*

*One meaning is to move forward. For example, the army advanced towards the city. In this sentence, the army is moving forward towards the city.*

*Another meaning of advanced which we will need to know for our reading today means to use new or modern methods. Here is an example:*

**Example Sentence:** *People who are blind can use **advanced** technology such as screen readers to read books.*

**Example:** Amy lost her eyesight when she was 12-years old. Today, she uses a digital voice recorder to take notes in class.

**NonExample:** Amy lost her eyesight when she was 12-years old. She asks people to help her take notes in class.

### Deeper Engagement with the Word

*I'm going to read sentences that have the word advanced. Listen carefully.*

- *If the word advanced in the sentence means to move forward say 'moved forward'.*
  - *If the word advanced in the sentence means something new or modern, say 'modern.'*
1. *After parking our car, we advanced towards the castle. (moved forward)*
  2. *Fishermen today use advanced technology to find the exact location of fish in the water. (modern)*
  3. *During the pandemic, school students used advanced computer software to learn from home. (modern)*
  4. *The TV news showed the fire had advanced through the forest. (moved forward)*

**Say the word again:**

Ask: *What word means to use new or modern methods?* (advanced)

### Reading Fluency (8 to 10 minutes) <sup>13,14,17,18,19,20</sup>

*Today we are going to continue reading about different people and cultures from around the world. Our goal is to read this passage quickly and accurately. My turn first.*

#### Indus Valley People

The Indus Valley people lived along the river Indus over 5,000 years ago. Today, the river Indus runs through two countries—India and Pakistan.

Most people in the Indus Valley were farmers. They directed or **channelled** the river water to their farmlands. This helped them control the flooding river every year. It also helped them to grow food all year. They were the only people at that time to grow food in all seasons. So, the Indus people were **advanced** farmers.

The Indus people were also **advanced** builders. They built cities that were large and clean. To build homes in these cities, they used bricks. The bricks were made from the mud found by the river.

The houses they built had two or more floors and even had toilets and bathrooms. They also had wells for clean water and drains to carry away dirty water from the bathrooms.

Lexile Range: 410-600L

Total Words: 148

Students read the passage three times.

1. The teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher says,

The second paragraph has the word **channelled** in it. Read the first three sentences in the second paragraph silently and see if there are any clues the author gives us to what the word **channelled** means. [Wait for students to respond orally]. Yes, that's right. **Channelled** means directed.

In the same paragraph, we see the word **advanced**. Read around the word to see if there are clues the author gives us to figure out the meaning of the word.

Channelled: \_\_\_\_\_

Advanced: \_\_\_\_\_

What are some keywords in this passage?

The teacher models: E.g., Indus valley, advanced, farmers, builders [Wait for students to write it down]

What is the most important idea about Indus Valley People?

[Wait for students to write it down]

E.g. The Indus Valley people were advanced farmers and builders.

### Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

### Does it Make Sense (2 to 3 minutes) <sup>15,16,20</sup>

We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss why the sentence does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences aloud and ask students if each sentence makes sense. If not, why doesn't it make sense?

Sentences	✓ or ✗
1. The river Indus <u>jogs</u> through two countries. Those two countries are India and Pakistan. (runs/flows)	✗

#### Set 4

2. They build houses from <u>brinks</u> . They made these bricks from mud they gathered from the riverside. (bricks)	✗
3. The houses in the Indus valley were <u>advance</u> . They had two floors and had toilets in them too. (advanced)	✗
4. The famers in the valley could grow food all year long. They did this by controlling the river and channelling it to their fields.	✓

#### Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

#### Exit Ticket<sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 35

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

Today we are going to start by looking at another prefix that has a negative meaning attached to it. Let's get started!

- Write on the whiteboard—mis.
- Write the word **miscount** under **mis**.

The letters m-i-s say /mis/ as in *miscount*. [point to the word]

What sound do the letters m-i-s make? [wait for students to respond]

The morpheme m-i-s or /mis/, means wrong or incorrect, or something bad.

For example, *miscount* means to count wrongly or incorrectly.

In this word, **mis** is the prefix and it means wrong.

The root word is the basic word with no prefix. Here the root word is **count**.

Count means to calculate the total number of something.

For example, you can count how many students are in your class right now.

But when we add the prefix **mis**, the meaning of the root word changes.

Remember **mis** means wrong/incorrect, so *miscount* means to count wrongly.

For example, the teacher **miscounted** the total number of students as she could not see some students at the back.

Okay now let's try another word with the prefix **mis**.

Draw this on a whiteboard or use student sheet:

Word	Miscount		Word	Misbehave	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
	mis	Count			
Word Part Meaning	Wrong/incorrect	Add up to get a total number	Word Part Meaning		
Word Meaning	Adding up incorrectly		Word Meaning		

Word	Misplace		Word	Mister	
Word Parts	Prefix	Root	Word Parts	Prefix	Root

Set 4

Word Part Meaning				Word Part Meaning		
Word Meaning				Word Meaning		

Word	Misfortune		Word	Misuse	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

The next word is **misbehave**. Can someone tell me what the prefix in this word is? [Wait for students to respond]. Yes, it is **mis**.  
 What is the root word? [Wait for students to respond]. That's right, it is **behave**. To **behave** means to know how to act in an accepted way. So, the meaning of the word **misbehave** is to behave badly or wrongly.

- If students make an error in making an inference about the meaning of the word, read the definition out and have them write it

The next word is **misplace**. Can someone tell me what the prefix in this word is? [Wait for students to respond]. Yes, it is **mis**.  
 What is the root word? [Wait for students to respond]. That's right, it is **place**. To **place** means to put something in the right spot.  
 Can someone tell me what the word **misplace** means? (To put an object in the wrong place)

Nice work everyone! Now, we all know that **mis** is a prefix that means wrong or incorrect. But sometimes you may see a word that has **mis** at the start but it is not a prefix. Here is an example,

- Write the word **mister** on the whiteboard.
- Draw a slash between **mis** and **ter** (**mis / ter**)

Say: When I cover the letters **mis**, I have **ter** left. **Ter** is not a meaningful root word. Thus, the letters **m-i-s** or **mis** in the word **mister** do not function as a prefix.

*Now let's see if you can fill in the rest of the table on your own.*

- If students feel confident have them complete the last two words *misfortune* and *misuse* on their own. If not, continue with guided practice and provide them with the definitions of the root word.

*Nice work everyone! Can you tell me what the prefix mis means?* [Wait] (wrong/ incorrect)

### Extension Activity

- Have students complete mis prefix extension activity

### Vocabulary Instruction 3 to 4 minutes<sup>21,22,23</sup>

*Today, we'll be reading about the Mongol empire. Before we read, let's understand what the word **empire** means.*

Write **empire** on the white board.

Say: *empire. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *Empire means a group of countries or cities controlled by one single ruler. Today, it can also mean a group of companies controlled by one company or person.*

**Example Sentence:** *Cyrus the Great was the ruler of the Persian empire. His empire controlled lands between Iran and Egypt.*

**Example:** In the past, the British ruled and controlled countries in Asia, Africa, Australia, North America, and South America.

**NonExample:** The Indus Valley people were a group of people who lived along the Indus river. It is not known if they controlled other kingdoms.

### Deeper Engagement with the Word

*I am going to read two sentences. You decide which one of the two talks about an empire.*

*1a. The Celts were a group of tribes that were not ruled by any one ruler.*

*1b. Cyrus the Great was the King of Persia. He controlled many cities from Iran to Egypt.*

*Which one of these two sentences is talking about an empire? (1b)*

*2a. In the past, the ruler of Japan controlled many parts of Korea, Taiwan, and China.*

*2b. The Aboriginal people lived in Australia for a very long time. They were a group of different tribes.*

*Which one of these two sentences is talking about an empire? (2a)*

**Say the word again:**

Ask: *What word means a group of countries/cities controlled by one single ruler?* (an empire)

**Reading Fluency (8 to 10 minutes)** <sup>13,14,17,18,19,20</sup>

*Today we are going to continue reading about different people and cultures from around the world. Our goal is to read this passage quickly and accurately. My turn first.*

**Mongols**

The Mongol **empire** started in the country that is Mongolia. This empire is known for the great Khans. Temujin was the first and most famous Khan. In 1206 AD, he became the leader of all the Mongol tribes. He named himself Genghis Khan. The name meant ruler of the universe.

The Mongols were warriors. They had a large and skilled army. The soldiers could fight with bows and arrows while riding horses. This allowed them to move freely and fight from a distance. The horses gave them speed to travel far. The army did not stop even in the winter. When the rivers froze, the soldiers used them as highways.

When Genghis died, his sons continued to build the empire. The Mongol empire lasted for over 200 years. During that time, the Mongols **conquered** many kingdoms. They fought to get control of other kingdoms. At its largest, this empire covered most of Asia and Russia.

Lexile Range: 410-600L

Total Words: 155

Students read the passage three times.

4. The teacher reads it the first time leaving out words for students to read together
5. Students either read in pairs or choral read (everyone reads together) with teacher
6. Students whisper read the passage.

After reading, the teacher says,

*The last paragraph has the word **conquered** in it. Read the last three sentences silently and see if there are any clues the author gives us as to what the word conquered means.*

[Wait for students to respond orally].

*Yes, that's right. Conquered means to get control of a kingdom or country by fighting.*

Conquered: \_\_\_\_\_

*What are some keywords in this passage?*

[Wait for students to write it down]

The teacher models: E.g., Mongols, empire, warriors, conquered

*What is the most important idea about the Mongols?*

[Wait for students to write it down]

*E.g. The Mongols were warriors who conquered many kingdoms.*

Or *The Mongols were warriors who built a large empire.*

### Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

### Does it Make Sense (2 to 3 minutes) <sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss why the sentence does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences aloud and ask students if each sentence makes sense. If not, why doesn't it make sense?

Sentences	✓ or ✗
1. Temujin was the first and greatest khan. He named himself Genghis Khan and it meant ruler of the underworld. (universe)	✗
2. The soldiers would ride horses whilst shooting arrows. This gave them protection and the ability to fight from distances.	✓
3. When Genghis was born, his sons continued to build the empire. This empire continued for 200 years and covered most of Asia and Russia. (When Genghis died)	✗
4. The Mongols fought hard and they conguered many kingdoms during their time. Their armies did not even stop during winter. (conguered -> conquered)	✗

### Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

**Word List (3 to 5 minutes)<sup>18,20</sup>**

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word aloud and wait for students to repeat after you.
- Second read: Have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

**SIGHT WORD LIST**

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
ground				
notice				
cold				
plan				
cried				
upon				
war				
south				
unit				
figure				
certain				
fall				
town				
king				
sing				
travel				
wood				
road				
halt				
six				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

## Set 4

### **Exit Ticket**<sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 36

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to start by looking at another prefix that has a negative meaning attached to it. Let's get started!*

- Write on the whiteboard—non.
- Write the word **nonstop** under **non**.

*The letters n-o-n say /non/ as in nonstop. [point to the word]  
What sound do the letters n-o-n make? [wait for students to respond]*

*The morpheme n-o-n or /non/, means not or opposite of.  
For example, nonstop means to do something without stopping.  
In this word, **non** is the prefix and it means not.*

*The root word is the basic word with no prefix. Here the root word is **stop**.  
Stop means to halt or not continue.  
For example, the bus stops at every station on its route.*

*But when we add the prefix **non**, the meaning of the root word changes.  
Remember **non** means not or opposite of something,  
so nonstop means to not stop.*

*For example, we took a **nonstop** flight from London to New York.*

*Okay and now let's try another word with the prefix **mis**.*

Draw this on a whiteboard or use student sheet:

Word	Nonstop		Word	Non-stick	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
	non	stop		non	stick
Word Part Meaning	Not/ opposite of	halt	Word Part Meaning	Not/ opposite of	Attach to something easily
Word Meaning	Does not stop		Word Meaning	Does not attach to something easily	

Word	Nonsense		Word	None	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		

Set 4

Word Meaning			Word Meaning	
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Word	Non-fiction		Word	Nonverbal	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

Okay and now let's try another word with the prefix non.

The next word is non-stick. Can someone tell me what is the prefix in this word? [Wait for students to respond]. Yes, it is non.

What is the root word? [Wait for students to respond]. That's right, it is stick. Stick means to attach to something easily.

Let's write non + stick.

Now we know that non means not, and stick means to attach to something easily. Can someone tell me what non-stick means? [Wait for students to respond] Yes. It means to not attach to something easily. Let's write that down.

- If students make an error in making an inference about the meaning of the word, read the definition out and have them write it

The next word is nonsense. Can someone tell me what is the prefix in this word? [Wait for students to respond]. Yes, it is non.

What is the root word? [Wait for students to respond]. That's right, it is sense. Sense can mean to come to logical conclusions.

Let's write non + sense.

Now we know that non means not, and sense means to come to rational conclusions. Can someone tell me what nonsense means? [Wait for students to respond] Yes. It means to not come to logical conclusions. Let's write that down.

Nice work everyone! Now, we all know that non is a prefix that means not/opposite of. But sometimes you may see a word that has non at the start, but it is not a prefix. Here is an example,

- Write the word **none** on the whiteboard.
- Draw a slash between un and der (non / e)

Say: *When I cover the letter non, I have e left. E is not a meaningful root word. Thus, the letters n,o and n in the word under do not function as a prefix.*

*Now let's see if you can fill in the rest of the table on your own.*

- If students, feel confident have them complete the last two words *non-fiction* and *nonverbal* on their own. If not, continue with guided practice and provide them with the definitions of the root word.

*Nice work everyone! Can you tell me what does the prefix non mean?* [Wait] (not/ opposite of)

### Extension Activity

- Have students complete non prefix extension activity

### Reading Fluency (5 minutes) <sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about **Australian Aboriginals**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds, then, say the word aloud. Mark this word as an error. If students skip a word or mispronounce it, mark it as an error too.
  - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
  - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
  - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

### Australian Aboriginals

Aboriginal Australians are the natives of Australia. They were born in Australia and [13]  
lived there for a long time. They migrated to Australia 50,000 years ago. Scientists say [28]  
they came by boat from Asia. In about 15 years, the natives began to live all over [45]  
Australia. [46]

Aboriginal Australians are from many different tribes. They speak over 200 languages. [58]  
However, all of them belong to two big groups. The first group are those that live on [75]  
the mainland. The second group are those that live on the islands. [87]

In some ways, both groups are the same. For example, both groups are [100]  
hunter-gatherers. They did not farm. The men would hunt for animals, birds, and [113]  
fish. The women would find plants, fruit, eggs, insects, and honey. However, each [126]  
group is different. They have different languages and cultures. [135]

Total Words: 135

**Vocabulary Instruction (3 minutes)** <sup>21,22,23</sup>

*We'll be reading about a Inuits. Before we start reading let's look at what the word transportation means.*

Write **transportation** on the white board.

Say: *transportation. What word?* (Wait for students to repeat the word)

**Student friendly definition:** Say, *transportation means a way to carry people and goods from one place to another*

**Example Sentence:** *London has one of the best transportation systems. You can take a train, a bus, a tram or a tube to move around the city.*

**Example:** *Santa Claus uses a sleigh pulled by flying reindeer to carry all the gifts to children.*

**NonExample:** *The elves help load all the toys on the sleigh for Santa.*

**Deeper Engagement with Word:**

*I am going to ask a question and you tell me how it can be done*

1. I want to go to the next city. What transportation methods can I use?
2. What is the fastest transportation method to go to the next city?
3. What is the slowest transportation method to go to the next city?
4. I want to move all the furniture in my house to another city. What transportation method can I use to move all my stuff?

**Say the word again:** *What word means a way to carry people and goods from one place to another?* [transportation]

**Grade-level Reading Comprehension (15 minutes)**

*We'll be reading about a Inuits. As we read, underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

- Note, some people refer to Inuit as Eskimos. This is a derogatory term, and the natives should be referred to as Inuit and not Eskimos.

**Section 1**

- Teacher reads section one. Students follow along on their sheets.

## Inuits

### Section 1

The **natives** of the Arctic region call themselves Inuit (in-you-et). The word Inuit simply means 'the people.' The Inuit have lived in the Arctic region for over four thousand years. But we do not know much about their early history.

Today, about half of the Inuit people live in Alaska, which is part of the United States. The rest of them live in parts of Greenland, Canada, and eastern Russia. In the past, the men would hunt, fish, and build. The women would cook, look after the children, gather food, and sew clothes from animal skins.

### Semi-Nomadic Lives

The Inuit were hunter-gatherers. They lived as **semi-nomads**. They did not have permanent homes and moved around for part of the year in search of food. For the rest of the year, they camped in one place. The men hunted seals, whales, walruses, and reindeer. They caught fish and seabirds. In the summer, they also gathered berries and roots to eat. During the long winters, the Inuit lived in igloos. The men built the igloos from hard-packed snow and blocks of ice. Although they were built from snow, the igloos were warm and snug. One oil lamp was enough to heat the small space inside. In the summers, the men built tents or houses. They used animal skins to build the tents and whale bones, stone, or wood to build house frames.

- After reading section 1, ask the students, *What are some key words in section 1?* (Inuits, natives, semi-nomads)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Inuits are natives of the Arctic region, and they live semi-nomadic lives).
- Using context clues, write the meaning of the word **semi-nomads**: to not have a permanent home for part of the year, and live in one place for the rest of the year

### Section 2

### Transportation

The Inuit had ways to move on land and water. To move around on land, they built sleds. The sleds were pulled by teams of dogs called Husky. The Huskies are strong and have a double coat of fur to keep warm.

To move on water, the Inuit built kayaks and **umiaks**. Kayaks were boats that could carry one or two people. They were great for hunting or fishing. Umiaks were bigger boats. They were useful for transporting people and their things. Both types of boats were made from wood found on the beaches or whale bones. Both kayaks and umiaks were covered with animal skins.

## Set 4

- After reading section 2, ask the students, *What are some key words in section 2?* (Inuits, transportation, sleds, boats)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., The Inuit's used different types of sleds and boats for transportation over land and water).
- Using context clues, write the meaning of the word **umiaks**: boats bigger than kayaks

## Section 3

### Full Use of Animals

The Inuit respected the animals they hunted. So, they used every part. Nothing was wasted. For example, they used whale bones for building homes, boats, or weapons for hunting. The fat from whales was used in oil lamps while the meat was eaten. Meat that could not be eaten was stored underground for the long winters.

Dried animal skins were used to make clothes, bedding, and tents. The women **sewed** two layers of clothes. They used skins from animals such as reindeer and seals to make the outer layer of clothes. For the inner layer, they used the skins of polar bears and foxes. These clothes kept the Inuit warm.

### Modern Inuit

Inuit culture changed a lot when they met people from Europe, America, and Russia in the 17<sup>th</sup> and 18<sup>th</sup> centuries. Their way of life advanced. They began to use guns for hunting. They also started to use motorboats and snowmobiles to move around. Today, most Inuit live in modern houses. Many Inuit have jobs in towns to make money.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., Inuit, animals, waste, modern)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Inuit's made full use of animals they hunted and did not waste anything or Modern Inuit's live modern lives in cities and use advanced technology).
- Using context clues, write the meaning of the word **sewed**: make clothes, beddings, or tents

Lexile: 610-800

Word Count: 512

### Corrective Feedback

#### WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember a-t together make the sound /at/. What sound?* [Wait for student response] *That's right, /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

If the word is a sight word or an irregular word, say the word aloud and have the student repeat after. *That word is nomad. What word?*

### COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

### Word List (3 to 5 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word aloud and wait for students to repeat after you.
- Second read: Have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

#### SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
object				
common				
known				
inches				
include				
filled				
ran				
note				
heat				
fire				
I'll				
field				
done				
person				
rest				
boat				
stay				
fact				
deep				

#### Set 4

size				
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1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

#### **Exit Ticket**<sup>24,25</sup>:

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*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*



## LESSON 37

### Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to start by looking at a prefix that has slightly different meaning in different words. Let's get started!*

- Write on the whiteboard—en
- Write the word **endanger** under **en**
- Write the word **enlarge** under **en**

*The letters e-n say /en/ as in endanger. [point to the word]*

*What sound do the letters e-n make? [wait for students to respond]*

#### Meaning 1:

*The morpheme e-n or /en/, means to put into.*

*For example, endanger means to put someone or something in danger.*

*In this word, **en** is the prefix and it means to put into.*

*The root word is the basic word with no prefix. Here the root word is **danger**.*

*danger means the possibility that someone or something will be harmed or hurt.*

*But when we add the prefix **en**, the meaning of the root word changes.*

*Remember **en** means to put into,*

*so endanger means to put someone or something in danger*

*For example; The lack of rain endangered the farmer's crops.*

#### Meaning 2:

*The morpheme e-n or /en/, also means to cause something*

*For example, enlarge means to cause something to become larger.*

*In this word, **en** is the prefix and it to cause something.*

*Here the root word is **large**.*

*Large means big*

*But when we add the prefix **en**, the meaning of the root word changes.*

*Remember **en** means to cause something,*

*so enlarge means to cause or make something bigger or larger*

*For example; The photographer enlarged the image.*

*Okay and now let's try another word with the prefix **en**.*

## Set 4

Draw this on a whiteboard or use student sheet:

Word	endanger		Word	enlarge	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
	en	danger		en	large
Word Part Meaning	to put into	the possibility of harm	Word Part Meaning	to cause	big
Word Meaning	to put someone / something in danger		Word Meaning	to cause something to become big or large	

Word	encase		Word	enemy	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

Word	entangle		Word	enable	
Word Parts	Prefix	Root	Word Parts	Prefix	Root
Word Part Meaning			Word Part Meaning		
Word Meaning			Word Meaning		

*The next word is encase. Can someone tell me what is the prefix in this word?* [Wait for students to respond]. *Yes, it is en.*

*What is the root word?* [Wait for students to respond]. *That's right, it is case. A Case is a protective cover for another object. For example, many people use phone cases to protect their phones.*

*Let's write en + case.*

*Now we know that en means to put into, and a case is a protective cover for another object. Can someone tell me what encase means?* [Wait for students to respond] *Yes. It means to put something into a case.*

- If students make an error in making an inference about the meaning of the word, read the definition out and have them write it

## Set 4

Let's see if you can do the next table on your own.

*Nice work everyone! Now, we all know that en is a prefix that means to put into/enlarge. But sometimes you may see a word that has en at the start but it is not a prefix. Here is an example,*

- Write the word enemy on the whiteboard.
- Draw a slash between en and emy (en/emy)

*Say: When I cover the letters en, I have emy left. Emy is not a meaningful root word. Thus, the letters e and n in the word enemy do not function as a prefix.*

*Now let's see if you can fill in the rest of the table on your own.*

- If students feel confident have them complete the last two words *entangle* and *enable* on their own. If not, continue with guided practice and provide them with the definitions of the root word.

*Nice work everyone! Can you tell me what does the prefix en mean?* [Wait] (to put into or enlarge)

### Extension Activity

- Have students complete en prefix extension activity

### Reading Fluency (5 minutes) <sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about **Mayans**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word [point to the first word] and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds, then, say the word aloud. Mark this word as an error. If students skip a word or mispronounce it, mark it as an error too.
  - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
  - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
  - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

## Mayans

The Mayans are natives of Central America. They lived across a very large region or area [16] of the world. Today, that region is part of five different countries. All Mayans had [31] similar lives and gods. But they were not united as a country. Each Mayan city had a [48] ruler. Often, these divided rulers were at war with each other. [59]

The Mayans are famous for many things. But their buildings stand out the most. Their [74] most well-known or famous buildings are the pyramids. The pyramids were built for [87] the gods. They were all flat at the top and had steps on all four sides. Some pyramids [105] had steps that could be climbed by priests. Other pyramids had steps that were [119] very steep. No one was allowed to touch those pyramids. They were reserved for [133] the gods. Many of these pyramids are still standing. Would you like to visit one [148] someday? [149]

Total Words: 149

### Grade-level Reading Comprehension (15 to 17 minutes)<sup>20</sup>

*We'll be re-reading the passage about **Inuits**. After reading each section, we'll ask and answer some comprehension questions. As we read the next passage, think of one question starting with who, where, what, when, how, or why.*

<b>Who</b>	<b>A person or group</b>	Who baked the cake?	George
<b>Where</b>	<b>A place or location</b>	Where was the cake?	On the table.
<b>What</b>	<b>Description or an effect</b>	What was on the table?	The cake.
<b>When</b>	<b>Related to time</b>	When did he bake the cake?	Before the party.
<b>How</b>	<b>A process or characteristic</b>	How did he learn to bake?	He read a book on baking cakes.
<b>Why</b>	<b>A reason or cause</b>	Why did he bake the cake?	Because it was his friend's birthday.

## Inuits

### Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

The **natives** of the Arctic region call themselves Inuit (in-you-et). The word Inuit simply means 'the people.' The Inuit have lived in the Arctic region for over four thousand years. But we do not know much about their early history.

Today, about half of the Inuit people live in Alaska, which is part of the United States. The rest of them live in parts of Greenland, Canada, and eastern Russia. In the past, the men would hunt, fish, and build. The women would cook, look after the children, gather food, and sew clothes from animal skins.

### Semi-Nomadic Lives

The Inuit were hunter-gatherers. They lived as **semi-nomads**. They did not have permanent homes and moved around for part of the year in search of food. For the rest of the year, they camped in one place. The men hunted seals, whales, walruses, and reindeer. They caught fish and seabirds. In the summer, they also gathered berries and roots to eat.

During the long winters, the Inuit lived in igloos. The men built the igloos from hard-packed snow and blocks of ice. Although they were built from snow, the igloos were warm and snug. One oil lamp was enough to heat the small space inside. In the summers, the men built tents or houses. They used animal skins to build the tents and whale bones, stone, or wood to build house frames.

After reading, the teacher says:

*I hope you have thought of one question. My turn first:*

*Why did the Inuit's live in igloos during long winters?* [Wait for students to respond]

(Because the igloos were warm and one lamp could heat the space inside the igloo).

[If students don't know the answer, direct them to the paragraph and have them re-read the paragraph and then answer].

*Now, I want you to write a question that starts with Who, Where, Why, How, What or When.*

[Wait for students to write one or two questions]

#### Examples:

- Who are the Inuits? (Hunter/ gatherers)
  - Where do the Inuits live? (Arctic region/ Alaska/ Canada/ Eastern Russia)
  - When did the Inuits first come to the Arctic region? (Thousands of years ago)
  - What kind of houses do the Inuits live in during winter? (An igloo)
- 
- How do they keep their house warm during the winter? (One oil lamp)

### Section 2

#### Transportation

The Inuit had ways to move on land and water. To move around on land, they built sleds. The sleds were pulled by teams of dogs called Husky. The Huskies are strong and have a double coat of fur to keep warm.

To move on water, the Inuit built kayaks and **umiaks**. Kayaks were boats that could carry one or two people. They were great for hunting or fishing. Umiaks were bigger boats. They were useful for transporting people and their things. Both types of boats were made from wood found on the beaches or whale bones. Both kayaks and umiaks were covered with animal skins.

*Now, I want you to write a question that starts with Who, Where, Why, How, What or When.*

[Wait for students to write one or two questions]

#### Examples:

- What were the sleds pulled by on land? (Teams of huskies)
  - How could the Inuits move on water? (Umiyaks and kayaks)
- 

### Section 3

#### Full Use of Animals

The Inuit respected the animals they hunted. So, they used every part. Nothing was wasted. For example, they used whale bones for building homes, boats, or weapons for hunting. The fat from whales was used in oil lamps while the meat was eaten. Meat that could not be eaten was stored underground for the long winters.

Dried animal skins were used to make clothes, bedding, and tents. The women **sewed** two layers of clothes. They used skins from animals such as reindeer and seals to make the outer layer of clothes. For the inner layer, they used the skins of polar bears and foxes. These clothes kept the Inuit warm.

#### Modern Inuit

Inuit culture changed a lot when they met people from Europe, America, and Russia in the 17<sup>th</sup> and 18<sup>th</sup> centuries. Their way of life advanced. They began to use guns for hunting. They also started to use motorboats and snowmobiles to move around. Today, most Inuit live in modern houses. Many Inuit have jobs in towns to make money.

*Now, I want you to write a question that starts with Who, Where, Why, How, What or When.*  
[Wait for students to write one or two questions]

#### Examples:

- Who made the clothes? (Women)
  - Where was the meat that could not be eaten stored? (Underground for the winter)
  - When did the Inuit culture change? (In the 17<sup>th</sup> and 18<sup>th</sup> centuries)
  - What did the Inuits respect? (The animals they hunted)
- 
- How did Inuit culture change when they met people from Europe, America and Russia? (Their life became more advanced)

#### Word List (3 to 5 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word aloud and wait for students to repeat after you.
- Second read: Have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

## SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
English				
green				
box				
finally				
paint				
heart				
arms				
legs				
sky				
lay				
bring				
gave				
surface				
ago				
warm				
noun				
feel				
wait				
class				
correct				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

**Exit Ticket<sup>24,25</sup>:**

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

## LESSON 38

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

Today we are going to start by looking at a prefix that has a negative meaning.

- Write on the whiteboard—ir.
- Write the word irregular under ir.

The letters i-r say /ir/ as irregular [point to the word]

What sound do the letters i-r make? [wait for students to respond]

The morpheme i-r or /ir/, means not. For example, irregular means that something does not happen often.

In this word, ir is the prefix and it means not. Prefixes are parts of words that come at the start of the word, like ir in irregular.

The root word is the basic word with no prefix. Here the root word is regular. Regular can mean that something can happen often. For example, many things can be repaired.

But when we add the prefix ir, the meaning of the root word changes.

Remember ir means not, so irregular means to not happen often.

For example, Amar did not go to school every day, his attendance was irregular.

Okay and now let's try another word with the prefix ir.

Look at the table and try to complete the word-part analysis.

Word		Irregular		Word		Irresistible	
Word Parts		Prefix	Root	Word Parts		Prefix	Root
ir	regular						
Word Part Meaning	not	happening in the same way or same time		Word Part Meaning			
Word Meaning	Not happening in the same way or same time			Word Meaning			

Word		Irremovable		Word		ironing	
Word Parts		Prefix	Root	Word Parts		Prefix	Root
Word Part Meaning				Word Part Meaning			
Word Meaning				Word Meaning			



- If students feel confident have them complete the last two words *misfortune* and *misuse* on their own. If not, continue with guided practice and provide them with the definitions of the root word.

*Nice work everyone! Can you tell me what does the prefix ir mean?* [Wait] (not)

### Extension Activity

- Have students complete ir prefix extension activity

### Reading Fluency (5 minutes) <sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about Celts. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.*  
[Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds, then, say the word aloud. Mark this word as an error. If students skip a word or mispronounce it, mark it as an error too.
  - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
  - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
  - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

### Celts

The Celts were one of the biggest tribes in Europe. They lived more than 2500 years ago. The Celts were the first people to use iron to make tools. Before the Celts, no one knew how to use iron to make things. This was a big discovery. The Celts used iron to make weapons such as swords, helmets, and spears. The Celts were also very good at building roads. They built roads even before the Romans.

The Celts lived in small kingdoms across Europe. They mostly lived on the top of hills. Apart from the king, the Celts had warriors, farmers, and slaves. The leader or king lived in a fort on the hilltop. The others lived around the fort. Their houses were round and not square.

## Set 4

Many things about the Celts are unknown. That is because the Celts did not write. [142]

They did not leave behind any books about how they lived. [153]

Total Words: 153

### Vocabulary Instruction (3 minutes)<sup>21,22,23</sup>

*We'll be reading about Ancient Greeks. Before we start reading let's look at what the word ancient means.*

Write **ancient** on the white board.

Say: *ancient. What word?* (Wait for students to repeat the word)

**Student friendly definition:** Say, *ancient means very old, or something that existed a long time ago*

**Example Sentence:** *Mayans and the Celts were **ancient** cultures that lived a long time ago.*

**Example:** *The pyramids in Egypt were built over 2000 to 3000 years ago.*

**NonExample:** *The Burj Khalifa is the tallest building in the world. It was built in 2010. It is a very modern building.*

#### Deeper Engagement with Word:

*I am going to read some sentences. Some make sense and some do not. If the sentence makes sense, say 'Yes', if it does not make sense, say 'No.'*

1. The ancient house in the village was falling apart. People say it was built a 1000 years ago. (Yes)
2. The government built ancient houses for the city. These houses were built last year and looked very modern. (No)
3. Just outside the city there is an ancient forest. Some trees are said to be over 800 years old. (Yes)
4. When visiting Rome last summer, we saw many different ancient statues and monuments. (Yes)

**Say the word again:** *What word means very old, or something that existed a long time ago?*  
[ancient]

**Grade-level Reading Comprehension (15 minutes)**

*We'll be reading about ancient Greeks. As we read, underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

## Ancient Greeks

### Section 1

- Teacher reads section one. Students follow along on their sheets.

The ancient Greeks started one of the first civilisations in Europe around 1200 BC. However, most of what we know about them begins around 800 BC. Around that time, the Greeks created their own alphabet. We learned a lot about them from their writings.

Ancient Greece had about 100 city-states. Each city-state had its own leader, laws, and army. Often, these city-states were at war with each other. The two most important city-states were Athens and Sparta.

For a short time, all the city-states were united as one country. This happened under the rule of Alexander the Great between 336–323 BC. Alexander **expanded** the Ancient Greek empire vastly. In just ten years, he defeated multiple countries from Egypt in Africa to India in Asia. So, the Greek empire grew much larger in size.

- After reading section 1, ask the students; *What are some key words in section 1?* (Greeks, city-states, ancient)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Ancient Greeks lived in city-states which had their own leaders.).
- Using context clues, write the meaning of the word **expanded**: grow much larger in size

### Section 2

- Teacher and students read section 2 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

### Daily Life

Life was quite different for the women and men of Ancient Greece. Women and girls mostly stayed at home. They learned how to cook, weave cloth, and make clothes. Little boys stayed at home with their mothers until the age of seven. Boys would then start school. Families had to pay for school, so only boys from affluent or rich families went to school. They learned reading, writing, science, maths, music, and gymnastics. Boys who did not go to school went to work with their fathers.

The men spent most of their time outside the house. They worked during the day. They also had the right to make laws, watch plays, play sports, and spend time with friends.

### Food

The ancient Greeks mostly ate bread, porridge, fish, and olives. They got meat, milk, and cheese from goats. They drank wine mixed with water. At mealtimes, the men and women ate separately. The men ate before the women. The children ate last. If a family had a slave, the slave served food for the men and the women. In families without slaves, the women and children served food for the men. Food was cut up before it was served. The Greeks did not use forks or knives. Everyone ate with their fingers.

- After reading section 2, ask the students; *What are some key words in section 2?* (Greeks, daily life, food)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., The Greek life was different for men, women and children. They also ate many different types of food.)
- Using context clues, write the meaning of the word **affluent**: rich

### Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or teacher can read and leave out words that students fill in.

### Cultural Importance

The Ancient Greeks are famous for many different things. They are known for their great philosophers or thinkers. They are also known for their warriors. The writings, buildings, sports, and systems of Ancient Greece are also still famous today.

People from the city of Athens were known to write plays that boys and men would act in. Large theatres were built for people to watch these plays. The Ancient Greeks also built beautiful buildings and sculptures using a stone called **marble**. People still visit Greece to see these old buildings and sculptures.

### Olympics

The ancient Greeks invented the Olympic games. The first Olympics was held in a city called Olympia in 776 BC. These games were part of a festival to honour one of the Greek gods. Boxing, wrestling, and long jumps were some of the sports included in the Olympics.

Greeks from all city-states could participate. At the time of the games, any war that was going on was stopped. This allowed people to travel safely to Olympia to take part in the games.

- After reading section 3, ask the students; *What are some key words in section 3?* (Greeks, sculpture, Olympics)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., The Greeks started the Olympics and were famous for their buildings and sculptures.)
- Using context clues, write the meaning of the word **marble**: a type of stone

Lexile: 610-800

Word Count: 524

**Corrective Feedback****WORD READING**

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember a-t together make the sound /at/. What sound?* [Wait for student response] *That's right, /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

If the word is a sight word or an irregular word, say the word aloud and have the student repeat after. *That word is nomad. What word?*

**COMPREHENSION**

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

**Word List (3 to 5 minutes)<sup>18,20</sup>**

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word aloud and wait for students to repeat after you.
- Second read: Have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

**SIGHT WORD LIST**

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
cross				
moon				
bill				
simple				
understand				
rule				
carefully				
soil				
ready				
eggs				

Set 4

bed				
among				
dry				
ocean				
fry				
tall				
system				
metal				
kept				
lead				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

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**Exit Ticket<sup>24,25</sup>:**

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 39

Morphological Analysis (10 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to review the prefixes we've learnt thus far!*

Use words in the box to substitute bolded words in each sentence. Sometimes the change may require rearranging the sentence as shown in the example.

Unfair   rearrange   invalid   disorder   mishear   nonsense   enrage  
**irreversible**

Example: The fire caused damaged the house in ways that **cannot be reversed**.  
 The fire caused **irreversible** damage to the house.

1. The train ticket was a day old and was **no longer valid**.
2. After moving into her new house, the family **arranged** the furniture **again**.
3. Some books have words that make **no sense**.
4. I **heard incorrectly** that the homework was due in fourteen days' time.
5. I was filled with rage when the football match was cancelled because of the storm.
6. There were knickknacks and gismos everywhere in the house, there was no order at all.
7. It was not fair when Danyal was given three presents for Eid but, Zareen was only given two.

Reading Fluency (5 minutes) <sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about **Indus Valley People**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds, then, say the word aloud. Mark this word as an error. If students skip a word or mispronounce it, mark it as an error too.
- At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
- Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.  
 OR
- Have the other students follow along and mark any errors they find in their peers' reading.
- Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

## Indus Valley People

The Indus Valley people lived along the river Indus over 5,000 years ago. Today, the river Indus runs through two countries—India and Pakistan. [15] [24]

Most people in the Indus Valley were farmers. They directed or channelled the river [38] water to their farmlands. This helped them control the flooding river every year. It [52] also helped them to grow food all year. They were the only people at that time to grow [70] food in all seasons. So, the Indus people were advanced farmers. It means, the farmers [85] used ways that were ahead of other cultures. [93]

The Indus people were also advanced builders. They built cities that were large and [107] clean. To build homes in these cities, they used bricks. The bricks were made from the [123] mud found by the river. [128]

The houses they built had two or more floors and even had toilets and bathrooms. [143] They also had wells for clean water and drains to carry away dirty water from the [159] bathrooms. [160]

Total Words: 160

### Grade-level Reading Comprehension (15 to 17 minutes)<sup>20</sup>

*We'll be re-reading the passage about **Ancient Greeks**. After reading each section, we'll ask and answer some comprehension questions. As we read the next passage, think of one question starting with who, where, what, when, how, or why.*

<b>Who</b>	<b>A person or group</b>	Who baked the cake?	George
<b>Where</b>	<b>A place or location</b>	Where was the cake?	On the table.
<b>What</b>	<b>Description or an effect</b>	What was on the table?	The cake.
<b>When</b>	<b>Related to time</b>	When did he bake the cake?	Before the party.
<b>How</b>	<b>A process or characteristic</b>	How did he learn to bake?	He read a book on baking cakes.
<b>Why</b>	<b>A reason or cause</b>	Why did he bake the cake?	Because it was his friend's birthday.

## Ancient Greeks

### Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

The ancient Greeks started one of the first civilisations in Europe around 1200 BC. However, most of what we know about them begins around 800 BC. Around that time, the Greeks created their own alphabet. We learned a lot about them from their writings.

Ancient Greece had about 100 city-states. Each city-state had its own leader, laws, and army. Often, these city-states were at war with each other. The two most important city-states were Athens and Sparta.



## Set 4

For a short time, all the city-states were united as one country. This happened under the rule of Alexander the Great between 336–323 BC. Alexander expanded the Ancient Greek empire vastly. In just ten years, he defeated multiple countries from Egypt in Africa to India in Asia. So, the Greek empire grew much larger in size.

After reading, the teacher says:

*I hope you have thought of one question. My turn first:*

*How do we know a lot about the ancient Greeks from 800BC?* [Wait for students to respond] (Because that's when they created their own alphabet to write things down).

[If students don't know the answer, direct them to the paragraph and have them re-read the paragraph and then answer].

*Now, I want you to write a question that starts with Who, Where, Why, How, What or When.* [Wait for students to write one or two questions]

### **Examples:**

- Who are the Ancient Greeks? (warriors/one of the first European civilisations)
  - Where were the two most important city-states? (Athens/ Sparta)
  - When did the Greeks start to expand their empire? (336-323 BC onwards)
  - What happened when Greece was divided into 100 states? (wars broke out)
- 

## Section 2

### **Daily Life**

Life was quite different for the women and men of Ancient Greece. Women and girls mostly stayed at home. They learned how to cook, weave cloth and make clothes. Little boys stayed at home with their mothers until the age of seven. Boys would then start school. Families had to pay for school, so only boys from rich families went to school. They learned reading, writing, science, math, music, and gymnastics. Boys who did not go to school went to work with their fathers.

The men spent most of their time outside the house. They worked during the day. They also had the right to make laws, watch plays, play sports, and spend time with friends.

### **Food**

The ancient Greeks mostly ate bread, porridge, fish, and olives. They got meat, milk, and cheese from goats. They drank wine mixed with water. At mealtimes, the men and women ate separately. The men ate before the women. The children ate last. If a family had a slave, the

## Set 4

slave served food for the men and the women. In families without slaves, the women and children served food for the men. Food was cut up before it was served. **The Greeks did not use forks or knives.** Everyone ate with their fingers.

After reading, the teacher says:

*I hope you have thought of one question. My turn first:*

*How did the Greeks eat?* [Wait for students to respond] (They ate with their fingers).

[If students don't know the answer, direct them to the paragraph and have them re-read the paragraph and then answer].

*Now, I want you to write a question that starts with Who, Where, Why, How, What or When.*

[Wait for students to write one or two questions]

### Examples:

- Who went to school? (Only boys from rich families)
- Where did they get their milk and cheese from? (goats)
- When did the children eat? (After their parents)
- What did the girls do when growing up? (Stayed at home to weave and make cloth)

## Section 3

### Cultural Importance

The Ancient Greeks are famous for many different things. They are known for their great philosophers or thinkers. They are also known for their warriors. The writings, buildings, sports, and systems of Ancient Greece are also still famous today.

People from the city of Athens were known to write plays that boys and men would act in. Large theatres were built for people to watch these plays. The Ancient Greeks also built beautiful buildings and sculptures using a stone called **marble**. People still visit Greece to see these old buildings and sculptures.

### Olympics

The ancient Greeks invented the Olympic games. The first Olympics was held in a city called Olympia in 776 BC. These games were part of a festival to honour one of the Greek gods. Boxing, wrestling, and long jumps were some of the sports included in the Olympics.

Greeks from all city-states could participate. At the time of the games, any war that was going on was stopped. This allowed people to travel safely to Olympia to take part in the games.

- Teacher asks a student to read question 1. Ask the group for the answer and its source.
- Teacher reads question 2 and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students cannot answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q1. Why were the Olympic games invented?** (e.g., to honour their Gods)

**Q2. In your own words, write what you think was the most important idea about the Ancient Greeks.** (Answers will vary)

**Word List (3 to 5 minutes)**<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word aloud and wait for students to repeat after you.
- Second read: Have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

**SIGHT WORD LIST**

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
English				
green				
box				
finally				
paint				
heart				
arms				
legs				
sky				
lay				
bring				
gave				
surface				
ago				
warm				
noun				
feel				

#### Set 4

wait				
class				
correct				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

#### **Exit Ticket<sup>24,25</sup>:**

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## Lesson 40

## Curriculum Based Measure

- If working with a small group, have all students start with the Does It Make Sense sentences. As students are working on these sentences, pull one student aside at a time and conduct the word reading assessment.
- If students finish the test early, have them pick either the Greeks or the Inuits passage. Ask them to read it and write down at least three questions regarding things they would like to know more about. Have them read silently.
- If a student struggles to read a word or sentence, the teacher can read it aloud and ask the student for the answer. (e.g., Teacher reads: *The Queen of England is a famous person. Does that sentence make sense?*)

## Activity 1: Does It Make Sense

Read the sentences. Then, decide if each sentence makes sense or not. If it does not make sense, underline the word or words that don't make sense.

Sentences	✓ or ✗
1. The Aboriginals first migrated to Australia around 50,000 years ago. It is thought that they travelled there by boat.	✓
2. Aboriginals can be roughly divided into two main groups, those who live on the mainland and those who live on the islands. They were all <u>hunger-gatherers</u> as they did not farm. (hunter-gatherers)	✗
3. The Mayans were famous for many things but most notably for their impressive buildings. Some of these buildings were pyramids and they were for worshipping the gods.	✓
4. Some of the Mayan's pyramids were very <u>sleep</u> and they weren't allowed to be touched. Whereas other pyramids had steps that could be climbed by priests. (steep)	✗
5. The Celts were the first to use iron to make weapons. They used iron to make swords, helmets and spears. This was very innovative.	✓
6. The king of the Celts lived in a fort and others lived around his fort. <u>There</u> houses were not the same you see in England today, as they were round and not made of brick. (their)	✗
7. The Indus Valley people could channel rivers so that water would flow to their farms. They were the only people who were able to grow food all year round and this meant they <u>did go</u> hungry during the winter. (Did not go)	✗
8. The Mongols were warriors, and they could fight whilst riding horses. This gave them an advantage and when rivers froze in the winter, they would use them as roads.	✓

### Activity 2: What's the word?

migrate    united    discovery    advanced    empire    transportation    ancient

**What's the word? Use words from the word bank to select the word that fits the meaning:**

1. Many countries or states ruled by one leader (empire)
2. When you find something that no one previously knew about (discovery)
3. Civilisations or things that existed many years ago (ancient)
4. Use new and modern methods that not everyone is using yet (advanced)
5. A way in which something is moved/carried from one area to another (transportation)

### Activity 3: Read the passage and answer comprehension questions.

#### Indus Valley People

The Indus Valley people lived along the river Indus over 5,000 years ago. Today, the river Indus runs through two countries—India and Pakistan.

Most people in the Indus Valley were farmers. They directed or **channelled** the river water to their farmlands. This helped them control the flooding river every year. It also helped them to grow food all year. They were the only people at that time to grow food in all seasons. So, the Indus people were **advanced** farmers.

The Indus people were also **advanced** builders. They built cities that were large and clean. To build homes in these cities, they used bricks. The bricks were made from the mud found by the river.

The houses they built had two or more floors and even had toilets and bathrooms. They also had wells for clean water and drains to carry away dirty water from the bathrooms.

1. When did the Indus valley people live along the river Indus?
  - a. 50000 months ago
  - b. 5000 years ago**
  - c. 500 BC
  - d. 5500 years ago
2. What did the Indus valley people do to help control flooding?
  - a. They drank a lot of water so there was not enough left to flood the valley
  - b. Prayed to the Gods for the rain to stop
  - c. They channelled water to their farms**
  - d. Built dams to contain lots of the water

3. What were their houses made of?

- a. **Mud**
- b. Manure from animals
- c. Straw
- d. Stone

4. How can we say that the Indus Valley people were advanced builders?

- a. Because they used traditional methods seen by generations before
- b. Because they used special iron tools to make their houses
- c. Because they wrote it down in their ancient texts
- d. **Because they made wells with clean water and constructed drains to take away dirty water**

Total score: \_\_\_\_\_ / 17

#### Activity 4: Word reading

*Now I want you to read a list of words. Read them as fast as you can but also as accurately as you can. Begin at the top and go down the list, if you don't know a word, skip it and go to the next word. Ready?*

- If you have a timer, time student's reading.
- As the student reads, strikethrough words that were skipped, misread, or needed your help to be read correctly. You can also add ticks and crosses.
- Record the total number of words read correctly at the bottom of the student sheet
- If the student is making errors with a specific letter team, it would be helpful to reteach that word reading lesson.

<b>bill</b>	<b>inches</b>
<b>common</b>	<b>cried</b>
<b>surface</b>	<b>eggs</b>
<b>kept</b>	<b>six</b>
<b>system</b>	<b>size</b>
<b>halt</b>	<b>wood</b>
<b>unit</b>	<b>class</b>
<b>noun</b>	<b>south</b>

Set 4

<b>green</b>	<b>war</b>
<b>fact</b>	<b>upon</b>
<b>system</b>	<b>correct</b>

Accuracy: \_\_\_\_\_/22

Speed: \_\_\_\_\_ seconds



**Below we reference past literature that has guided us in developing this open educational resource:**

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