Theme 1

THEME 1: Off to Adventure!
EXTRA SUPPORT LESSONS FOR

Off to Adventure!

Selections

1 Cliff Hanger
2 The Ballad of Mulan
3 The Lost and Found
Base Words

Warm-Up/Academic Language

Explain that many longer words are made by adding beginnings and endings to smaller words. Point out that these smaller words are called base words. Tell students that finding a base word in a longer word can help them to say and understand the word.

Teach

Direct a volunteer to lock the classroom door. Write the word lock on the board. Have a second volunteer unlock the door. Write the word unlock. Ask the group what each volunteer did. Write the words locked and unlocked. Lead the students to find the base word lock in all of the words on the board.

Repeat the procedure with words such as tie: untie, tied, untie; plug: unplug, plugged, unplugged; cover: uncover, covered, uncovered.

Explain that students can use the Phonics/Decoding Strategy to decode longer words such as unopened. Cover the un- and the -ed in unopened. Ask a volunteer to read aloud the base word. Then discuss the beginning un- and the ending -ed. Point out that un- means not. Write on the board additional examples of words that use the prefix un- (unpaid, uneven). Have students come to the board and cover the prefix while other students identify the base word and then decode the word.

Explain that knowing common beginnings and endings can help students recognize base words. Copy the chart on page 15. Go over the chart with students, and leave it up for their reference.

Give a student the word card with the base word use. Distribute the suffix and prefix cards to the remaining students. Ask them to take turns positioning their cards next to the word card use. Show students who have the -ed and -ing cards how to overlap the e in use to form used and using. Students should also form these words and discuss their meanings: useful, overuse, reuse.
Guided Practice.

Display or distribute Teaching Master ES1-1, and discuss the illustration with students. Ask them what each character might be feeling.

Write the base words pack and happy on the board. Ask students to put each word in a sentence.

Have students read the dialogue aloud and raise their hand when they see a word with pack or happy.

List these words under the base words pack or happy.

Practice/Apply

Distribute Practice Master ES1-1, and go over the examples.

Have students complete the Practice Master independently.

Check on students’ knowledge of base words as they read and explain their answers to the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Cliff Hanger

Segment 1

Refer to the bottom of page 19 in the Teacher’s Edition, and preview with students Segment 1 of Cliff Hanger (pages 18–33).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 28, 29, 31, and 32.
Objective
- identify the cause and effect relationships between story events

Materials
- Teaching Master ES1-2
- Practice Master ES1-2
- Anthology: Cliff Hanger

Cause and Effect

Warm-Up/Academic Language

Explain to students that it is important to understand what events happen in a story and why they happen. One story event may cause another event to happen. For example in a story about John, he forgets to comb his hair before school so his hair stands up. The effect, what happens, is that John’s hair stands up. The cause, why it happens, is that John didn’t comb his hair before school.

Teach

Tell students that the clue words so and because often let us know we are reading about a cause and an effect. Say: In the sentence about John’s hair, we had the clue word so. Now, we are going to read some sentences with so and because. See if you can use the clue words to tell what happens and why it happens.

Write the following sentences on the board.

My alarm clock stopped so I was late for school.
Sarah couldn’t sleep because her baby sister was crying.
The fish on Fred’s fishing line was too big, so his rod snapped.

Have students read each sentence, and call on a volunteer to circle the clue word. Ask students to find the sections of the sentence that tell what happens and why it happens. Call on volunteers to underline these parts as they are identified.
Guided Practice

Display or distribute Teaching Master ES1-2, and read the dialogue with students.

Have students identify the clue words so and because by circling them when they appear in sentences. Guide students to identify the cause and the effect parts of each sentence.

Explain the cause and effect pictures at the bottom of the Teaching Master to students. Help them form sentences using the clue word, the cause, and the effect.

Practice/Apply

Distribute Practice Master ES1-2 to students, and discuss the pictures. Have students identify the cause and effect for each picture and its caption.

Remind students to think about whether the clue word because or so makes sense as they complete the Practice Master.

Check students’ answers to be sure they understand cause and effect sentences.

LITERATURE FOCUS: 10–15 MINUTES

Preview Cliff Hanger Segment 2

Refer to the bottom of page 19 in the Teacher’s Edition, and preview with students Segment 2 of Cliff Hanger (pages 34–45).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 36, 40, and 42.
Base Words

**Teach**

Write the following words on the chalkboard:

- re + play = replay
- play + ing = playing

Ask students to read the words, pointing out that the word play is common to both words. Explain that play is a base word and that a base word is the simplest form of a word. Explain, too, that the word parts re- and -ing cannot stand alone as words but that the word play can.

Write the following sentence on the board: *The teacher is looking at the math review.*

Have students read the sentence. Ask them to identify the three words with base words: teacher, looking, and review. Point to the word teacher. Ask, *Can you find the base word in teacher?* (teach)

Underline the base word on the board. Then, next to the sentence, write teach + er = teacher. Repeat the process with the words looking (look) and review. (view) Point out to students that if they come across an unfamiliar word, they can look for the word parts to help them decode it.

**Practice**

Direct students back to the story *Cliff Hanger.* Point out the word leader on page 24. Remind students that we already know there is a base word in the word leader. (lead) Point out the word followed on page 23. Ask, *What is the base word in followed?* (follow)

Guide students in making a list of steps for finding a base word.

1. I look for a small word within a bigger word.
2. I break the word into chunks.
3. I ask myself, “Does this word make sense in the sentence?”
Apply

Have students look for words in *Cliff Hanger* that have base words contained within longer words. Ask students to write five words from the story that contain base words, and to write the words as math equations: *wasp + ed = wasbed.*

Have students exchange papers with partners and identify each other’s words. Finally, have them write the word in a sentence.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review *Cliff Hanger***

What Is a Sentence?

**Teach**

**Ask** students: *What is a sentence?* Allow brainstorming for several minutes. Summarize that a sentence is a group of words that expresses a complete thought. Write the definition of a sentence on chart paper or on the board. Point out what a sentence looks like: it begins with a capital letter, and it ends with a punctuation mark.

**Refer** to the illustrations in the story *Cliff Hanger*. Ask students to suggest a sentence to describe one of the pictures. Ask students to tell what is alike about all of the sentences. Look for answers such as the following: *Each is a group of words or Each tells a complete thought.* Remind students that a sentence is a group of words that expresses a complete thought.

**Practice**

**Provide** practice for students using sentences, phrases, and concepts from the story. Give each student two index cards, and have them write the word *yes* on one and *no* on the other. Tell them that you will read groups of words. If the words communicate a complete thought, tell students to raise the *yes* card to indicate that it is a sentence. If the group of words does not communicate a complete thought, have students hold up the *no* card. Use groups of words similar to the following:

Axel washed his cup. *(yes)*
ran down the trail *(no)*
looked at his dad *(no)*
The storm was close. *(yes)*
A moment later *(no)*
Apply

Have students suggest phrases and sentences of their own to continue the activity. Have them present the sentences or sentence fragments to partners, and have the partners hold up the yes or no card to demonstrate their understanding of sentences.

Preview A Great Day for Snorkeling

Walk students through A Great Day for Snorkeling, and discuss the illustrations using words from the story such as snorkeling and pounded as often as possible.

Ask students to predict why the girl jumps into the water on page 46 and appears to be shouting something on page 50.
**Objective**
- identify cause and effect relationships

**Materials**
- Anthology: *Cliff Hanger*
- Leveled Reader: *A Great Day for Snorkeling*

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**Teach**

Write the following sentences on chart paper or on the chalkboard:

- It was cold, so I put on a jacket.
- Because we were tired, we took a nap.

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**Explain** that when one event causes another event to happen, it is called a cause and effect. Say: *The effect describes something that happens. The cause tells why it happens.* Use the following chart to explain the cause and effect relationships in the sentences on the chalkboard.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was cold.</td>
<td>I put on a jacket.</td>
</tr>
<tr>
<td>We were tired.</td>
<td>We took a nap.</td>
</tr>
</tbody>
</table>

**Point out** that words like *so* and *because* are words that signal a cause and effect relationship. Ask: *Which part of the sentence is the cause? Which part is the effect? What is the signal word?*

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**Practice**

Direct students to look at the illustration on pages 28–29. Use a Think Aloud to model the process of identifying a cause and effect relationship:
Help students realize that understanding cause and effect relationships can help them derive meaning from text. Provide other examples from the text and have students practice, with a partner, identifying cause and effect relationships.

**Apply**

**Have** students read the Leveled Reader selection *A Great Day for Snorkeling*. Then have them apply the skill by identifying two effects and their causes from the story. Have students identify signal words, such as *so* and *because*. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit Cliff Hanger and A Great Day for Snorkeling**

**Guide** students through *Cliff Hanger* and *A Great Day for Snorkeling*, helping them look for words that have base words. Also draw their attention to cause and effect relationships in the stories.
Syllabication

Warm-Up/Academic Language

Ask students to name the five *vowels* letters. Then, write them on the board. Explain that the remaining letters of the alphabet are called *consonants*. Write some consonants on the board.

Teach

Write the word *winter* as shown below. Call on students to identify its consonants and vowels. Label the VCCV pattern in *winter* as shown below. Draw a line between the *n* and *t*.

Guide students to use the Phonics/Decoding Strategy to decode *winter*. Explain that when a word contains the VCCV pattern of letters, the word divides into syllables between the two consonants. Continue identifying the VCCV pattern for other words such as *summer*, *problem*, and *market*.
Assign a VCCV word card (master, pillow, tractor, tablet) to student pairs. Instruct them to write the VCCV pattern below their word. Ask them to draw a slash to separate the VCCV pattern. Each pair should pronounce the individual syllables to decode the word.

Allow pairs time to present their words to the group, explaining how they separated their word into syllables.

**Guided Practice**

Display or distribute Teaching Master ES1-3, and ask for volunteers to read each sign aloud. Ask students to explain what information each sign gives.

Guide students to identify the two-syllable word in the first sign. Have students tap out beats for each word to find the word that has two beats. (traffic)

Write the two-syllable word on the board. Call on a student to divide the word between the two consonants.

Have students apply the Phonics/Decoding Strategy to decode the word.

Repeat the procedure for the remaining signs.

**Practice/Apply**

Distribute Practice Master ES1-3 to students, and review the examples.

Ask students to work independently to break apart and then reform two-syllable words.

Check students’ ability to decode VCCV words as they share their answers with the group.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview The Ballad of Mulan**

**Segment 1**

Refer to the bottom of Teacher’s Edition page 55 as you preview Segment 1 of The Ballad of Mulan (pages 54–69) with students.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 66 and 68.
Making Inferences

Warm-Up/Academic Language

Explain that authors do not always write down everything they want the reader to know about a character. Readers must use picture clues, story clues, and their personal experiences to make inferences about characters and their feelings. Inferences are based on clues from the story and experiences from the reader's life.

Teach

Read this story aloud. Then read it again, asking students to listen for important information about characters’ feelings.

Read Aloud

Pete heard a loud CLAP. He looked out the window and frowned. “Rats!” he said.

Mom came to the window. She looked where Pete pointed. Another CLAP sounded. A bolt of lightning flashed across the sky. “What a shame,” she said, “but we’ll go swimming another day.”

Draw a three-column chart as shown below.

<table>
<thead>
<tr>
<th>Story Clues</th>
<th>+ What I Know</th>
<th>= Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pete and Mom were disappointed. Mom said they would go swimming another time.</td>
<td>Thunder makes a loud noise. You shouldn't swim during a thunderstorm.</td>
<td>Pete and Mom had planned to go swimming but the storm made them change their plans.</td>
</tr>
</tbody>
</table>

Record what students remember about characters’ feelings in the first column. Then ask students to share what they know about thunder and lightning, and write their answers in the second column.

Lead students to make inferences about the story based on story clues and what they know. Record their answers in the third column.
Guided Practice

Display or distribute Teaching Master ES1-4, and have students study the pictures.

Read the passages with students, and ask them to think about how each character feels. If needed, point out the similarities and differences between the characters.

Model for students the story, picture, and personal experience clues that show Annie feels cold.

Think Aloud

I see that Annie is outside in the snow. The story says that her teeth were chattering. I know that my teeth chatter when I’m cold. She must be going inside because it’s too cold to stay out.

Practice/Apply

Distribute Practice Master ES1-4, and read the directions with students.

Encourage them to use picture, story, and personal experience clues to fill in the graphic organizers.

Check students as they share their answers with the group to be sure they understand how to make inferences.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Ballad of Mulan

Segment 2

Refer to the bottom of page 55 in the Teacher’s Edition, and preview Segment 2 of The Ballad of Mulan (pages 70–83) with students.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 73, 75, and 82.
Syllabication

Teach

Tell students that you will say a series of words and that they should clap out the sounds. For example, for the word *pencil*, students clap out two sounds, *pen-cil*. Direct students to listen for the syllables in each word. Say each word slowly, elaborating each syllable for the following words: *band*, *sit*, *paper*, *pencil*, *computer*, *instantly*, *remarkable*, *avocado*. Help students to see how they tapped out first one, then two, three, and finally four taps for the number of syllables.

Write the words *band*, *sit*, *paper*, *pencil*, *computer*, *instantly*, *remarkable*, and *avocado* on the chalkboard. Help students to see how the words are divided by putting a line between the separate syllables, for example, *pen ⁄ cil*. Have students clap their hands to indicate the number of syllables. Explain that a syllable is a small unit of a word that typically includes a single vowel sound.

Practice

Tell students that saying a word by syllables can help them to sound out unfamiliar words and to spell words that they want to use in their writing. Return to the story *The Ballad of Mulan* on page 56. Ask students to identify words that contain just one syllable. (possible answers: *long*, *in*, *there*, *lived*, *named*, *loom*) Have students repeat the word chorally, and clap one syllable. Ask students, *Who can find and read a word with two syllables on this page?* (possible answers: *ago*, *village*, *northern*, *China*, *weaving*) Again, have students repeat the words chorally and tap the syllables.

Have students turn to page 57. Ask, *Can you find a word with three syllables on this page?* (suddenly, sorrowful) Again, have students repeat the words chorally and tap the syllables.

Reinforce these important rules about dividing words:

- When a word has a double consonant, the word should be divided between the two consonants. (hap ⁄ py)
- Words that have prefixes or suffixes should be divided between the prefix or suffix and the base word. (dis ⁄ like)
Apply

**Have** students identify words in the story that were difficult for them to read. Write the words on the chalkboard. Have them clap the sounds, identify the syllables, and help them to understand how they can use what they know about letters and sounds and syllables to read unfamiliar words. You might want students to work with a partner for this activity.

**LITERATURE FOCUS:**

**Review The Ballad of Mulan**

**Guide** students through the Comprehension Skill Lesson for Making Inferences on page 65 in the Teacher’s Edition.
Kinds of Sentences

Teach

Write the following on the board or chart paper:

- Is this a sentence?
- This is a sentence.
- Read this sentence.
- What a sentence!

Explain to students that there are four different types of sentences. Point to the sentences above and identify each as a question, a statement, a command, or an exclamation. Give students brief definitions for the types of sentences, such as the following:

- A question asks something.
- A statement tells something.
- A command tells someone to do something.
- An exclamation shows strong feeling, such as excitement, surprise, or fear.

Discuss the type of punctuation in each sentence. Explain that punctuation can help readers decide which type of sentence they are reading.

Have volunteers read the sentences on the board aloud. Discuss what their voices do as they read. For example, voices often become higher at the end of a question, and exclamatory sentences may be louder and more expressive than statements.
**Practice**

**Have** students read the following sentences from the story chorally.

Encourage them to use different tones for different sentences, depending on how they think the speaker would have said them.

Page 56 “Long ago, in a village in northern China, there lived a girl named Mulan.”

Page 60 “How can be fight?”

Page 80 “What a surprise it was when Mulan appeared at the door!”

**Have** students write a period, an exclamation point, and a question mark on index cards. As you read sentences from the story aloud, have students hold up the index card with the correct end punctuation for each. Ask questions such as: *What type of sentences end with a period? What type of punctuation ends an exclamatory sentence? How did the speaker’s voice change in that sentence?*

**Apply**

**Have** students write an example of each of the four types of sentences on a sheet of paper, but tell them not to punctuate the sentences. Direct students to form pairs and exchange papers. Then have them read each sentence and write the correct punctuation. Have them explain to their partner how they decided which punctuation would be best for each sentence.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Sacagawea**

**Walk** students through *Sacagawea*, and discuss the illustrations, using words from the story such as *explorers, supplies, and journey*.

**Ask** students to predict what will happen in the story based on their prior knowledge and the illustrations on pages 26 and 27.
Objective

- Use story details and personal life experiences to make inferences about characters and their feelings.

Materials

- Anthology: The Ballad of Mulan
- Leveled Reader: Sacagawea

Making Inferences

Teach

Tell students that authors do not always tell readers everything they need to know. Sometimes readers have to use story clues and their personal knowledge to figure out, or infer, what the author means. Direct students to look at the illustration on page 55. Ask them to describe what they see in the picture.

Use a Think-Aloud to model making inferences:

Think Aloud

When I look at this picture, I see a soldier who is wearing armor and riding a horse. I use what I know about a war and what I see in the pictures to infer that this story is about soldiers and war.

Have students reread page 57. Encourage them to use story clues and their personal knowledge to make inferences about how Mulan feels. Ask, What clues do you see in the picture? (The girl is weaving but she has stopped to talk and she looks sad.) Now, direct the students to look for word clues in the text on the page. (sorrowful sighs, what troubles you, and softly replied) Have students put the clues together to determine that Mulan is feeling sad.

Practice

Help students make other inferences using the following parts of the story. As you ask students questions, remind them to use a three-part process to figure out the meaning of the story:

1. Look at the picture for clues.
2. Read the text to find word clues.
3. Use what you already know from your own experience.

Page 61 Why do you think Mulan is going to fight in her father’s place? (He is old and frail; Mulan is worried that he will be hurt; She wants to protect and take care of her father.)
Page 69 What have you learned about Mulan’s character? What is she like? (Pictures and text help the reader to know she is strong and brave.)

Pages 76–77 How does Mulan’s family feel when she returns? (The pictures and the text and our experience of being loved and loving others help us to know they are all very happy.)

**Apply**

Have students read the Leveled Reader selection *Sacagawea*. Have them work in pairs to make inferences as they read, using their personal knowledge and story clues. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit The Ballad of Mulan and Sacagawea**

Guide students through *The Ballad of Mulan* and *Sacagawea*, helping them look for words with two syllables, and review inferences about the characters and their feelings.
Inflected Endings –ed and –ing

**Warm-Up/Academic Language**

Explain that many longer words are made by adding endings to base words. Tell students that finding an ending such as -ing and -ed on a longer word can help them to say and understand the word.

**Teach**

Write the word *jumping* on the board.

Ask a student to circle the base word, the word without any beginnings or endings added to it. Have another student underline the -ing ending.

Explain that the -ing ending usually means that the action is happening now.

Repeat these steps for *jumped*. Tell students that the -ed ending usually means that the action happened in the past.

Point out that when a base word ends with a vowel consonant pattern, the consonant is usually doubled before adding -ing or -ed. On the board, show that *skip* becomes *skipping*, and *stop* becomes *stopping*. Have students act out these words.

Say more base words that end with a vowel and a consonant: *sit, clap* and *jog*. Ask a volunteer to blend each base word with the -ed ending. Record their answers. Repeat these steps with the -ing ending.
Guided Practice

Display or distribute Teaching Master ES1-5 to students, and discuss the illustration with students. Ask them what they think the cat is thinking.

Read the story aloud to students, asking them to clap each time they hear an -ed or -ing word.

Practice/Apply

Distribute Practice Master ES1-5 to students, and instruct students to do the Practice Master independently.

Call on students to give their answers to questions one through six.

Have students read aloud their sentences that use hopped and riding.

Check their understanding of the difference between -ed and -ing words by asking them to describe whether their sentence happens in the present or in the past.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Lost and Found

Segment 1

Refer to the bottom of page 93 in the Teacher's Edition, and preview with students Segment 1 of The Lost and Found (pages 94–103).


My cat is named Tiger. I drew this picture of Tiger when he was sitting at the window. Tiger liked watching the birds as they hopped on the tree. He licked his lips and snapped at the air.

What was Tiger thinking? Maybe he was hoping to catch a meal.

Endings -ed and -ing

Fill in the missing parts to make the word in bold.

1. The bird talked. talk + ed = talked

2. The dog was swimming. swim + ing = swimming

3. Was the cat hiding? hide + ing = hiding

4. The duck is getting wet. get + ing = getting

5. A snake hissed. hiss + ed = hissed

6. We liked all the animals. like + ed = liked

Write two sentences about animals. Use the word hopped in one sentence. Use the word riding in the other.

Answers will vary
**Objectives**
- identify the sequence of story events
- identify words that signal sequence

**Materials**
- Teaching Master ES1-2
- Practice Master ES1-2
- Anthology: *The Lost and Found*

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**Sequence of Events**

**Warm-Up/Academic Language**

**Explain** that the **events in a story** are told in an **order** called a **sequence**. **Signal words** such as **first**, **next**, and **at last** can help readers figure out the sequence of events.

**Teach**

**Write** these sentences on the board.

- First, take out two pieces of bread.
- Next, add peanut butter to the pieces of bread.
- Finally, put the pieces of bread together.

**Ask** students to guess what these sentences describe. *(making a peanut butter sandwich)* Have students identify one signal word in each sentence that tells them when the event happened. *(first, next, and finally)* Talk about what would happen if the sentences were read in the wrong sequence, using questions such as "Could you put the pieces of bread together before you took out the bread?"

**Lead** students to write a class story that describes what they do in the morning before school. Have students use signal words to show the order of events. Write the story on the chalkboard.

**Read** the class story with students. Scramble the sentences. Then reread it and ask students what happens to the story when the events are told out of order.

- First my dad wakes me up.
- Then I get dressed.
- Next I eat cereal.
- Finally I ride the bus to school.
Guided Practice

Display or distribute Teaching Master ES1-6, and read the story with students. Have students clap their hands for each signal word.

Guide students to use the illustration and signal words to determine the order in which the four story events happened.

Think Aloud

At first the girl isn’t really sure that she has seen a parrot in a tree. Then, the parrot talks to the girl. At last, a man comes to get the parrot. That’s when she understands that the parrot belongs to the man.

Practice/Apply

Distribute Practice Master ES1-6, and have students study the pictures.

Have students use the pictures and signal words to write the sentences in the correct order.

Check students’ responses to be sure that they understand signal words and story order.

LITERATURE FOCUS:

Preview The Lost and Found

Segment 2

Refer to the bottom of page 93 in the Teacher’s Edition, and preview with students Segment 2 of The Lost and Found (pages 104–115).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 104 and 114.
Inflected Endings -ed and -ing

Teach

Write the following groups of sentences on the board or chart paper.

I plan a trip.
I am planning a trip.
I planned the trip a week ago.
I stir the soup.
I am stirring the soup.
I stirred the soup while it was on the stove.

Have students read the first group of sentences and have them tell how the verb plan changes in each. Model how to underline the base word and circle the ending in each word. Ask them how the ending changes the meaning of each word. (The tense changes.)

Follow a similar procedure with the next group of sentences. Help students to see that the endings -ing and -ed change the meaning of the verb. Point out to students that for the words plan and stir, the consonant was doubled before adding -ing and -ed.

Explain the spelling rule for doubling a consonant: when words are one syllable or are accented on the last syllable, when they have a short vowel, and when the suffix begins with a vowel, the consonant doubles.

Practice

Write the following verbs with inflectional endings on index cards: swimming, trapped, getting, popped, tapping, nodded. Write the endings in a different color from the base verb. Ask, Can you find the base word on these cards? What has been done to change the base word into the word you see? (double final consonant, add ending)

Direct students to look at the cards again. Say, All of the base words we have talked about have a letter pattern. What is the pattern? (last...
two letters in the base word are vowel, consonant) Review with students the rules for adding an ending to this type of verb.

1. Check to see if the verb ends with a vowel and a consonant.

2. If so, double the final consonant.

3. Add the ending.

**Apply**

**Have** students choose three words from the index cards or from the words on the board. Direct them to write three sentences for each word: one with the base word, one with the -ed ending, and one with the -ing ending. Have students exchange papers and circle the verbs in all three forms.

**LITERATURE FOCUS:**

**Review The Lost and Found**

**Guide** students through the Comprehension Skill Lesson for **Sequence of Events** on page 109 in the Teacher’s Edition.
Subjects and Predicates

**Teach**

Write the following sentences with underlines:

- The boys sat in the office.
- Mona looked for her hat.
- The principal called Wendell and Floyd.

**Explain** that the subject of a sentence is the part that tells whom or what the sentence is about. Have students read the sentences on the board. Tell them that the words underlined once are the complete subjects of those sentences.

**Explain** that the predicate of a sentence tells what the subject does or is. Point out that the complete predicates in the sentences above are underlined twice. Explain that giving thought to their choice of subjects and predicates can help make their writing more interesting.

**Practice**

Return to the story *The Lost and Found*. Explain to the students that together you are going to read some sentences from the story and find the complete subjects and the complete predicates. Use sentences such as the following:

- Page 95 "Wendell and Floyd glanced at each other."
- Page 102 "Wendell examined a suit of armor."
- Page 110 "None of them could remember which one was theirs."
**Ask** students to identify the subject and the predicate in each sentence. If they are having trouble, guide them with questions such as *Who or what is this sentence about? Which words tell what the subject does or is?*

**Apply**

**Provide** each student with a marker and two long strips of paper. Instruct students to apply what they have learned about subjects and predicates, by writing a sentence of their own on each strip. Next, ask them to cut the strips in two to separate the complete subject from the complete predicate. Instruct students to work with a partner, to take one part of their partner’s sentence, and to substitute another subject or predicate to complete the sentence. Help them to see that both subjects tell whom or what the sentence is about and that both predicates tell what the subjects do or are.

**LITERATURE FOCUS:**

**Preview The Lunch Room**

**Walk** students through *The Lunch Room*, and discuss the illustrations, using words from the story such as *desserts* and *treats*.

**Ask** students to predict the story’s sequence of events based on the illustrations. They can take turns telling what they think will happen on each page of the story. Students can use signal words such as *first*, *next*, and *at last* as they look through the story.
**Sequence of Events**

**Teach**

- **Write** a list of order words such as *first, next, then,* and *last.* Explain that these are words that describe the order in which things happen in a story. Then ask students to name three things they did when they got to school today, in the order in which they occurred. Encourage them to use order words. Discuss how students have used the order words to describe a sequence of events—the order in which things happened.

- **Recall** with students the sequence of events in the story *The Lost and Found.* Remind students to use order words to retell the main events of the story. Record student responses on large index cards or construction paper.

- **Point out** that authors often use signal words such as *now, then,* and *after* to show time and sequence of events. Have students look back through the story to find signal words. Examples include: *that morning* (p. 94), *almost an hour* (p. 94), *just then* (p. 94), *soon* (p. 96), *a moment later* (p. 96), *then* (p. 102), *after* (p. 112), *late that afternoon* (p. 113) and *since* (p. 115).

**Practice**

- **Use** the illustrations in the story to help students reconstruct the story events which were listed on the index cards. Have children place the cards in the correct order. As you walk through the story, ask questions such as the following: *What happened first? What happened after Mona fell into the lost-and-found bin? What happened last?*

- **Point out** to students that rereading a story can help them identify the sequence.
Apply

Have students read the Leveled Reader selection *The Lunch Room.* Have them work in pairs to identify the sequence of events in the story. Then have them retell the story, using the appropriate order words. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *The Lost and Found* and *The Lunch Room*

Guide students through *The Lost and Found* and *The Lunch Room*, helping them look for base words with endings. Also help students compare and contrast the sequence of events for the two stories.