

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

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Description


This lesson is designed to help students 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

 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: **unkind**

 This prefix means **not**.

Underline the rest of the word: **unkind**

 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: **unhappy**

 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.

Common Prefixes and Meanings

Number-Related Prefixes

<i>Prefix</i>	<i>Meaning</i>	<i>Examples</i>
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

<i>Prefix</i>	<i>Meaning</i>	<i>Examples</i>
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 help students identify Latin roots and understand that roots are word parts with specific meanings. The ability to distinguish roots helps students develop word identification strategies for multisyllabic words, enhances vocabulary development, and serves as a foundation for understanding word structure.

TEACHER TIPS

Unlike base words that can stand alone, roots are parts of words that usually cannot make a word without a completer, such as a prefix and/or a suffix. Knowing Latin roots, prefixes, and suffixes can help unlock the meanings of many words. However, students should understand that Latin roots provide a clue to the word meaning but are not a direct translation from the Latin.

When separating prefix and suffixes from the root, it is good to be consistent. In this lesson, the prefix and suffix are circled and the root is underlined.

PREPARATION/MATERIALS

- Index cards

Warm-up

Display a list of words that contain the root **ject**, such as **reject**, **inject**, **eject**, **object**, **project**.

Read the list together. Ask students if they know the meanings of any of these words. Have students identify the one thing that all these words have in common.

Then, have students go through the list, underline the root **ject**, and circle the prefixes and suffixes.

Direct Instruction

say Today we are going to learn a way to help us determine meanings of Latin-based words that we may not know. We know that Latin-based words are often made up of a prefix, root, and/or suffix. If we know the meaning of each word part, we can often get an idea of the meaning of the whole word.

Display the word **reject**. Read it aloud to students.

*Let's look at this word, **reject**. We see the prefix **re-** at the beginning of the word.*

Circle the prefix: **re**ject

*The root in this word is **ject**, which comes to English from Latin. The root **ject** means to throw. The root carries the basic meaning of the word, and the prefix adds to or changes that meaning in some way.*

Underline the root: **re**ject

*Let's look at this word in parts now. The prefix **re-** means back or again, and now we know that the root **ject** means to throw. So what does the word **reject** mean?*

*It probably has something to do with **throwing back**. Listen to this sentence: **The man's job was to check and reject any broken glass tubes.** The man has to throw back, or reject, the defective glass tubes.*

Using an index card, write the root **ject** on one side and the definition **to throw** and a key word **reject** on the other side. As you instruct on additional roots (see the Adaptations section), you will develop a root deck for students to use for review as needed.


Guided Practice

 *Let's look at some words and try to find the meanings by looking at each of the word parts.*

Display the word **project**, and read it aloud with students (pronounce it as a verb).

 *First, we need to find the prefix and circle it. What is the prefix? (pro-) Now, what is the root? (ject)*

Circle and underline word parts: **project**

 *Let's try to find the meaning of the whole word now. What does the prefix **pro-** mean? (forward) And do you remember what **ject** means? (to throw) So what does the word **project** probably mean? (to throw something forward)*

 *Here is a sentence that uses the word **project**: **The machine was able to project the picture clearly on the wall.** The image of the picture was thrown forward onto the wall.*

Display the words **object** (pronounced as a verb) and **inject**. Ask students to take turns following these steps to identify the parts of the word and determine the meaning of the whole word.

Ask students to take turns following these steps to identify the parts of the word and determine the meaning of the whole word.

Step 1: Circle the prefix and underline the root.

Step 2: Identify the meaning of the prefix and the root.


Step 3: Decide what the whole word probably means, and use it in a sentence.


object: ob (against) + ject (to throw) = to throw up an argument against something


inject: in (into) + ject (to throw) = to throw something in, like ideas into a conversation

Independent Application

Display these words: **ejected**, **objected**, **projector**, **reject**, **injected**. Have students work independently. Give each student a piece of paper, and ask them to number it 1-5 on separate lines.

 *I am going to read five sentences to you. Listen to each sentence, and decide which word on the board could be used in place of some of the words in the sentence. Write the word that fits with each sentence you hear.*

 *Sentence 1: **We watched a movie using a machine that threw the images forward onto a screen.** What one word could you substitute for the words "machine that threw the images forward onto a screen"? (projector)*

 *Sentence 2: **If basketball players are too rough during a game, they will be thrown out.** What one word could you substitute for "thrown out"? (ejected)*

 *Sentence 3: **I didn't agree with what my friend said, so I threw another idea against his.** What one word could you substitute for "threw another idea against his"? (objected)*

- 💬 Sentence 4: **My sister is very funny, and her stories always have humor thrown in.** What one word could you substitute for “thrown in”? (injected)
- 💬 Sentence 5: **When we went apple picking, I made sure to throw back any apples that were rotten.** What one word could you substitute for “throw back”? (reject)

Wrap-up

Check students’ understanding.

- 💬 *What is the meaning of the root **ject**? (throw) How can root meanings help us when we read unfamiliar words? (They give us clues about the meaning of the words.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: For students who are struggling to identify the correct meaning of roots, use the deck of cards with the root meanings and key words to review the meanings of each root.

Option 2: Give students a set of words with a particular root and ask them to identify the root by underlining it in each word. Discuss the meaning of each word as it relates to the root.

FOR STUDENTS READY TO MOVE ON

Option 1: For students who have learned more than one root meaning, create a sheet that has mixed roots on one half and their definitions on the other half (out of order.) Ask students to match the root to its definition by connecting them with a line.

Option 2: Have students create words by combining prefixes and suffixes with the root they have learned. Discuss how the meaning of the root relates to the meaning of the words they have created.

List of Latin roots and meanings:

ject (to throw)
tract (to drag, pull)
duct (to lead)
struct (to build, form)

port (to carry)
tact (to touch)
dict (to say)
spect (to look, see, watch)
scrib (to write)
pel (to drive, push)
rupt (to break)
fer (to bear, carry)
form (to make)
vis (to see)
aud (to hear)
voc (sound, voice)

List of prefixes that can combine with roots:
in-, de-, re-, pro-, ex-, ob-, sub-, inter-, contra-, con-, trans-

List of suffixes that can combine with roots:
-ed, -ing, -or, -s, -able/-ible

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

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



Description

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

TEACHER TIPS

This lesson can be adapted for use with any sight words that students struggle to identify automatically. You can create a set of flashcards for each student, punch a hole in the corner of each card, and put the cards on a ring for easy access and practice. After the initial lesson, review previously presented words using the student's personal deck. Have the student read one word at a time. Determine which words need review through the suggested activities in the Adaptations section 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


- Sets of plastic letters or letter tiles, provided at the end of this lesson (for display and for students)
- Sets of Level 16 word cards, see lists at the end of this lessons (for display and for students)
- Index cards

Warm-up

 *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 the sight words that are giving students some trouble.

Direct Instruction

 *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 card for **answer**.

 *This word is **answer**.*


Use the word in context. Ask various students a short question, saying, "What is the **answer** to this question: ___?" with an emphasis on the word **answer**.

 *Now I'm going to spell answer. A-N-S-W-E-R spells **answer**.*

Point to each letter as you spell it. Run your finger under the whole word from left to right as you say the word.

 *To help me remember the word, I look at it carefully to see if there is something about it that might be confusing. In the word **answer**, the letter **w** is silent—if I pronounced the **w**, the word would be **answer** (stress the sound of **w**), but that's not a real word. That's strange—it doesn't follow the rules! Maybe I can use that funny pronunciation to help me remember how to spell the word.*

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

 *Then, I close my eyes and try to picture the whole word while I say the letter names. I pay particular attention to the part that might be confusing.*

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

 *When you are learning a new sight word, you need to remember to do these things:*

Step 1: Say the word and spell it.

Step 2: Look at the word and decide if there is something confusing about how it is pronounced.

Step 3: Close your eyes and try to picture the whole word as you name the letters.

Guided Practice


Display the word card for **answer**. Point to each letter in the word, and have students read the letters aloud with you to spell the word.

 *Let's spell **answer** together: A-N-S-W-E-R.*

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

 *What's the word? (answer)*

Have students close their eyes and picture the word as a whole. Then, have them name the letters with stress on the irregular part.

 *What's the word? (answer)*

Provide each student with the letter tiles that are needed to spell the word **answer**.


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 as needed.

Independent Application

Display the word card for **answer**.

 *What is this word? (answer)*

 *Now I want you to practice writing **answer**.*

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

Have students use the word in a sentence.

Use the same procedure with the other 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 to create short phrases or sentences. For example, **There was a beautiful sunset last night.**

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 15

Earth

whose

young

danger

during

except

an**s**wer

th**ro**ugh

caught

together

instead

though

either

ocean

certain

alth**o**ugh

beautiful

se**p**arate

usually

op**i**nion

Note: Bolded letter patterns may cause confusion.



a

b

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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.

Miranda glanced around the park and sighed. She wanted to find an empty bench, but they were all taken. Finally, she saw a bench with nobody on it, so she dashed toward it!


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, dashed**.

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.

**Miranda was relieved, and she plopped down on the bench.
"I found the perfect place to eat our lunch," she called to her friend Toni.**


 *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:

Miranda was relieved, / and she plopped down / on the bench. //
"I found the perfect place / to eat our lunch," / she called to her friend Toni. //

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.

Toni came over, / but then wrinkled her brow. // "Uh, oh," / Toni said. // "You must have missed / this sign." //

"What sign?" / asked Miranda, / looking puzzled. //

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

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

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


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

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


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

Independent Application

Review the behaviors for students to focus on.

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

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

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

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

Wrap-up

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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

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

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

- I **want** that apple.
(*The apple is for me.*)
- I **want** that apple.
(*I really, really want it.*)
- I want **that** apple.
(*I want that one, not a different one.*)
- I want that **apple**.
(*I want the apple, not something else.*)

FOR STUDENTS READY TO MOVE ON

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

- When reading a story, imagine how the character probably feels. Try to express that feeling as you say the character’s words.
- When reading information, imagine that the author is speaking. Try to use your voice to sound like an author explaining ideas clearly.

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

Sample Passage

Miranda glanced around the park and sighed. She wanted to find an empty bench, but they were all taken. Finally, she saw a bench with nobody on it, so she dashed toward it!

Miranda was relieved, and she plopped down on the bench.

"I found the perfect place to eat our lunch," she called to her friend Toni.

Toni came over, but then wrinkled her brow. "Uh, oh," Toni said. "You must have missed this sign."

"What sign?" asked Miranda, looking puzzled.

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



PASSAGE 1

Once upon a time, a bat fell to the ground, where a weasel pounced on her. "Oh, please let me go!" the bat begged.

"Now, why would I do that?" asked the weasel. "It's my rule to eat any bird I find."

"But I'm not a bird," said the bat quickly. "See? I have no feathers. I'm a mouse!"

The weasel looked closely at the bat. "You're lucky I don't eat mice," said the weasel as he let the bat go.

Some time later, the bat found herself under the paws of a different weasel. She begged to be let go.

The weasel refused, saying, "Sorry, it's my custom to eat any mouse I find."

The bat replied, "But can't you see that I'm not a mouse? I have wings. I'm a bird!"

"So you are," said the weasel, and set the bat free.

PASSAGE 2

Whenever Kevin visited his grandmother's house, he looked at the painting that hung over the fireplace. The painting showed a pond with a boy fishing at the far edge. Behind the boy was a dark forest. Kevin always peered into the painting. He wondered about the scene. What animals were hiding among the trees? What was the boy thinking? To Kevin, the painting was like a mysterious story.

On one visit, Kevin looked at the painting and thought, "Something seems odd." Kevin stared hard. Suddenly, he saw that the boy was not fishing in his usual spot anymore. Kevin blinked a few times. The boy had disappeared from the painting!

**PASSAGE 3**

Try to picture this common creature. It is often found among logs. It crawls along on its eight bent legs. Its legs are extremely thin and long. What is this animal called? If you live in North America, you probably call it a daddy longlegs. It's also known as a harvestman. There are about seven thousand species of daddy longlegs!

Many people think that daddy longlegs are spiders. Like spiders, daddy longlegs have eight legs, and their diet includes insects. Daddy longlegs are related to spiders, but they have some major differences. First of all, daddy longlegs don't spin silk like spiders. Spiders have two main body parts, but daddy longlegs have only one round or oval body part.

Some people say that daddy longlegs are poisonous. Don't believe this myth! Daddy longlegs don't have venom or fangs, and they don't bite people.



Description

This lesson is designed to help students understand that a word can have more than one meaning. Using words they can decode, students develop their understanding of multiple meanings by choosing a meaning that fits with a given context.

TEACHER TIPS

The following steps show a lesson using word meanings designed to be within a student's listening vocabulary. If any meanings are unfamiliar, you can use images for added support or adapt the lesson by choosing different words.

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


PREPARATION/MATERIALS

- Word cards for **cap, rock, trunk, block**


Direct Instruction


 *Today we are going to talk about words that have more than one meaning.*

Display the word **cap**, and read it aloud with the students. Hold up a pen cap.

 *A **cap** is a cover for a pen. But listen to this sentence with **cap**: "I always wear my baseball **cap** to the game." You can't wear a pen cap! The word **cap** has more than one meaning. Another meaning for **cap** is "a hat." You can wear a cap on your head.*


Have students listen as you repeat the sentence, "I always wear my baseball cap to the game."

 *When I hear that sentence, it makes me picture a hat with a brim on top of someone's head, like what baseball players wear. The brim helps shade the sun from the players' eyes.*


 *When I read a word in a sentence that doesn't seem to make sense, I need to remember that it might have more than one meaning. So, **cap** has two meanings. It is a cover for a pen and a type of hat.*

Guided Practice

Display the word **rock** for students to read.





 *Listen as I say a sentence with the word **rock**: "The climber sat on top of the rock." Tell me what you picture. (Sample response: a large stone with someone sitting on top of it) Yes, a **rock** is a stone.*

Introduce a second meaning.

 *Listen as I say another sentence with **rock**: "He liked to rock back and forth in the chair." Show me what that means. (Students rock in their chairs.) Yes, **rock** can mean "to move back and forth."*

Tell students to listen as you use the word **rock** in different sentences. If the word names a stone, they should be as still as a stone. If the word means “to move back and forth,” they should pantomime rocking.

Sentences to say:

-  *Rock the baby gently to help him get to sleep.*
-  *We have a large **rock** in our backyard.*
-  *The sailboat **rocks** in the waves.*
-  *We can hide if we duck behind that **rock**.*



Independent Application

Present the words **block** (i.e., a cubed shape toy for building; an area surrounded by four streets; to get in the way) and **trunk** (i.e., the hard wooden stem of a tree; a large chest for storing things; the nose and upper lip of an elephant). Have students work independently to generate at least two different definitions for each word.

Then have students draw a picture to show the meanings of each word. Students can share pictures with peers and discuss differences in meaning.

Wrap-up

Check students’ understanding.

-  *What are different meanings of **trunk**? (the hard wooden stem of a tree; a large chest for storing things; the nose and upper lip of an elephant)*
-  *What are different meanings of **block**? (a cubed shape toy for building; an area surrounded by four streets; to get in the way)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Substitute a lesson that focuses on one word, such as **bed**. Display brief definitions of the word (a place to sleep, a place where flowers grow). Guide students in illustrating each definition with a picture. Offer oral sentences using **bed** in varied contexts, and have students identify the picture that fits with each sentence. For example,

- A **bed** is where people sleep.
- Plants grow in a garden **bed**.
- Twin, full, queen, and king are all sizes of **beds**.
- The flower **bed** is in the middle of the garden.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson using oral context sentences. Say two sentences at a time, and ask students to name the shared word and tell or show what each sentence means. For example,

- Use the **ruler** to see how long it is.
The king was a fair **ruler**.
- Did you hear the dog **bark**? The bear chewed the **bark** off the tree.
- Did you get a part in the school **play**?
We like to **play** tag at the park.

Option 2: Expand the lesson by having students use words and gestures to give two meanings for the same word after reading contrasting sentences. Examples of sentences to display:

- The race ended in a **tie**. The man will wear a **tie** around his neck.
- She lifts her hand to **wave** to the crowd.
The surfer rode the **wave** into shore.

Then display the words for students to read. Have them choose one or two words to illustrate with contrasting pictures.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Students whose native language is not English may not have as many opportunities to learn vocabulary indirectly, so explicit instruction is especially important. Use word walls, cognates, dictionaries, word maps, drawing, comparing, contrasting, and reviewing to teach and reinforce new vocabulary.
- 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.
- Encourage students to practice newly learned 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®**.*



rock

block

cap

trunk



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
if ... then	therefore

Point to the first column.

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

Read the words **since**, **because** and **if ... then**. 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.
If I turn off the light, then the room will get dark.

Read the sentences and underline or highlight the signal word(s) 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 other two sentences, 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 or a semicolon after the first clause.

I turned off the light, so the room got dark.
I turned off the light. As a result, the room got dark.
I turned off the light; therefore, the room got dark.

 *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).

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


Display the two sentences from Sentence Set 1 (**A stranger rang the doorbell. The dog barked and ran to the door.**) 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: **The dog barked and ran to the door.**

 *Did the dog's barking cause the stranger to ring the doorbell? Does that make sense? (no)*

Point to: **A stranger rang the doorbell.**

 *Did a stranger ringing the doorbell cause the dog to bark and run to the door? (yes) So, what sentence is the cause? (A stranger rang the doorbell.) And what is the effect? (The dog barked and ran to the door.)*

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 cause and effect. After you create sentences together, have students re-write them below the boxes on the Cause-Effect Chart.

Possibilities:

(Because/Since) a stranger rang the doorbell, the dog barked and ran to the door.
The dog barked and ran to the door (because/since) a stranger rang the doorbell.
A stranger rang the bell, (so/therefore) the dog barked and ran to the door.
A stranger rang the doorbell. As a result, the dog barked and ran to the door.

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

Independent Application

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

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

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

Did school being closed cause snow to fall heavily for two days? Or did snow falling heavily for two days cause school to be closed?

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

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

Wrap-up

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

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Write or display **Cause ➔ Effect**

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

Possible questions with answers:

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

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

After completing this, revisit the lesson with students.

FOR STUDENTS READY TO MOVE ON

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

- (1) One box labeled Cause and three arrows going from this box to three Effect boxes.
- (2) Three boxes labeled Cause with three arrows pointing to one Effect box.

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

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

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

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

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

The cause is...

The effect is...

I noticed these signal words...

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

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

Cause-Effect Chart

Cause

Effect





1

A stranger rang the doorbell.

1

The dog barked and ran to the door.

2

Snow fell heavily for two days.

2

School was closed.

3

A lion suddenly leaped out of tall grass.

3

The herd of zebras ran fast.

4

The pocket has a hole in it.

4

Coins are falling out.

5

Nadia and Perla are identical twins.

5

People have trouble telling the two girls apart

6

A sharp nail lay on the street.

6

David's bike got a flat tire.



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 sports.*

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

Then, fill in **ice hockey** for A and ask students what kind of sport to fill in for B. (Para ice hockey)

Have students find signal words in the text, referring to the Signal Words Chart as needed. They should find **similar**, **both**, **like**, **same**, **both**, **however**, **different**, **but**, **both**. 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: **popular around the world; rules; rink, puck, and nets; players skilled at shooting and passing; appeal to people who love watching games that require speed, strength, and skill.**

Fill in pairs of differences at the same time. Help students find and express these differences: **(A) began in Canada in 1800s, (B) first played in Sweden in 1960s; (A) players skate, (B) players sit on a sled, or sledge; (A) players hold one stick, (B) players hold two sticks.**

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. (Greenland and Iceland)


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

Students should find these similarities: **an island, located in North Atlantic and Arctic Oceans, Vikings to blame for mixed-up names, shared history of exploration, settled by Vikings thousands of years ago.**


Students should find these pairs of differences: **(A) huge island, (B) much smaller island; (A) covered with snow and ice, (B) green plants spread along coast; (A) settled by Erik the Red who lived comfortably, (B) settled by Raven-Floki who barely survived the winter.**

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.

 *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.

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

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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


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


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

FOR STUDENTS READY TO MOVE ON

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

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

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

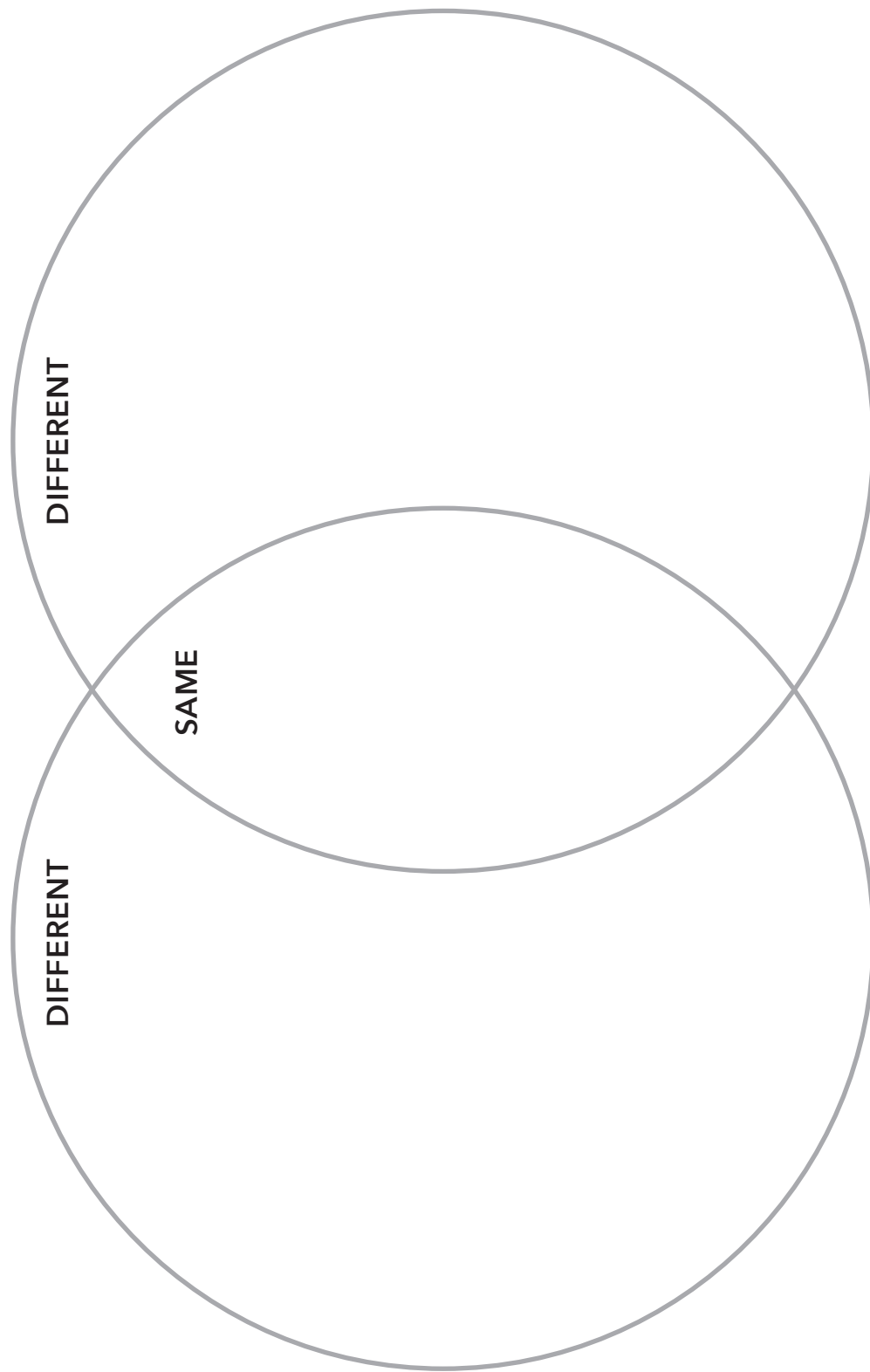
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

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

Venn Diagram

A _____

B _____



**PASSAGE 1**

The game of ice hockey began in Canada in the 1800s. A similar game called Para ice hockey was first played in Sweden in the 1960s. Both sports are now popular around the world.

Ice hockey is played on a rink with a net at each end. The five players on each team skate holding a stick with a curved blade. They try to shoot a rubber puck past a goalie guarding the net. Ice hockey is a thrilling, high-speed game!

Just as fast and exciting is the game of Para ice hockey, which is sometimes called Sled hockey or Sledge hockey. The game began when a group of athletes who could not use their legs wanted to play ice hockey.

The rules of Para ice hockey are like those of ice hockey. The rink, the puck, and the nets are the same. In both games, players are skilled at shooting and passing. The players' equipment, however, is different. A Para ice hockey player sits on a two-blade sled, or sledge. Players use their upper bodies and hips to control the direction. Stand-up ice hockey players hold one stick, but Para ice hockey players hold two sticks, one in each hand. They use the sticks to move around the rink and to pass and shoot.

Both ice hockey and Para ice hockey appeal to the same kinds of fans: people who love watching games that require speed, strength, and skill.

**PASSAGE 2**

Greenland is a huge island that lies in the North Atlantic and Arctic Oceans. It is mostly covered with snow and ice. Iceland is also an island located in the same area of the world, but it is much smaller. Iceland's climate is mild. In contrast to the ice and snow on Greenland, green plants spread over coastal Iceland. Everyone wonders, "Shouldn't the names of the islands be reversed?"

Blame the ancient Vikings for both of these mixed-up names. Greenland and Iceland share a similar history of exploration. Both islands were settled by Vikings thousands of years ago. Erik the Red, a Viking explorer, landed in southwestern Greenland in the year 982. It was summer, and that part of the island was grassy. Greenland seemed a fitting name.

According to legend, a different Viking settler is responsible for naming Iceland. Raven-Floki (named for the birds he took with him on his ocean voyage) brought his family to the island from Norway. Unlike Erik the Red, Raven-Floki barely survived the harsh winter. He hoped for better weather in spring and was upset to see icebergs still floating off the coast in April. He gave this island its name: Iceland.



Description

This lesson is designed to help students identify the main idea(s) 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. The last sample paragraph gives the opportunity to bring in some information from the last sentence as well. 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, as well as a sample multi-paragraph essay, 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.


I'm going to fill in the 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 support and explain the 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 animal characters who act like humans? (no, it's also about stating a moral and a famous writer)
- Is it mainly about why readers like to read fables? (no, there is no information about what we like.)
- Is it mainly about how fables are stories written many years ago that teach a lesson? (yes) In this passage, the main idea can be found in the very first sentence: "A fable is a kind of story developed in ancient times that teaches a lesson."

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 fables, and write a detail into each box in the Text Structure Map.




- Detail 1: **animal characters—act like humans**
- Detail 2: **end with a moral—states the lesson to be learned**
- Detail 3: **Aesop told many famous fables over 2,500 years ago—written down hundreds of years after his death**

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? (To spend and save money wisely, people make a budget.)
-  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: **includes income and expenses** (defines a budget)
 - Detail 2: **helps families and governments plan for expenses** (explains why we need a budget)
 - Detail 3: **planners must "balance the budget."** (explains why expenses need to be less than income)

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. In this example students could be prompted to use some information from the first and the last sentence in stating the main idea. Possible responses include

Main Idea box: **After they hatch from eggs, most species of insects go through three more stages of life** (first sentence) **called complete metamorphosis or change in form** (last sentence).


- Detail 1: **Stage 1: larva—sometimes can look like a worm or like a caterpillar depending on the type of insect**
- Detail 2: **Stage 2: pupa—change and grow inside a cocoon or tough covering that doesn't move**
- Detail 3: **Stage 3: adult—metamorphosis is complete when an adult insect like an ant or a bee emerges**

These key details explain *what* the stages of metamorphosis are.


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

Wrap-up

Check students' understanding.

-  *When we read informational text, we ask ourselves two questions to make sure we understand what we're reading. What are the two questions we ask ourselves? (What is the main idea of the passage? What evidence or key details support and explain the main idea?)*

Display these sentences and have students read them: **The largest hammerhead shark is called the great hammerhead. Different kinds of hammerhead sharks swim in the sea.**

-  *Which sentence is more likely to be the main idea of the paragraph? (Different kinds of hammerhead sharks swim in the sea.) Why do you think that? (The other sentence gives a detail about one kind of hammerhead shark.)*

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 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., *ancient*, *allowance*, *species*, *resources*). 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 (fables, budgeting, insects, recycling).

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

The most important idea is...

A detail that supports the main idea is...

This evidence supports the main idea...

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

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

Text Structure Map

MAIN IDEA

DETAIL 1

DETAIL 2

DETAIL 3

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

Advanced Text Structure Map

TOPIC

MAIN IDEA (PARAGRAPH 1)

MAIN IDEA (PARAGRAPH 2)

MAIN IDEA (PARAGRAPH 3)

DETAIL 1

DETAIL 1

DETAIL 1

DETAIL 2

DETAIL 2

DETAIL 2

DETAIL 3

DETAIL 3

DETAIL 3



PASSAGE 1

A fable is a kind story developed in ancient times that teaches a lesson. Fables are usually short. Often, they have animals in them that talk and act like people. The animal characters show human traits, like envy, selfishness, and cleverness. They do things that are foolish or tricky or wise. A fable may end with a statement of the lesson, also called a moral. In one famous fable, a slow tortoise wins a race against a speedy hare. The tortoise just keeps going at a slow pace, while the overconfident hare takes a nap. The moral of this fable is, "Slow and steady wins the race." This fable and many others are said to have been told by a man named Aesop. It is believed that Aesop was a slave in ancient Greece more than 2,500 years ago. Aesop's fables were first written down hundreds of years after his death.

PASSAGE 2

To spend and save money wisely, people make a budget. A budget is a plan that shows the money that is received, called income, and the money that is spent, or expenses. Suppose that a young person has an income from an allowance and wants to buy an item that costs a certain amount. To make a budget, the person lists weekly income, weekly expenses, and weekly savings. The budget will guide the person to a savings goal that equals the amount of the wanted item. A household budget helps families plan for expenses such as food, housing, and transportation. Governments make budgets, too. The expenses of a city's government, for example, include education, safety, and road repairs. The budgets of individuals, families, and governments are alike in one important way. If expenses are greater than income, the planners must figure out how to "balance the budget."

PASSAGE 3

After they hatch from eggs, most species of insects go through three more stages of life. At each stage, the insect looks very different. The first stage is a larva. A larva emerges from the egg looking like a worm. Fly larvae, for example, are white, small, and legless. They are called maggots. Other larvae include caterpillars, which have many more legs than the moths or butterflies they will become. The larvae eat and grow. Then they enter the next stage of life, becoming a pupa. Some pupae lie inside a cocoon, and others lie inside a tough covering. The pupa appears to be motionless, but inside its protective coat, its body is changing completely. Finally, the adult insect crawls out. It might be an ant, a beetle, a moth, a bee, or any other insect in its last stage of life. The process is called complete metamorphosis. The word metamorphosis means "change in form."

**MULTI-PARAGRAPH PASSAGE****The Three R's**

Do you want to protect Earth's resources and control waste? Then try to remember "the three R's." The three R's stand for three actions everyone can take to help Earth's environment: *Reduce*, *Reuse*, and *Recycle*.

To *reduce* something is to make it smaller. There are many ways to reduce the use of Earth's resources. You can reduce your use of water, for example, by not letting water run while washing dishes or brushing teeth. Growing outdoor plants that don't need frequent watering is another way to reduce water usage. The use of fossil fuels, such as coal and oil, can also be reduced. Car owners can walk or bike short distances instead of driving. Many power plants burn fossil fuels to make electricity. Families can reduce their use of electric power. They can turn off lights, unplug devices, and use less air conditioning.

To *reuse* something is to use it again. Instead of tossing out items, people may find new uses for them. Plastic utensils and containers, for example, can be washed and reused. Paper bags can be turned into book covers. Outgrown clothing can be worn by someone else. Old wood, paper, and plastic can be turned into art projects. People can also replace throwaway items with reusable ones. One common example is cloth shopping bags, used again and again instead of paper or plastic ones.

To *recycle* something is to change it into a new item. Paper and plastic objects are often recyclable. People bring the objects to a collection center. From there, the objects are broken down and used to manufacture new products. Recycled paper is often used to make cardboard containers, for example. Plastic bottles may be turned into other plastic products, which are recycled in turn. Recycling prevents plastics from being buried in landfills or ending up in the ocean.



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.

Step 1: Reread and read ahead. When you find a word you don't know, stop and reread the other words that come before it and after it.

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

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

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

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




The sudden storm surprised the hikers. As lightning flashed and thunder boomed, they hurried to find a safe place to stay. Fortunately, they found an old cabin used by forest rangers.

Point to each step as you model the following.

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

I'm not sure what fortunately means. So I am going to use these four steps to use the context of the story 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 **fortunately**, I see the shorter word **fortune**. I know that **fortune** can mean luck, so the word **fortunately** may have a meaning similar to **luck** or **lucky**. The context tells about hikers hurrying to find a safe place, and then finding an old cabin. That seems like good luck!
-  Those word clues and context clues help me think about **fortunately**. I think it means **luckily**.
-  Last, I'll reread the sentence with that meaning to see if it makes sense: **Luckily, they found an old cabin used by forest rangers**. Yes, that makes sense. Now I know from word clues and context clues that **fortunately** means **luckily**.

Guided Practice


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

Sanjay learned to read music as a young child. Now he plays the violin in the city orchestra. He is able to read a score he has never seen before and hear the music inside his head.

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


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


Make a motion like shooting a basket as you ask this question. Students will probably answer that they think of the score of a game.


-  But, does that make sense in this sentence? (no) Right, it doesn't make sense that Sanjay would be reading the score of a game. 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 **score**? (read, music, play, violin) Now that we have some clues, the third step is to decide on a meaning for the word **score**. Sanjay learned to read music as a young child. He is able to read a **score** he has never seen before and hear the music inside his head. So **score** might mean musical notes that have been written down.

-  What is the last thing we have to do? (Check to see if that meaning makes sense.) Does it make sense that Sanjay is able to read musical notes that have been written down? (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 texts 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 that they know how to pronounce the underlined words in the texts as well as any other words that may be difficult.

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

Wrap-up

Check students' understanding.

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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 textbooks and 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 reading 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, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- When students have figured out the meaning of an unfamiliar word, provide photographs, illustrations, and objects to make the meaning concrete and support vocabulary retention.
- Encourage students to read aloud each set of sentences to develop fluency with newly learned words. Students can also practice new vocabulary with a partner and in small-group discussions. Likewise, model the use of new vocabulary in a variety of classroom contexts.

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

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

Sample Texts

1. The sudden storm surprised the hikers. As lightning flashed and thunder boomed, they hurried to find a safe place to stay. Fortunately, they found an old cabin used by forest rangers.
2. Sanjay learned to read music as a young child. Now he plays the violin in the city orchestra. He is able to read a score he has never seen before and hear the music inside his head.
3. When I asked my grandmother about her childhood, she could not recollect ever arguing with her brother. I wonder if this memory is correct because my sister and I disagree often.
4. When Mr. Crosby returned to his car, he found a ticket on the windshield. He would have to pay a fine for parking for two hours in a one-hour zone.
5. Leah jotted down ideas for science projects. Some of the ideas seemed as if they might work, but others were impractical and too hard to do.
6. The breakfast menu listed coffee, tea, orange juice, grapefruit juice, and several other beverages, but not apple juice.

Context Chart

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



Description

This lesson is designed to help students 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 answer some questions about it even though the author never directly tells me the answers! Listen to this story.

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

How does Felix feel? I'm going to use clues from the text to help me figure that out.

Write **How does Felix feel?** in the first box of the chart under Questions to Answer.

This passage doesn't tell me how Felix feels, but it gives me clues to figure it out.

In Passage 1, underline with a sigh and wish it would stop raining.

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


Write **with a sigh** and **wish it would stop raining** in the box under Clues to Use.

*The **sigh** makes me think that he was unhappy or frustrated. When I read that he **wished it would stop raining**, it makes me think that he wanted to do something outside. Now, I can write my conclusion in the last box: **Felix was unhappy**.*

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


-  I also want to know, **What can you tell about Felix's bike?** The part that tells me that the bike is shiny with a Happy Birthday balloon attached to the handlebars makes me think it is brand new.

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 what is the important information about Felix's bike. I know I would feel frustrated if I had a brand new bike that I couldn't ride.

Write the conclusion that **The bike was brand new and had never been ridden** 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

-  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: **Where is Rosie?** 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 where Rosie is.

As students name things, underline the relevant text in Passage 2. Responses should include *doggie, stood in front of each cage, adult dogs, needed a home.*

-  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 where Rosie is?


When the group, with your guidance, has arrived at a conclusion, fill in the last box on the chart with the sentence, **Rosie is at an animal shelter.**

-  I've got another question to answer: **What has Rosie decided?**


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 what Rosie has decided? (Students should focus on the text that says Rosie kept coming back to the dog with the white chest.)

Underline **coming back to the black dog with the white chest** in Passage 2. Write these words in the box on the second row under Clues to Use.

 *How do you know what Rosie has decided? (Students should understand that Rosie is going to adopt the black dog with the white chest.)*

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

 *Remember to ask yourself questions as you read. 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 does a fly sense when you try to swat it? How are its hairs helpful to a fly?

Passage 4: Why is a swift well named? Why are a swift's abilities helpful to it?


Passage 5: Why must Caroline give her father directions? Why does Caroline's father make a right turn?

Passage 6: What is the reason for filling a glass with ice cubes? What are you seeing when you see your breath?

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.

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 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 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 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

Option 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.

Option 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?")
- Provide background knowledge and support students in accessing prior knowledge of passage topics (adopting a pet, swifts, seeing your breath on a cold day).
- Identify vocabulary words that might be difficult for students to understand when they read the provided passages (e.g., *swat*, *swift*, *moisture*). 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.
- Display and review sentence starters to support student contributions to group discussions:
 - The clues in the text tell me...*
 - That makes me think that...*
 - I know that...*
 - I can infer that...*

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

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

Conclusion Chart

Questions to Answer

Clues to Use

Your Conclusion

**PASSAGE 1 (NARRATIVE)**

Felix opened the door, looked out, and closed it. "This is the fourth rainy day in a row," he said with a sigh. He sat on the shiny bike next to the door. It still had a Happy Birthday balloon attached to the handlebars. "I wish it would stop raining," Felix said. "Then maybe I'll get to ride at last."

PASSAGE 2 (NARRATIVE)

"Hey, doggie," Rosie said quietly as she stood in front of each cage. "Do you want to come home with us?" Every one of these adult dogs needed a home. Rosie kept coming back to the black dog with the white chest. It had a calm manner and looked at her with soft eyes. After a while, Rosie called to her mother, "I think I found the one."

PASSAGE 3 (INFORMATIONAL)

Have you ever tried to swat a fly? Then you may have wondered how it knew to get out of the way so quickly. A fly, like other insects, has an amazing sense of touch. It has hairs all over its body. The hairs move in response to even a slight change in the flow of air. The hairs send a signal to the fly's brain, and the insect flies off, away from danger.



PASSAGE 4 (INFORMATIONAL)

It's easy to see how swifts got their name. Swifts are the fastest fliers of all small birds. A swift has long, strong wings that can beat rapidly. A swift can fly long distances. It makes sharp turns to catch insects in the air. Chimney swifts are also well named. These swifts of eastern North America build their nests in chimneys. A large flock of them may drop into a chimney to spend the night.

PASSAGE 5 (NARRATIVE)

"After the light, go straight for three blocks," Caroline told her father. She sat in the passenger seat while her father drove. She was giving him directions to her friend Kay's house. "Now take a left onto Maple Avenue," Caroline said.

"Did you say left?" asked her father.

"Right," said Caroline.

Her father made a right turn.

"We need to turn around," said Caroline.

PASSAGE 6 (INFORMATIONAL)

If you are outside on a cold day, you see your breath in a cloud when you breathe out. Here's a simple way to demonstrate what happens. Indoors, fill a glass almost to the top with ice cubes. Breathe out over the rim. You will see fog form inside the glass. Why? The air you breathe out comes from your warm body and holds moisture that you cannot see. Cold air can hold less moisture than warm air, so some of the moisture in your breath changes to liquid. It forms little droplets that you can see.