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

Level	Activity	Lexia Lesson	# of pages
Core5 L13, Core5 L14	Passage Fluency 2, Passage Fluency 3	Passage Fluency, Lesson 2	6
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Reading Informational Text, Lesson 2	7
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Word Meaning in Context, Lesson 3	6
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Reading Narrative Text, Lesson 2	9
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Drawing Inferences & Conclusions, Lesson 2	7
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Cause and Effect, Lesson 1	7
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Author's Point of View, Lesson 1	7
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Compare and Contrast, Lesson 1	7
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Sequence and Procedure, Lesson 2	6
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Text Features, Lesson 2	10
Core5 L13, Core5 L14	Passage Comprehension 2, Passage Comprehension 3	Visual Information, Lesson 2	7
Core5 L14, Core5 L15	Prefix Meanings, Root Meanings	Prefixes, Lesson 2	4
Core5 L14	Sight Words 6	Sight Words, Lesson 4	6
Core5 L14	Simple Analogies	Simple Analogies	5
		Total	**94**

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Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

• A copy of the Sample Passage at the end of this lesson (for display)

• Copies of Practice Passages 1-3 at the end of this lesson (for students)

Direct Instruction

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

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

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

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

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

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

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

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

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

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

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

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

Guided Practice

Have students reread the coded sentence.

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

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

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

"What sign?" / asked Marco. //

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

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

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

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

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

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

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Independent Application

Review the behaviors for students to focus on.

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

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

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

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

Wrap-up

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

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

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Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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

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

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

- **I** want that apple.
  (The apple is for me.)

- I **want** that apple.
  (I really, really want it.)

- I want **that** apple.
  (I want that one, not a different one.)

- I want that **apple**.
  (I want the apple, not something else.)

FOR STUDENTS READY TO MOVE ON

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

- When reading a story, imagine how the character probably feels. Try to express that feeling as you say the character's words.

- When reading information, imagine that the author is speaking. Try to use your voice to sound like an author explaining ideas clearly.

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

Sample Passage

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

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

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

"What sign?" asked Marco.

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

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

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

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PASSAGE 1

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

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

PASSAGE 2

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

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

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

PASSAGE 3

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

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

Description

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

TEACHER TIPS

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

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

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

PREPARATION/MATERIALS

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

Direct Instruction

say *Today we are going to learn how to identify the main idea in informational text as well as the key details. The most important idea in a passage is the main idea. The key details are pieces of information that tell us more about the main idea. It is important to understand how the details support and explain the main idea.*

Display a blank Text Structure Map.

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

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

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

*1. **What is the main idea of the passage?***

*2. **What details tell more about that main idea?***

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

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

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

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

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

💬 *Key details in informational texts support and explain the main idea. These details are the evidence that an author gives to show the main idea.*

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

- Detail 1: **buses–follow a route with stops to get on and off for a set fee**

- Detail 2: **taxi cabs–go where the passenger tells them with a fee that depends on how far they travel**

- Detail 3: **subway trains–go under the streets and stop at stations for a set fee**

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

Guided Practice

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

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

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

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

💬 *Which sentence in this passage states the main idea?* (Each of your eyes has a pupil in it.)

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

- Detail 1: **round opening that looks like a black circle** (explains *what* it looks like)

- Detail 2: **muscles in the eye change size of pupil** (explains that the size changes and *how*)

- Detail 3: **dark makes it bigger and bright light makes it smaller** (explains *how* light affects it)

Core5 Levels 13, 14
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Script page 2

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Independent Application

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

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

• Detail 1: **has thick stem that stores water and waxy skin that holds onto water**

• Detail 2: **has long roots that spread out, not down, to find water**

• Detail 3: **has sharp spines, not leaves, that shade the stem**

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

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

Wrap-up

Check students' understanding.

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

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Develop Main Idea sentences for students. For example:

- Some classes in our school have pets.

- There are many things to do at recess.

- You can get different kinds of food in the cafeteria.

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

FOR STUDENTS READY TO MOVE ON

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

1. Distribute a copy of the Text Structure Map, and discuss the concept of a general topic in multi-paragraph texts.

2. Brainstorm topics of interest with students, and have them choose one.

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

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

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

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *fare*, *spines*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.

- Provide background information and help students access prior knowledge of passage topics (urban transportation, parts of the eye, cactus plants).

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

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

  The most important idea is…

  A detail that supports the main idea is…

  This evidence supports the main idea…

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

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

Text Structure Map

MAIN IDEA

DETAIL 1

DETAIL 2

DETAIL 3

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

Advanced Text Structure Map

TOPIC

MAIN IDEA (PARAGRAPH 1)

DETAIL 1

DETAIL 2

DETAIL 3

MAIN IDEA (PARAGRAPH 2)

DETAIL 1

DETAIL 2

DETAIL 3

MAIN IDEA (PARAGRAPH 3)

DETAIL 1

DETAIL 2

DETAIL 3

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PASSAGE 1

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

PASSAGE 2

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

PASSAGE 3

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

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

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

Direct Instruction

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

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

Step1: Reread and read ahead. When you find a word you don't know, stop and reread the other words that come before it and after it.

Step 2: Identify word clues and context clues. Look for familiar parts of the word you don't know, and think about the meaning of the other words in the text.

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

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

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

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

Point to each step as you model the following.

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

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

Reread Sample Text 1.

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

Demonstrate eyes wide with disbelief.

💬 *Those word clues and context clues help me think about **disbelief**. I think it means **wonder**.*

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

Guided Practice

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

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

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

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

Use your finger to touch an object as you ask this question. Students will probably answer that they think of touching things with their hands.

💬 *But, does that make sense in this sentence?* (no) *Right, it doesn't make sense that Kendall would be touching someone or something. So I think this word has another meaning.*

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

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

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

💬 *Yes, but for this word, looking at word parts doesn't help us with the meaning. What words do we know that can give us hints about the meaning of **touched**?* (grin, wow, care)

💬 *Now that we have some clues, the third step is to decide on a meaning for the word **touched**. Kendall felt happy to know so many people cared about her. She was grateful for their thoughtfulness. So **touched** might mean feeling happy and grateful.*

💬 *What is the last thing we have to do?* (Check to see if that meaning makes sense.) *Does it make sense that Kendall is saying that she felt happy and grateful?* (yes)

Sum up the strategy.

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

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

Independent Application

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

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

Wrap-up

Check students' understanding.

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

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

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Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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

He had two sisters and one ___. (brother)

The family ___ in a little house. (lived)

The ___ was on a busy street. (house)

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

• Do I need to understand the meaning of this word to understand the text? (If the answer is no, keep reading. If the answer is yes, try using the context to get a likely meaning.)

• Do word clues or context clues help me understand the meaning of the word? (If the answer is yes, keep reading. If the answer is no, use a dictionary or other source to get meaning.)

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

• Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

• When students have figured out the meaning of an unfamiliar word, provide photographs, illustrations, and objects to make the meaning concrete and support vocabulary retention.

• Encourage students to read aloud each set of sentences to develop fluency with newly learned words. Students can also practice new vocabulary with a partner and in small-group discussions. Likewise, model the use of new vocabulary in a variety of classroom contexts.

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

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

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Sample Texts

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

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

3. Sometimes, to relax, it helps to take a few deep breaths. Breathe in deeply through your nose. Then <u>exhale</u> slowly through your mouth. As the air leaves your mouth, you will feel calmer.

4. Patrick did not like his new haircut at all. He was worried that his hair looked weird, so he tried to <u>conceal</u> it under a big cap. Patrick hoped the hat would keep his hair hidden.

5. The people elected a new leader, and immediately, almost everyone loved her. They knew she was <u>just</u> and would treat everyone fairly. The country needed a person like that in charge.

6. The air turned cool. Then it grew colder. "It's <u>frigid</u> out here!" said Rayna, her breath making cloud puffs in the air. She rubbed her hands together and said, "I'm going inside."

LEXIA CORE5 READING

Context Chart

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

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READING

Comprehension
Reading Narrative Text, Lesson 2

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

- Copies of Story Map 1 or Story Map 2 at the end of this lesson (for display and for students)

- A copy of "The Dog Park" and "The Case of the Missing Cupcake" (for display)

- Copies of "A Day for Dolphins" (for students)

Direct Instruction

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

Display the story "The Dog Park," and have students follow along as you read it aloud. Pause after each paragraph to explain the overall structure of the story:

💬 *The beginning of a story introduces the main **characters**, or who the story is about. The beginning also introduces the **setting** of the story, or where and when the action happens.*

💬 *The middle of the story tells readers what happens. These are the major **events** of a story.*

💬 *The ending of a story usually wraps up the events and shows readers the author's **central message**. In a fable, this central message is called a **moral**. The central message in a folktale is a lesson that the characters learn.*

Display a blank Story Map.

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

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

Point to the **Main Characters** box.

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

Reread the first sentence of the story.

💬 *This sentence tells me that this story is about a girl named Kenya and her puppy, Pogo.*

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

Kenya and her puppy, Pogo

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

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

Reread the first sentence of the story.

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

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

a dog park in the afternoon

💬 *Now, let's read the story and think about what problem Kenya has.*

Reread the first paragraph.

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

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

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

💬 *Now let's reread the rest of the story and find out what happens next and how the story ends.*

Reread the last paragraph.

💬 *The story says that Kenya lets Pogo go, and he races over to the other dogs. Kenya holds her breath because she is afraid.*

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

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

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

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

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

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

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

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

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

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

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

Guided Practice

Display the story "The Case of the Missing Cupcake," and have a student read it aloud while the other students follow along. Then, display the Story Map.

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

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

Once you have completed each box, have students take turns using the Story Map to retell different parts of the story. Then, discuss together how all of the details help you decide what the story is mainly about (how Officer Fox found the thief).

Core5 Levels 13, 14
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Script page 3

After students complete the Story Map, work together to determine the author's central message, or theme. Encourage students to ask and answer questions about key details in the story, such as these: *What's the big idea in the story? What lesson is in the story? What do the characters learn? What do we learn from the story?* (Possible central message, or theme: It's important to think before you speak.)

Independent Application

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

- **Main Characters:** A girl named Lila and her father

- **Setting:** One Saturday at Lila's home, near Sea City

- **Problem/Goal:** Lila loves dolphins. A hurt mother and her baby are new dolphins at Sea City. When the mother dolphin gets better, they will be put back in the sea. Lila is afraid the dolphins will be gone before she can see them.

- **Major Events:** Lila wishes she could see the dolphins. Her father tells her they can go to Sea City to see them.

- **Resolution:** Lila is thrilled. She will get to see the dolphins.

- **This story is mainly about...** a girl named Lila who wants to see two new dolphins.

Circulate as students work, providing guidance as needed. When students have finished working, have partners use their completed Story Maps to retell the story to each other and discuss the central message, or theme. (e.g., Wishes can come true.)

Wrap-up

Check students' understanding.

🗣 *What are the parts of the Story Map?* (main characters, setting, problem/goal, major events, resolution)

💬 *How does the Story Map help you remember and retell the story?* (helps identify the structure and the important details)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

Characters:

• a boy named Owen and his mother (thumbs-down)

• a girl named Lila and her father (thumbs-up)

Setting:

• a snowy night in a dark forest (thumbs-down)

• one Saturday in Lila's home, near Sea City (thumbs-up)

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

FOR STUDENTS READY TO MOVE ON

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

Option 2: Have students describe the characters in one of the provided stories in greater detail. Then, have them explain how the character's actions contribute to the major events of the story. For example, in "A Day for Dolphins," Lila is motivated by her love of dolphins to ask her father if they can visit Sea City before the mother and baby are released back into the sea. Students should understand that a character's traits, motivations, and feelings influence what happens in a story.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

• Identify vocabulary words that might be difficult for students to understand when they read the provided stories (e.g., *aggressive*, *jotted*, *prickly*, *accuse*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.

• Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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

> *The main character is...*
>
> *The setting is...*
>
> *The character's problem/goal is...*
>
> *The major events are...*
>
> *The resolution is...*
>
> *The central message is...*

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

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

THE DOG PARK

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

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

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

"Good job, Pogo," she whispered.

THE CASE OF THE MISSING CUPCAKE

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

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

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

"What did the cupcake look like?"

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

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

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

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

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

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

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

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

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A DAY FOR DOLPHINS

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

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

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

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

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

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

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Story Map 1: _____

WHO IS THE STORY ABOUT? (MAIN CHARACTERS)

WHERE AND WHEN DOES THE STORY HAPPEN? (SETTING)

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

WHAT HAPPENS? (MAJOR EVENTS)

HOW DOES THE STORY END? (RESOLUTION)
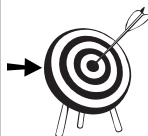
WHAT IS THE STORY MAINLY ABOUT?

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Story Map 2:

MAIN CHARACTERS:

SETTING:

PROBLEM/GOAL:

MAJOR EVENTS:

RESOLUTION:

THIS STORY IS MAINLY ABOUT…

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

• Copies of the Conclusion Chart at the end of the lesson (for display and for students)

• Copies of the 6 passages at the end of the lesson (for display and for students)

Direct Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sum up for students.

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

Guided Practice

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

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

💬 *Now let's read the passage.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Independent Application

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

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

Sample questions:

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

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

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

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

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

Wrap-up

Check students' understanding.

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

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

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

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Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

Possible scenarios:

- A girl falls down and really scrapes up her knees. How does she feel? (upset, hurt) How did you figure this out? If necessary, prompt further: How did you feel when you got a bad scrape?

- A boy is going to school. He looks outside and sees that it's raining. What does he do before he leaves? (puts on a raincoat or rain poncho, takes an umbrella) How did you figure this out? (That's what we do if we're going out in the rain.)

- A girl sees her cat run into the den. There is a loud crash and the cat runs out again. The girl goes into the den and sees a broken lamp. What happened? (The cat knocked over the lamp.) How did you figure this out? (The text says the cat was the only one in the den when there was a crash. We know that when lamps fall to the ground and break, they make a crashing noise.)

FOR STUDENTS READY TO MOVE ON

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

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Introduce this comprehension skill through visual examples (e.g., Display a bag with sunglasses, flip flops, and sunscreen. Ask students, "What can you infer about the person who owns this bag?")

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *dashes*, *crisp*). Use these words in simple sentences that draw on familiar topics, people, and situations.

- Provide background knowledge and support students in accessing prior knowledge of passage topics (thunderstorms, wetlands, skunks).

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

    The clues in the text tell me…

    That makes me think that...

    I know that...

    I can infer that…

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

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

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Conclusion Chart

Questions to Answer	Clues to Use	Your Conclusion

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PASSAGE 1 (NARRATIVE)

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

PASSAGE 2 (NARRATIVE)

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

PASSAGE 3 (INFORMATIONAL)

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

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PASSAGE 4 (INFORMATIONAL)

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

PASSAGE 5 (NARRATIVE)

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

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

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

"Oops," said Lee.

PASSAGE 6 (INFORMATIONAL)

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

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

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

• Copies of the sentence sets at the end of this lesson (for students)

Direct Instruction

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

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

Turn the classroom lights off.

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

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

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

Point to each sentence.

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

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

Display the following Signal Words Chart:

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

Point to the first column.

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

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

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

Write these sentences on the lines in the chart:

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

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

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

Write a 2 above the first part of the sentence.

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

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

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

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

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

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

I turned off the light. The room got darker.

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

Guided Practice

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

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

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

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

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

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

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

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

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

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

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

Possibilities:

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

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

Lexia Lessons®

Independent Application

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

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

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

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

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

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

Wrap-up

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

1. Lin got wet because <u>she went out in the rain</u>.
2. <u>Glen was thirsty,</u> so he drank some water.
3. <u>I missed the bus</u>. I was late for school.

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Write or display **Cause ➡ Effect**

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

Possible questions with answers:

• *What would happen if I forgot to eat lunch?* (You would be hungry.)

• *What would happen if I went out in the rain with no umbrella?* (You would get wet.)

• *What would happen if I jumped in a mud puddle?* (You would get muddy/dirty.)

• *What would happen if I stayed up all night?* (You would be sleepy.)

After completing this, revisit the lesson with students.

FOR STUDENTS READY TO MOVE ON

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

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

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

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

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

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

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

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

• Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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

   The cause is…

   The effect is...

   I noticed these signal words...

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

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

Lexia Lessons®

Cause-Effect Chart

Cause

Effect

1 Rod went for a swim.

2 Kim had nothing to eat.

3 The cat ran up the tree.

4 Carmen had to pick them up.

5 The bird got out.

6 Mel closed his bedroom window.

1 It was a hot day.

2 Len ate all the peanuts.

3 The dog chased the cat.

4 The bag of marbles broke.

5 The cage was left open.

6 Rain began pouring down.

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

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

Direct Instruction

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

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

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

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

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

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

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

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

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

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

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

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

Underline the last sentence.

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

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

Guided Practice

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

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

Tell students to underline that main-idea statement.

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

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

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

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

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

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

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

💬 *What is your point of view about superstitions?*

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

Independent Application

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

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

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

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

Wrap-up

Check students' understanding.

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Give students opportunities to practice distinguishing statements of fact from statements of opinion. Point out that a fact can be proved true, and discuss ways it can be checked. Explain that an opinion is neither true nor false; someone can agree or disagree with an opinion.

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

- A desert is a land where little rain falls. (F) Deserts are beautiful lands. (O)

- Everyone should learn to dance. (O) Some kinds of dances are done with partners. (F)

- A mountain lion is a wild cat. (F) Mountain lions look scary. (O)

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

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

FOR STUDENTS READY TO MOVE ON

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *native*, *prey*, *pigment*, *marvel*, *engineering*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.

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

- Provide background information and help students access prior knowledge of passage topics (pythons, superstitions, photosynthesis).

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

  The author's main point is…

  The author's point of view is…

  I can tell this is an opinion because…

  I do/do not agree with the author's point of view because…
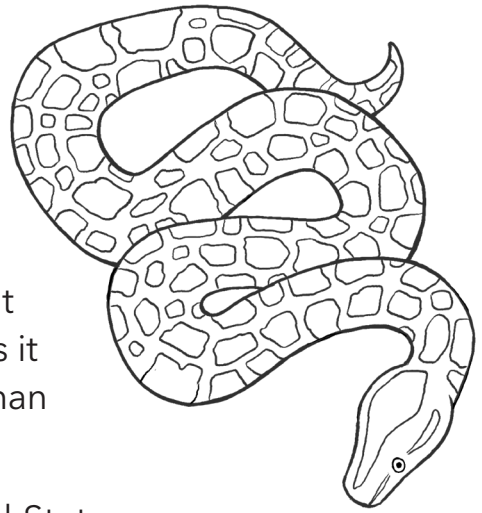
  My point of view is…

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

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

A Python Problem

by Raymond Pierre

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

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

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

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

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

Superstitions

by Avery Ardmore

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

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

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

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

Look at a Leaf

by Julia Handler

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

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

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

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

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

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

Description

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

TEACHER TIPS

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

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

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

PREPARATION/MATERIALS

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

Direct Instruction

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

Hold up the red and the blue marker.

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

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

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

Hold up the red marker and then the blue one.

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

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

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

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

Display the following four sentences:

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

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

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

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

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

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

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

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

Display the following Signal Words Chart:

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

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

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

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

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

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

Most birds fly; however, a penguin cannot fly.

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

Guided Practice

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

Display the Venn diagram.

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

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

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

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

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

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

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

Point to the B circle on the right.

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

Point to the overlap and the heading SAME.

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

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

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

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

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

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

Independent Application

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

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

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

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

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

VARIATION FOR NARRATIVE LESSON

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

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

Display the Venn diagram.

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

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

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

Repeat this procedure with the second character from the story.

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

Wrap-up

Check students' understanding.

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

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

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

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

Core5 Levels 13, 14

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Provide background knowledge and support students in accessing prior knowledge of passage topics (e.g., types of trees, frogs and toads).

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *broad*, *tadpoles*, *moist*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
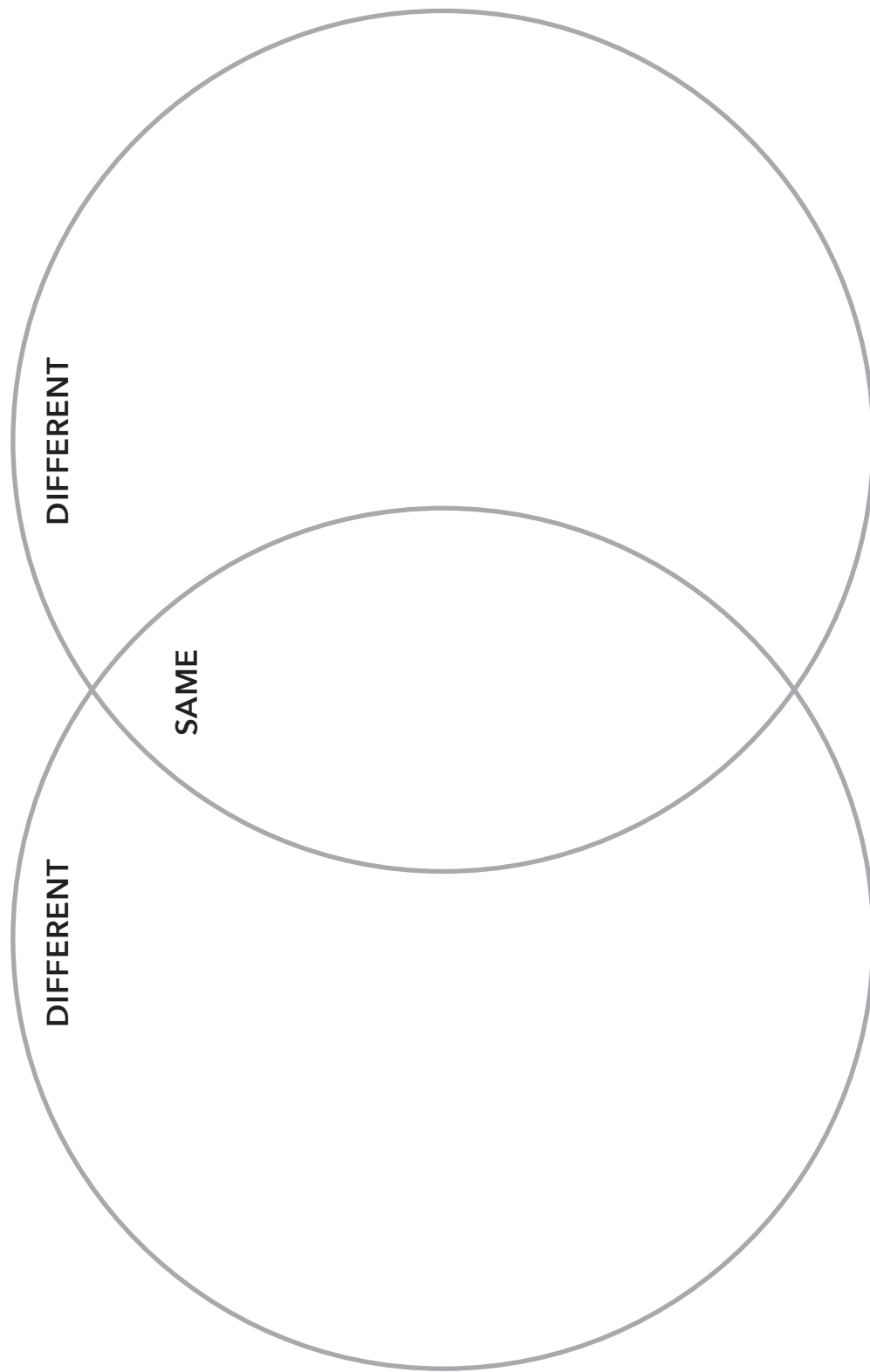
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading.**

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

Venn Diagram

A

B

DIFFERENT

SAME

DIFFERENT

PASSAGE 1

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

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

PASSAGE 2

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

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

Lexia Lessons®

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

• A copy of the Recipe for Crispy Apple Sailboats (for display)

• Copies of the Sentence Sets at the end of this lesson (for display and students)

Direct Instruction

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

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

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

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

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

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Display and read aloud the following Sequence Signal Words chart:

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

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

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

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

Think aloud about shifts in time.

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

Sum up the strategic behavior.

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

Guided Practice

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

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

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

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

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

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

Repeat the activity with Sentence Set 2. Possible paraphrase:

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

Independent Application

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

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

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

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

Wrap-up

Check students' understanding.

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

Before we marched, we sang songs.

Students should underline **before**.

say *What happens first?* (singing)

We danced on the grass after we sang songs.

Students should underline **after**.

What happens after singing songs? (dancing)

While we danced, the rain started falling.

Students should underline **while**.

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

FOR STUDENTS READY TO MOVE ON

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

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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

  Some words that signal time order are...

  The first event/step is…

  The next event/step is…

  The last event/step is...

- Provide students with written, oral, and visual representations of sequential events. Photographs, illustrations, and objects can be helpful in reinforcing the meaning of sequence signal words.

- Have students work in pairs to act out and narrate a sequence of events using sequence signal words. Encourage students to practice with each other before presenting their "play" to the class.

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

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

Recipe for Crispy Apple Sailboats

Ingredients

2 apples (cut in half)

2 thick cheese slices

1/4 cup peanut butter

4 toothpicks

1/4 cup puffed rice cereal

Directions

• Spread the top of each apple half with peanut butter.

• Sprinkle puffed rice cereal on the peanut butter.

• Cut the cheese slices in half (diagonally) to make triangles.

• Attach each cheese triangle to an apple boat with a toothpick.

Eat and enjoy!

Sentence Set 1

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

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

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

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

Sentence Set 2

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

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

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

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

Sentence Set 3

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

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

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

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

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

• An informational book on a topic of interest to students (should have a table of contents, an index, a glossary, captioned illustrations, headings, subheadings, keywords, and sidebars)

• An approved website or multimedia encyclopedia with information on the same topic as your chosen book

• Copies of the Student Activity Sheet: Parts A-E at the end of this lesson (for students)

Direct Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guided Practice

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

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

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

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

Independent Application

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

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

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

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Wrap-up

Check students' understanding.

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

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

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

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Focus on one text feature at a time, giving students multiple opportunities to find examples in informational texts in their classroom library. Encourage them to show how to use that feature to learn about the text.

Option 2: Work with students on identifying keywords to use as search terms. Play a game of "What would you look for?" in order to locate library resources. Examples: *What would you look for to answer the question,*

"What should I feed my goldfish?" What would you look for to answer the question, "How cold does it get at the North Pole?" Guide students to use the electronic catalog, often accessible remotely, to find the titles of books and other resources likely to have answers.

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

FOR STUDENTS READY TO MOVE ON

Give students an opportunity to explore text features. Provide an array of informational books and magazines. Name a text feature, and have partners find examples in more than one text. Prompt them to give a short

talk to show how the examples are similar and different. Text features to name include **table of contents**, **index**, **glossary**, **heading**, **subheading**, and **caption**.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *suspension, truss, burrow, hibernate*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.

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

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

    Keywords are...

    The sidebar has information about...

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

    A glossary is helpful because...

    Headings and subheadings are helpful because...

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

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

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STUDENT ACTIVITY SHEET

Part A: Keywords

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

1 How does a helicopter fly?

2 Why do we sneeze?

3 Why do cats have whiskers?

4 Where in the world are the tallest trees found?

5 What does the flag of Mexico look like?

Part B: Table of Contents

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

Contents

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

7 Which chapter begins on page 21? _____

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

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

_____

10 In which chapter would you probably find out how people are

rescuing sea turtles? _____

Part C: Index

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

risks 7, 15, 19	suspension 5, 6, 9, 21–25
roadway 8, 21	swaying 23
rope 6, 9	
	Tacoma Narrows Bridge 23
simple bridges 8–10	
span 13, 21	towers 22
steel 21, 23	transportation 5, 6, 10, 12
stone 11, 13	tree trunks 8
	truss 13–14

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

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

_____

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

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

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

_____

Part D: Special Terms

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

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

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

   ⓐ in the glossary at the back of the book

   ⓑ in the index at the back of the book

   ⓒ in the table of contents at the front of the book

17 Read the entry.

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

   Which word belongs on the line?

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

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

   ⓐ between the words *reptile* and *temperature*

   ⓑ between the words *frostbite* and *insulate*

   ⓒ between the words *polar* and *predator*

Part E: Headings

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

LETTING IN LIGHT

A hole in the eye

More or less light

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

ⓐ How do eye holes let in light?

ⓑ What amount of light can eyes let in?

ⓒ What does light have to do with seeing?

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

_____

_____

_____

Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

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

Direct Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guided Practice

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

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

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

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

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

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

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

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

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

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

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Independent Application

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

> ***When I read the text, I learned _____***
>
> ***When I looked at the map, I learned _____***
>
> ***The map helped me understand what was written because _____***

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

Wrap-up

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

- a caption, a diagram label, or a map title

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

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

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

Core5 Levels 13, 14
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Script page 3

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

FOR STUDENTS READY TO MOVE ON

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

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

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

• Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *unique, collapse, engineer, landforms, habitats*). Use these words in simple sentences that draw on familiar topics, people, and situations. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.

• Provide background information and help students access prior knowledge of passage topics (Leaning Tower of Pisa, plant life cycles, national parks in the United States).

• Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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

> *The picture shows...*
>
> *The caption describes...*
>
> *The title of the diagram is...*
>
> *The map shows...*

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

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

The Leaning Tower

written by Bari Levine, illustration by Tovah Smythe

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

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

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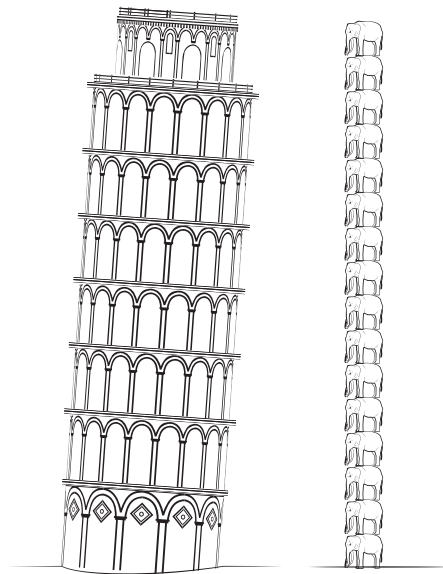

The Leaning Tower of Pisa in Italy is a popular tourist site. It is as tall as about 16 elephants standing one on top of the other. The top level of the tower houses its bell.

Seed or Plant?

written and illustrated by Jonah Calina

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

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

Life Cycle of the Pea Plant

pod with seeds

seed

grown plant

flower

seedling
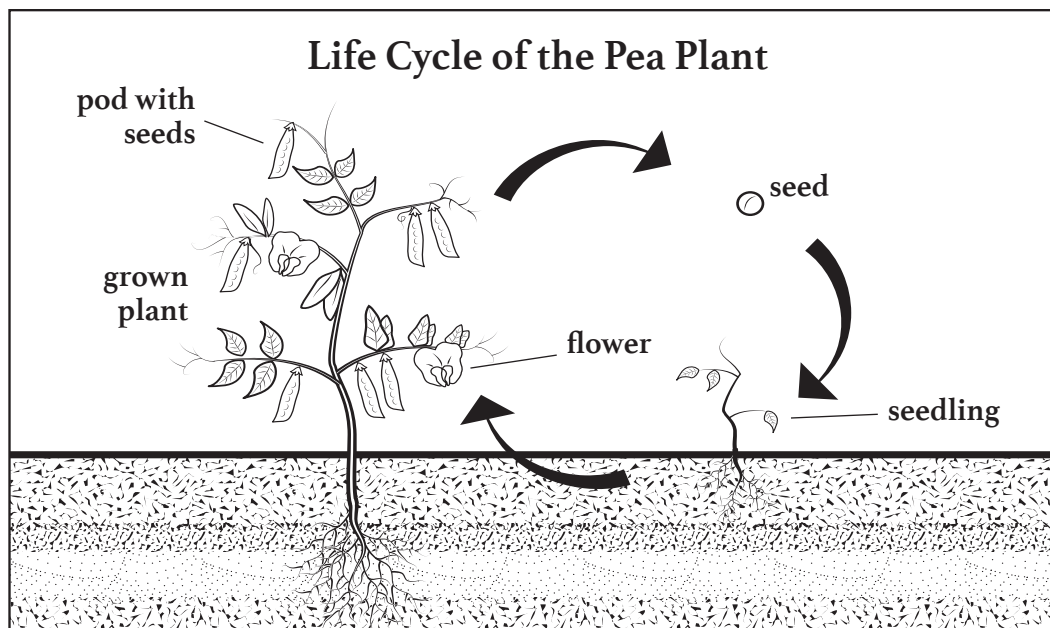
Big Bend National Park

written by Serena Ruiz

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

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

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

Big Bend National Park

Rio Grande

North

UNITED STATES

MEXICO

Big Bend

0   0.5 K

0   0.5 Mile

Hiking Trails - - - - - - - -
1 Hot Springs Canyon Trail
2 Rio Grande Village Nature Trail
3 Marufo Vega Ore Terminal Trails
4 Boquillas Canyon Trail

CORE5 LEXIA READING

Lexia Lessons®

Description

This lesson is designed to help students build their knowledge of the meanings of common prefixes. The ability to identify prefixes serves as a foundation for understanding the structure and meaning of words (prefix, root/base word, suffix) and helps students develop word identification strategies for multisyllabic words.

TEACHER TIPS

This lesson teaches prefix meaning using the prefix **un-**. Use a similar sequence to give students practice with the meanings of other prefixes (listed in the Adaptations section).

Please note that not all words with prefixes are as straightforward to translate into meaning as those containing un- plus a base word. In general, explain to students that they should consider how a prefix contributes to a word's meaning. They should not attempt to generate a direct translation using the word's parts.

Direct Instruction

say *Today, we are going to learn about the meanings of prefixes. **Prefixes** are word parts that can be added to the beginning of a base word or a root. If you know the meaning of a prefix, you will be able to figure out the meanings of many words that include that prefix.*

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

After I was unkind to my sister, I felt terrible. What does this sentence mean? (After I was not nice to my sister, I felt awful.)

Un-kind, **un-** is a prefix.

Circle the prefix: (un)kind

*This prefix means **not**.*

Underline the rest of the word: (un)<u>kind</u>

Unkind means not kind.

Display the word **unhappy**.

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

Step 1: Find the prefix and circle it.

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

Step 3: Read the whole word.

Circle the prefix and underline the base word: (un)<u>happy</u>

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💬 *Since I know that **un-** means not, I can figure out that **unhappy** means not happy. I am going to give some examples of when a person might be unhappy. Give a thumbs-up if I use unhappy correctly and give a thumbs-down if I do not use it correctly.*

Tim was unhappy when he sprained his leg playing tennis. (thumbs-up)
Irene was unhappy when she lost her favorite book. (thumbs-up)
Carla was unhappy when she won a prize at the carnival. (thumbs-down)

Guided Practice

Display the three steps for reading words with prefixes.

🗨 *Let's read some words together. We'll follow the three steps for reading words with prefixes and then talk about the meaning of each word.*

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

Suggested words: **unwise**, **uneven**, **unpaid**, **untrue**, **unknown**, **unblock**

Independent Application

Have students work independently or in pairs. Provide students with a sheet that includes the following words: **unreal**, **unable**, **unfair**, **unlucky**, **unsafe**, **untidy**.

🗨 *Let's see if you can find the prefix in these words on your own. Remember to circle the prefix, underline the rest of the word, and read the word aloud. Then, write your own definition of each word, and try to write a sentence using each word.*

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

Wrap-up

Check students' understanding.

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

💬 *Which prefix did we learn today?* (un-)

💬 *What does it mean?* (not)

💬 *Why is it helpful to learn the meanings of prefixes?* (to figure out the meanings of many words)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Common prefixes, along with their meanings, are listed on the following page. Have students create individual decks of cards with the prefixes on one side and their meanings on the other. They can add pictures to the side with the prefix to provide additional support for the meaning. Consolidate the cards on a ring so that students can use them for review.

FOR STUDENTS READY TO MOVE ON

Option 1: Display four words at a time, each with a different prefix. Ask students to select a specific word by giving a meaning clue (e.g., Find the word with a prefix meaning before). Have students relate the prefix to the word's meaning.

Option 2: Generate a word tree, with a prefix and its meaning on the trunk (e.g., **un-**, meaning not) and words that include the prefix on the branches (e.g., **unkind**, **unruly**, **unbuckle**). Ask students to brainstorm additional words. Then, assign a new prefix and have students work individually or in pairs to develop their own word trees. Have students present their trees to each other, discussing how their prefixes relate to the words they have chosen. Students may use reference materials as needed.

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

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

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Common Prefixes and Meanings

Number-Related Prefixes

Prefix	Meaning	Examples
uni-	one	unicorn, uniform
bi-	two	bicycle, bilingual
tri-	three	triangle, triplets
quad-	four	quadrant, quadruple
quint-	five	quintet, quintuplets
sex-	six	sextuplets, sextet
sept-	seven	September*, septet
oct-	eight	octopus, octagon
nov-	nine	November*
dec-	ten	decade, decathlon
semi-	half	semicircle, semiannual
centi-	hundred	centipede, centigram
milli-	thousand	milligram, millisecond
multi-	many	multiple, multicultural

Other Prefixes

Prefix	Meaning	Examples
con-	together	conduct, contract
de-	down, away	detract, destruct
dis-	not or apart	disagree, disobey, disrupt, distant
ex-/e-	out/away, from	export, expel
in-	not or in	incorrect, inactive, income, intake
mis-	wrong	mislead, misprint
non-	not	nonsense, nonstop
pre-	before	predict, prescribe
pro-	forward	produce, propel
re-	again, back	return, replay
sub-	under/below	subtract, subject
super-	over	superman, supervise
trans-	across	transport, transfer
un-	not	unkind, unwise

*September was the seventh month and November was the ninth month in the old Roman calendar.

Description

This lesson is designed to give students repeated exposures and practice with high-frequency sight words, many of which do not follow phonic rules. Students often struggle to automatically identify these words and read them accurately. Being able to read high-frequency words automatically is integral to students becoming fluent readers.

TEACHER TIPS

Sight words can be grouped to improve generalization or taught individually. (See possible groupings at the end of the lesson.) This lesson is designed to teach words in groups. For the words that need to be taught individually, see the routine found in Level 10 or Level 15. As you present words, you can create a set of flash cards for each student, punch a hole in the corner of each card, and put the cards on a ring for easy access and practice.

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

PREPARATION/MATERIALS

• Sets of plastic letters or letter tiles, provided at the end of this lesson (for display and for students)

• Sets of Level 14 word cards, see lists at the end of this lessons (for display and for students)

• Index cards

Warm-up

(say) *I am going to show you a word, and I want you to tell me what it is.*

Present one word card at a time. See which ones students instantly identify and put those cards aside. Focus the lesson on only the sight words that are giving students some trouble.

Direct Instruction

(say) *Today we're going to learn some important words that you may not be able to sound out. We see these words all the time when we read, and we use these words a lot when we write. It's helpful to learn them as whole words so you can read and write them quickly.*

Display the word cards for **rough**, **tough**, and **enough**.

(💬) *Sometimes words that cannot be sounded out are similar to other words. These words are **rough**, **tough**, and **enough**.*

Use the words in context to be sure that students understand the meaning. For example, **rough** can mean "not gentle," **tough** can mean "difficult," and **enough** can mean "plenty"; "The football game was a bit **rough**, and it was **tough** to get **enough** points to win." **Rough**, **tough**, **enough**.

💬 *Now I'm going to look carefully at the spelling of these words. What is the same in each word?*

Point out that they all contain the letter pattern **ough**. Underline the "ough" in each word. Say the letter names as you run your finger under them from left to right, and then say the word as a whole.

💬 *In the words **rough**, **tough**, and **enough**, what do the letters o-u-g-h sound like? (/uf/). That's interesting—they don't follow the rules, but this letter pattern **ough** sounds the same in all of them.*

Hold up the word card as you say the word. Model studying the word.

💬 *I'm going to close my eyes and try to picture the whole word, particularly the **ough** pattern.*

Model closing your eyes and thinking about a word in your mind.

💬 *When you are learning new sight words, you need to remember to do these things:*

Step 1: Say the words and spell them.

Step 2: Look for similar spelling patterns in the words.

Step 3: Look at each word and decide if there is something confusing about how it is pronounced.

Step 4: Close your eyes and try to picture the words as you name the letters, particularly the part that does not follow the rules.

Use the same procedure with the other groups of sight words as needed.

Guided Practice

Display the word cards for **rough**, **tough**, and **enough**. Point to each letter in the word, and have students read the letters aloud with you to spell the word.

🗣 *Now, let's spell each of these words together.*

Run your finger under the word, left to right, and have your students spell and say the word together.

💬 *What are these words?* (rough, tough, enough)

Have students close their eyes, picture the word as a whole, and name the letters. Have them stress the part of the word that is not spelled the way it sounds.

Provide each student with the letter tiles that are needed to spell the words. Have students spell the word, using their letters. Say the word together. Have students scramble their letters and then spell and read the word a few times. Try taking away the displayed word; see if students can spell and read it on their own.

Use the same procedure with the other sight words or groups of words as necessary.

Independent Application

Display the word cards for **rough**, **tough**, and **enough**.

🗩 *What are these words?* (rough, tough, enough)

💬 *Now I want you to practice writing these words.*

When students are ready, have them write the words. Then have them read the words and say the letter names while tracing over the letters they have made. Try taking away the displayed words; see if students can write them on their own.

Have students use the words in a sentence.

Use the same procedure with other groups of related sight words as needed.

Wrap-up

See if students can now instantly identify the sight words in this lesson. Use the sight word cards as flashcards, and have students read and spell each word.

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Place sight word cards on a table and have students point to the word after you say it. Repeat until they are automatic at identifying each sight word. Then, have students read the word.

Option 2: Place pairs of sight word cards on the table, and have students match each sight word with the other card in the pair.

FOR STUDENTS READY TO MOVE ON

Option 1: Create (or add to, if you already have one) a Word Wall, using long strips of butcher paper. Have students spell each sight word for you as you list it on the wall. Point to random sight words and have students read them aloud.

Option 2: Help students write each sight word on the same side of pairs of index cards. Make sure they have spelled the words correctly. Have students shuffle and use this "deck" of cards to play Concentration or Go Fish with a partner.

Option 3: Have students combine these sight words with phonically regular words and other sight words they have learned to create short sentences. For example, **You should not laugh at the athletes who trained hard for that tough game.**

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

• Record yourself or students reading each of the sight words. Encourage students to use the recording to practice identifying word cards or writing the words.

• Help students come up with oral sentences for each of the sight words. Challenge them, if appropriate, to create sentences that contain two or more sight words.

• Have students illustrate each sight word card to use as story prompts or conversation starters. Create an audio recording, and have students point to each word card as they listen to the recorded story or conversation.

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

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

Sight Words

Level 14

go**ne**	sh**oul**d*	en**ough***	t**ough***
ha**lf***	ab**ove**	**tou**ch	against
sure	c**ar**ry	th**ough**t*	br**ough**t*
b**u**sy	choo**se**	r**ough***	**s**ugar
n**one**	n**i**nth	b**ui**ld	**al**most

Possible ways that words could be grouped

half (calf)   rough, tough, enough

should (would, could)   brought, thought

Note: These bolded letter patterns may cause confusion.

Core5 Level 14

Lexia Lessons®

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

Description

This lesson is designed to help students identify relationships between pairs of words in a standard analogies format: "__ is to __ as __ is to __." Practice with analogies helps students broaden their understanding of related word meanings and functions.

TEACHER TIPS

The following lesson introduces the six analogy patterns covered in Level 14: object to feature, antonyms, part to whole, action to object, object to place, and synonyms. You may simplify the lesson by using fewer patterns. See the list at the end of the lesson for additional examples of each type of analogy.

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

PREPARATION/MATERIALS

- Prepare these word cards for use in Direct Instruction: **grass**, **green**, **sun**, **yellow**, **big**, **little**, **tall**, **short**, **toe**, **foot**, **hand**, **finger**, **bake**, **cake**, **drive**, **car**, **trees**, **forest**, **slide**, **park**, **fix**, **repair**, **run**, **jog**.

- Student activity sheet at the end of the lesson

Direct Instruction

(say) *Today we are going to learn about analogies. An **analogy** is a comparison between words that shows how the words are related.*

Display the word cards **green**, **sun**, **yellow**, **grass**. Have students watch as you choose pairs to put together. Pair **green** with **grass** and **yellow** with **sun**.

(speech) *I put **green** and **grass** together because grass is green. The word green describes what grass looks like. I put **yellow** and **sun** together because the sun looks yellow. Now, listen as I put both word pairs together in a statement called an analogy: **Grass is to green as sun is to yellow.***

Display: **Grass** is to **green** as **sun** is to **yellow**.

(speech) *Two of these words are **objects**—grass and sun. The other two words are **features** of the objects—green and yellow. In each pair of words in an analogy, the relationship is the same. Here, each pair is the name of an object and a word that describes a feature of it.*

Guided Practice

Continue in the same way to show an analogy made with antonyms. Display the word cards **big**, **short**, **little**, **tall**. After students read the words aloud, pair **big** with **little** and **tall** with **short**.

(say) *I put big with little because they are **antonyms**—they have opposite meanings. Why do tall and short belong together?* (They're antonyms.)

(speech) *Listen as I put both pairs in an analogy: **Big is to little as tall is to short.***

Display: **Big** is to **little** as **tall** is to **short**. Have students read the analogy aloud.

💬 *Remember, in each pair of words in an analogy, the relationship is the same. Here, the words in each pair have opposite meanings. Which pairs of words in this analogy are antonyms?* (big and little; tall and short)

Introduce a part to whole analogy. Display the word cards **toe**, **foot**, **hand**, **finger**. After students read the words aloud, ask them to pair the words based on a relationship. (Correct pairing is **toe** with **foot** and **finger** with **hand**.)

💬 *Why did you put **toe** with **foot**?* (A toe is part of a foot.) *Why did you put **finger** with **hand**?* (A finger is part of a hand.)

Display: **Toe** is to **foot** as **finger** is to **hand**. Have students read the analogy aloud.

💬 *We know that in each pair of words in an analogy, the relationship is the same. Here, in each pair is a word that names a part and a word that names a whole. What are the two words that name parts?* (toe and finger) *What are the two words that name wholes?* (foot and hand)

Using steps similar to those in the example above, introduce the following types of analogies: action to object (**bake-cake**; **drive-car**), object to place (**trees-forest**; **slide-park**), and synonyms (**fix-repair**; **run-jog**).

Use the six displayed analogies to review the patterns.

Independent Application

Have students work independently or in pairs. Give students a copy of the activity sheet at the end of this lesson. Ask students to read the first half of each analogy and identify the relationship by circling one of the analogy types next to each example. Then, have students select the best pair to complete the analogy. Ask students to read the completed analogy aloud and use complete sentences to explain why they chose each pair.

Answers: **1** a (Antonyms); **2** a (Object to Feature): **3** b (Part to Whole); **4** a (Action to Object); **5** b (Synonyms); **6** a (Object to Place)

Display the items at the bottom of the activity sheet. Have students work independently to read each partial analogy and choose the last word.

If students need support, prompt them to identify the relationship in the first pair of words.

🗣 *Are the words ___ and ___ an object and a feature? antonyms? a part and a whole? an action and an object? an object and a place? synonyms?*

Answers: **7** c; **8** c; **9** a; **10** c; **11** c; **12** a

Wrap-up

Check students' understanding. Display one of the completed analogies from the lesson, and have students use complete sentences to explain what an analogy is and why the words in the example have been paired as shown.

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify Guided Practice by displaying four word cards at a time. Prompt students to pair words according to the pattern you state: (a) an object and a feature that describes it; (b) words with opposite meanings; (c) a part and a whole; (d) an action and an object; (e) an object and a place; (f) words with similar meanings. After students show both pairs, use them in an oral analogy for students to repeat.

Option 2: Simplify the lesson by focusing on only one type of analogy (e.g., antonyms). Display incomplete analogies, such as these:

- **hot is to cold as dry is to ___ (*wet*)**
- **left is to right as west is to ___ (*east*)**
- **new is to old as clean is to ___ (*dirty*)**
- **thin is to thick as high is to ___ (*low*)**

Have students underline the words that are antonyms in the first half of the analogy. Ask students to suggest an antonym for the first word in the second half of the analogy. Have them write that word, and then read the completed analogy aloud.

FOR STUDENTS READY TO MOVE ON

Use analogy examples, referencing the list at the end of this lesson as needed.

1. Start by showing a complete analogy and challenging students to tell how the word pairs are related.

2. Explain that one strategy for figuring out how to complete an analogy is to make a sentence using the first two words in the

analogy, and then to try to make the same sentence with the next pair of words. Use the list at the end of the lesson and have students identify the word that correctly completes each analogy (e.g., for the analogy **bark is to dog as chirp is to bird** the relationship is object to action. A possible sentence pair could be **Dogs bark. Birds chirp.**).

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Model thinking aloud to complete analogies and have students talk through relationships between words. With support, they should try to find more than one way to describe how each pair of words is related. For example, **Bouncing is something a ball does. A ball bounces.**

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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

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

Analogy Patterns

Antonyms

small is to **big** as **tall** is to **short**

cold is to **hot** as **bright** is to **dull**

enter is to **exit** as **open** is to **shut**

add is to **subtract** as **stop** is to **go**

happy is to **sad** as **kind** is to **mean**

down is to **up** as **near** is to **far**

Object to Feature

ice is to **cold** as **snow** is to **white**

banana is to **yellow** as **pumpkin** is to **orange**

pool is to **wet** as **beach** is to **sandy**

turtle is to **slow** as **rabbit** is to **fast**

cactus is to **prickly** as **tree** is to **tall**

sky is to **blue** as **night** is to **dark**

Part to Whole

cap is to **pen** as **title** is to **book**

lid is to **jar** as **slice** is to **pie**

finger is to **hand** as **toe** is to **foot**

sail is to **boat** as **room** is to **house**

chapter is to **book** as **word** is to **sentence**

buckle is to **belt** as **shell** is to **turtle**

Action to Object

bark is to **dog** as **chirp** is to **bird**

hop is to **frog** as **wiggle** is to **worm**

beat is to **drum** as **blow** is to **horn**

pound is to **hammer** as **cut** is to **scissors**

float is to **ship** as **fly** is to **plane**

bounce is to **ball** as **roll** is to **wagon**

Object to Place

flower is to **garden** as **shell** is to **beach**

bear is to **den** as **bird** is to **nest**

stove is to **kitchen** as **desk** is to **classroom**

quilt is to **bed** as **rug** is to **floor**

book is to **library** as **menu** is to **restaurant**

swing is to **playground** as **diving board** is to **pool**

Synonyms

stop is to **quit** as **shut** is to **close**

happy is to **glad** as **lively** is to **active**

smile is to **grin** as **giggle** is to **laugh**

smell is to **sniff** as **feel** is to **touch**

easy is to **simple** as **flat** is to **level**

afraid is to **fearful** as **little** is to **small**

Read the first half of each analogy, and circle the pattern shown. Then, choose the correct answer to complete the analogy, and write the word or phrase in the blank.

1 *hot* is to *cold* as _____

  a.   *summer* is to *winter*
  b.   *warm* is to *blanket*

| Object to Feature | Antonyms | Part to Whole |
| Action to Object | Synonyms | Object to Place |

2 *rabbit* is to *soft* as _____

  a.   *cloud* is to *puffy*
  b.   *snow* is to *rain*

| Object to Feature | Antonyms | Part to Whole |
| Action to Object | Synonyms | Object to Place |

3 *page* is to *book* as _____

  a.   *story* is to *read*
  b.   *tree* is to *forest*

| Object to Feature | Antonyms | Part to Whole |
| Action to Object | Synonyms | Object to Place |

4 *run* is to *race* as _____

  a.   *send* is to *letter*
  b.   *chimney* is to *smoke*

| Object to Feature | Antonyms | Part to Whole |
| Action to Object | Synonyms | Object to Place |

5 *stick* is to *twig* as _____

  a.   *nose* is to *face*
  b.   *jump* is to *leap*

| Object to Feature | Antonyms | Part to Whole |
| Action to Object | Synonyms | Object to Place |

6 *book* is to *library* as _____

  a.   *cash* is to *wallet*
  b.   *glue* is to *sticky*

| Object to Feature | Antonyms | Part to Whole |
| Action to Object | Synonyms | Object to Place |

7 *day* is to *week* as *month* is to _____

  a.   *hour*
  b.   *January*
  c.   *year*

8 *spin* is to *twirl* as *sleepy* is to _____

  a.   *tight*
  b.   *open*
  c.   *tired*

9 *blow* is to *bubbles* as *give* is to _____

  a.   *gift*
  b.   *fly*
  c.   *bird*

10 *noisy* is to *quiet* as *shout* is to _____

  a.   *crowd*
  b.   *loud*
  c.   *whisper*

11 *ice* is to *freezer* as *bird* is to _____

  a.   *school*
  b.   *monkey*
  c.   *nest*

12 *hill* is to *steep* as *hole* is to _____

  a.   *deep*
  b.   *shovel*
  c.   *mountain*