Theme 4: Animal Habitats
EXTRA SUPPORT LESSONS FOR

Animal Habitats

Selections

1 Nights of the Pufflings
2 Seal Surfer
3 Two Days in May
Objective
• review syllabication skills taught in Themes 1, 2, and 3

Materials
• Teaching Master ES4-1
• Practice Master ES4-1
• word cards: animal, baby, dancing, easy, replay, yellow
• Anthology: Nights of the Pufflings

Warm-Up/Academic Language
Remind students that a syllable is a word or word part that contains a vowel sound. Tell students that breaking a longer word into syllables can help them pronounce it. Slashes are used to show where a word breaks into separate syllables.

Teach
Copy the chart on the board or chart paper.

<table>
<thead>
<tr>
<th>Word</th>
<th>Number of Syllables</th>
<th>Divided into Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>two</td>
<td>teach/er</td>
</tr>
<tr>
<td>retell</td>
<td>two</td>
<td>re/tell</td>
</tr>
<tr>
<td>different</td>
<td>three</td>
<td>dif/fer/ent</td>
</tr>
<tr>
<td>answering</td>
<td>three</td>
<td>an/swer/ing</td>
</tr>
</tbody>
</table>

Have students clap the beats for teacher and record the syllable number in the second column. Have students identify where teacher divides into syllables. Record it in the third column.

Repeat the procedure for retell, different, answering.

Distribute word cards animal, baby, dancing, easy, replay, yellow to students, and have them draw a slash to separate the syllables. Ask them to pronounce the word.

Have students share their words and explain how they divided them into syllables.
**Guided Practice**

**Display or distribute** Teaching Master ES4-1 to students, and read it with them.

**Have** students tap the beats for each word, and help them underline words with two or more syllables.

**Guide** students to use slashes to separate the underlined words into syllables.

**Practice/Apply**

**Distribute** Practice Master ES4-1 to students, and go over the examples.

**Have** students complete the Practice Master independently.

**Check** students’ understanding of syllabication as they share their answers with the group.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview Nights of the Pufflings**

**Segment 1**

**Refer** to the bottom of page 19 in the Teacher’s Edition, and preview with students Segment 1 of *Nights of the Pufflings* (pages 18–25).

**Note** the suggestions in the Extra Support boxes on Teacher Edition’s pages 23 and 24.

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**Syllabication**

Matt has a hobby. He enjoys watching birds. He looks out his window and sees sparrows hopping on the porch. The loudest crow squawks from a wire. Matt sees bright yellow finches flying from tree to tree. Once Matt saw a speedy falcon. It swooped close to a building and then disappeared.
Objective

- identify facts and opinions about selection details

Materials

- Teaching Master ES4-2
- Practice Master ES4-2
- word cards: believe, great, like, silly, wonderful, ugly
- Anthology: Nights of the Pufflings

Fact and Opinion

Warm-Up/Academic Language

Explain to students that a fact is a statement that can be checked to see whether it is true or false. Tell them that an opinion is a statement that shows how someone thinks or feels and that can't be proven true or false. Some words signal that statements will be opinions such as good, think, and beautiful.

Teach

Copy the chart.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Horses have hooves.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Horses are beautiful.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. Owls are wise animals.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Owls have beaks.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Have students read the first statement, and ask them to think about whether it is fact or opinion. Lead students to understand that it is a fact because it can be checked out.

Ask students to read the second statement. Circle the signal word beautiful. Tell them that because you can’t prove that something is beautiful, this statement must be an opinion.

Repeat the procedure for the third and fourth statements.

Distribute word cards believe, great, like, silly, wonderful, ugly to students, and have them use the cards to write an opinion statement.

Have students share their opinion statements and explain how they can’t be proven true or false.
Guided Practice

Display or distribute Teaching Master ES4-2 to students, and read each statement to them.

Ask students to raise one hand when they hear a fact and two hands when they hear an opinion.

Have them use the fact and opinion definitions to justify their answers.

Practice/Apply

Distribute Practice Master ES4-2 to students, and go over the directions.

Instruct students to complete the Practice Master independently.

Check students’ understanding of the differences between fact and opinion as they share their answers with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Nights of the Pufflings

Segment 2

Refer to the bottom of page 26 in the Teacher’s Edition, and preview with students Segment 2 of Nights of the Pufflings (pages 26–33).

Note the suggestions in the Extra Support boxes on Teacher Edition pages 29, 30, and 32.
**Objectives**
- identify the number of syllables in words
- divide words correctly into syllables

**Materials**
- Anthology: *Nights of the Pufflings*

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**Syllabication**

**Teach**

**Remind** students that syllabication can help them to sound out unfamiliar words and to spell difficult words. Say each of the following words slowly: *Iceland, puffin, summer, underground, ocean, August*. Repeat the words, this time having students tap out the syllables as you say the words together. Finally, write the words on the chalkboard or chart paper and have students draw lines between the syllables. Remind students that each syllable must have a vowel sound made of one or more vowels.

**Go through** each word and point out hints to the students for dividing the words into syllables, as shown below:

- *Ice/land*—compound word made up of two one-syllable words.
- *puf/fin, sum/mer*—divided between the doubled consonants.
- *un/der/ground*—compound word divided into two base words. Point out that the word *under* has two syllables and is divided between the consonants.
- *o/cean, Au/gust*—words beginning with vowels are often divided after the initial vowel or vowel sound.

**Practice**

**Have** students help you find words with two or more syllables in *Nights of the Pufflings*. For each word, tap the syllables and then write the word on chart paper and divide it into syllables. Focus students on finding compound words, words with double consonants, and words beginning with vowels. Here are some examples:

- Page 21  *o/ver/look/ing, mil/lions, a/shore*
- Page 22  *vil/lage, week/ends, in/side*
- Page 25  *tun/nels, card/board, o/ver/head*
- Page 26  *a/dult, hid/den*
- Page 27  *flash/ights, to/night, a/live*

**Ask**, *Who remembers a rule about dividing words into syllables?* Call on students to repeat a rule that they have learned.
**Apply**

**Have** students write ten words that have at least two syllables describing the pufflings. Allow them to use words from the story or think of other words. Encourage students to use words that describe the puffins’ size, shape, sounds, colors, habitat, eating habits, and other traits or characteristics.

**Have** students trade papers and divide the words into syllables. Then have them trade back and recheck the syllabication. Discuss any difficult or unusual words together.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Review *Nights of the Pufflings***

**Guide** students through the Comprehension Skill Lesson for *Fact and Opinion* on page 23 in the Teacher’s Edition.
The Verb be

Teach

Write the following sentences on the chalkboard:

I am.
He is.
They were.
We are.
She was.

Explain to students that the second word in each sentence is a form of the verb *be*. Tell students that these forms of the verb *be* are all either present or past tense. Call on students to complete each sentence with a word or words that tell what the subject is or was (for example, *I am tired this afternoon or She was at home last night*).

Write students’ endings to the sentences on the board. Underline the form of the verb *be* in the first sentence. Call on students to underline the form of the verb *be* in the other four sentences and tell whether each one is present or past tense.

Practice

Return to the story *Nights of the Pufflings*. Have each student write the words *am, is, are, was,* and *were* on an index card. Read aloud sentences from the story. Have students hold up their index cards whenever they hear one of the verbs written on their cards. To avoid confusion, be careful not to read aloud sentences in which a form of the verb *be* is used as a helping verb (for example, *are returning*).
Write the forms of the verb *be* and the word or words following them on the board as you encounter them. Some good examples occurring on the first several pages of the story are as follows:

- Page 21 is speckled
- Page 23 is dotted
- Page 25 are hungry
- Page 26 are ready
- Page 27 are alive

Apply

Have students write three to five sentences, using forms of the verb *be* in the present tense (*am, is, are*). Have them read their sentences to each other. Next, ask students to change some of their sentences to past tense, using the verbs *was* and *were*. Have them read the new sentences to each other.

Literature Focus: 10–15 Minutes

Preview *Dear Butterflies* . . .

Walk students through *Dear Butterflies* . . ., and discuss the illustrations, using words from the story such as *milkweed* and *caterpillar*. 
**Fact and Opinion**

**Teach**

**Use** magazine ads to show and discuss examples of facts and opinions.

Make a true statement about an advertisement picture, such as *This car is blue*. Ask students if the statement is true or false. Ask students, *How do you know this statement is true?* Accept several different answers. Summarize by saying, *If we can prove something to be true or false, it is a fact.*

**Hold up** the picture of the car again. Make an opinion statement about the car, such as *This car is beautiful*. Ask, *Can you prove this car is beautiful?* (no) Explain that a statement that tells what someone thinks, feels, believes, or supposes is an opinion.

**Show** several more pictures from ads. You might read the ad copy aloud, pointing out any examples of facts and of opinions. Then make your own fact or opinion statement for each picture. Have the students verify whether each statement is a fact or an opinion. Examples: *This car is a convertible. This car is comfortable. This car has four doors. This car is ugly.*

**Explain** that when students read, it is important for them to see the difference between what an author states as a fact and what an author states as an opinion.

**Practice**

**Tell** students that they can reread the story *Nights of the Pufflings* to find fact statements and opinion statements. Make a chart on the chalkboard with Facts on one side and Opinions on the other.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the weekends, Halla and her friends climb over the cliffs to watch the birds.</td>
<td>Puffins make funny noises.</td>
</tr>
</tbody>
</table>
Direct students to page 22 of the story and read the following sentence aloud: “On the weekends, Halla and her friends climb over the cliffs to watch the birds.” Ask, Is this a fact or an opinion? (fact) Write the fact on the fact/opinion chart. Ask, How could you prove this fact? (You could go to Iceland to see if this really happens; you could ask someone who lives there.) Continue this questioning process with these statements about the story:

- A chick will grow into a young puffling. (fact)
- Puffins make funny noises. (opinion)
- The parent puffins feed fish to the chicks after they hatch. (fact)
- Winter is the most beautiful time of the year in Iceland. (opinion)

Conclude by saying, A statement that can be proven is a fact. A statement that says something people might agree or disagree with is an opinion.

Apply

Have students find facts and opinions, distinguishing between something that can be proved and something someone thinks or believes in the Leveled Reader selection Dear Butterflies. . . . Ask students to complete the questions and the activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Nights of the Pufflings and Dear Butterflies . . .

Have students find and contrast facts in Nights of the Pufflings and Dear Butterflies. . . . Also, help them look for three-syllable words such as Icelandic, returning, continue, underground (Nights of the Pufflings, pages 21 and 22), and butterflies, beautiful, Mexico (Dear Butterflies . . . , pages 6, 13, and 16).
Warm-Up/Academic Language

Tell students that adding -ed or -ing to a verb changes its meaning. Explain that adding -ed to it means the action happened in the past. Tell them that adding -ing means the action is happening now. Explain to students that when a verb ends in a consonant and y, the y is changed to i before adding -ed.

Teach

Copy the chart on the board or chart paper.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Suffix</th>
<th>New Word</th>
<th>Action Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait</td>
<td>+ ed</td>
<td>waited</td>
<td>past</td>
</tr>
<tr>
<td>wait</td>
<td>+ ing</td>
<td>waiting</td>
<td>now</td>
</tr>
<tr>
<td>leap</td>
<td>+ ed</td>
<td>leaped</td>
<td>past</td>
</tr>
<tr>
<td>leap</td>
<td>+ ing</td>
<td>leaping</td>
<td>now</td>
</tr>
</tbody>
</table>

Have students identify the base word and the suffix in the new word waited. Record them in the first and second columns. Guide students to use the suffix to determine when the action happened. Record answers in the last column.

Repeat the procedure for waiting, leaped, leaping.

Write fry + ed = _______.
Write fry + ing = _______.

Have a student write the new word formed by joining the base word and suffix. (frying)

Explain to students that when adding -ing to words that end in y, the y does not change to i.

Tell students that because the word ends in a consonant and y, the y is changed to i before adding -ed. Have a student write the new word formed by joining the base word and suffix. (fried)
Repeat the procedure for spied, spying, supplied, supplying.

Distribute word cards dried, drying, talked, talking, worried, worrying to students, and tell them to write their word’s suffix and base word on the card. (dry/ed, dry/ing, talk/ed, talk/ing, worry/ed, worry/ing)

Have students share their words and explain whether they happened in the past or the present.

Guided Practice

Display or distribute Teaching Master ES4-3, and discuss the illustration.

Read the story with students, and have them raise their hand every time they hear a word with -ed or -ing.

Help them underline the words, read them, and identify the suffix.

Guide students to use the meanings of -ing and -ed to define the underlined words.

Practice/Apply

Distribute Practice Master ES4-3 to students, and go over the directions.

Have them complete the Practice Master independently.

Check students’ understanding of -ed and -ing suffixes as they share their answers with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Seal Surfer Segment 1

Refer to the bottom of page 47 in the Teacher’s Edition, and preview with students Segment 1 of Seal Surfer (pages 47–55).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 52 and 54.
Objective
- compare and contrast story details by identifying ways they are alike and different

Materials
- Teaching Master ES4-4
- Practice Master ES4-4
- Anthology: Seal Surfer

Warm-Up/Academic Language
Explain to students that comparing is showing how characters, events, or ideas are alike. Tell them that contrasting is showing how characters, events, or ideas are different. Comparing and contrasting story details is helpful for organizing and summarizing ideas.

Teach
Read the paragraphs to students. Have them listen for ways that Sam and Janie are alike and different.

Read Aloud
Sam is seven. He has black hair and brown eyes. Sam lives in a farmhouse. He enjoys riding horses, feeding cows, and reading books. Sam always wears a cowboy hat.

Janie is seven too. She has brown hair and brown eyes. Janie lives in an apartment. She likes to ride her bike and read books. Janie always wears a baseball cap.
Have students identify ways that Sam and Janie are different. Record them in the left and right parts of the Venn diagram.

Ask students to identify ways that Sam and Janie are alike. Record them in the overlapping section of the Venn Diagram.

Guided Practice

Display or distribute Teaching Master ES4-4, and read the paragraphs with students.

Have them identify ways that Ocean Beach and Williams Pond are different.

Repeat the procedure for ways that Ocean Beach and Williams Pond are alike.

Practice/Apply

Distribute Practice Master ES4-4 to students, and explain the directions.

Tell students to complete the Practice Master independently.

Check students’ understanding of comparing and contrasting details as they share their answers with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Seal Surfer Segment 2

Refer to the bottom of page 56 in the Teacher’s Edition, and preview with students Segment 2 of Seal Surfer (pages 56–63).

**Objectives**
- read words with the endings -ed and -ing
- state a rule for changing final y to i

**Materials**
- Anthology: Seal Surfer

**Word Endings -ed and -ing and Changing Final y to i**

**Teach**

**Remind** students that endings can be added to words to change their meanings. Write these words on the chalkboard or on chart paper.

- scurry scurried scurrying
- fry fried frying

**Have** students read the words with you as you point them out. Ask, What did I have to do to change the words ending in y? (change the y to i, then add the ending -ed) Write this rule on the chalkboard under the verbs. Ask, Did I make any changes to these words to add the ending -ing? (no)

**Use** the following Think Aloud to repeat the rule:

**Think Aloud**

When I see a verb that ends in y, I know that I don’t have to do anything to add the ending -ing. I also know that if I want to add the ending -ed, I must change the y to i before adding the ending.

**Practice**

**Have** students find verbs ending in y, -ed, or -ing in the Seal Surfer. Have students write the words in a chart like the one shown here.

<table>
<thead>
<tr>
<th>-y</th>
<th>-ed</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry</td>
<td>buffeted</td>
<td>exploring</td>
</tr>
<tr>
<td></td>
<td>learned</td>
<td>swimming</td>
</tr>
<tr>
<td></td>
<td>outlined</td>
<td>trying</td>
</tr>
<tr>
<td></td>
<td>died</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cried</td>
<td></td>
</tr>
</tbody>
</table>

**Give** students red pencils or crayons. Ask them to circle any words in the first two boxes that follow the “change y to i” rule.
Apply

Write the following words on the chalkboard or chart paper: carry, cry, try. For each word, have students write a sentence for the -y, the -ed, and the -ing forms of the verb. Direct them to underline the verb and any helping verbs in each sentence. You might want to model the process for them by saying the following sentences aloud:

I carry the backpack.
I carried the plates to the table.
I was carrying that chair.

LITERATURE FOCUS: 10–15 MINUTES

Review Seal Surfer

Guide students through the Comprehension Skill Lesson for Compare and Contrast on page 49 of the Teacher’s Edition.
**Helping Verbs**

**Teach**

- **Write** the following verbs on chart paper or on the chalkboard: *has, have, and had*. Tell students that these are helping verbs. Explain that helping verbs are used with another verb to complete their meaning.

  Use the following sentences as examples of helping verbs: *I visited my aunt last week. I have visited her many times recently. I had telephoned her first to make sure she was home. She has visited me many times also.*

- **Point out** to students that these sentences contain the helping verbs *have, had,* and *has*. Emphasize that these verbs are all followed by a main verb.

**Practice**

- **Write** on the chalkboard and read aloud the following sentence from page 62 of *Seal Surfer*: *Ben began fishing from the quay, as his granddad had done before him.* Ask students to identify the helping verb in the sentence. *(had)* Then have them identify the main verb. *(done)* Underline *bad done*, and point out that *done* is the main verb.

- **Write** more sentences on the chalkboard, and ask students to identify the helping verbs and the main verbs. Here are some suggested sentences about the story:

  - Ben and the seal have become friends.
  - The seal has learned how to surf.
  - Ben had surfed with the seal.
Apply

Ask students to write on a piece of paper their own sentences about the story, using the helping verbs has, have, and had. Have partners exchange papers and underline the helping and main verbs in each other’s sentences. Then have partners read aloud the sentences and check each other’s work.

LITERATURE FOCUS: 10–15 MINUTES

Preview Henry and the Fox

Walk students through Henry and the Fox, and discuss the illustrations, using words from the story such as tossed and wheeling.

Have students compare and contrast the fox on page 25 with the chicken on page 24.
Compare and Contrast

Teach

Display pictures of a cow and a whale. Ask students, *How are these animals the same?* (their young are born live; they are mammals; they have tails) Ask, *How are they different?* (a cow lives on land; a whale lives in water; a cow has legs; a whale doesn’t)

Remind students that when they look at similarities between two things, they are comparing them. When they look at differences between two things, they are contrasting them. Explain that comparing and contrasting details in a story helps them to understand what they read.

Ask them to compare a motorcycle and a car, *(both are vehicles, both have engines, both have tires)* and then contrast them. *(a motorcycle has two tires, a car has four; a car is larger and holds more passengers)*

Practice

Have students reread pages 48–60 of the story *Seal Surfer*. Ask them to offer observations about Ben and his grandfather, based on the text and illustrations. Make a chart on the chalkboard to record student responses.

<table>
<thead>
<tr>
<th>Ben</th>
<th>Grandfather</th>
</tr>
</thead>
<tbody>
<tr>
<td>young</td>
<td>old</td>
</tr>
<tr>
<td>curious</td>
<td>cautious</td>
</tr>
<tr>
<td>likes music</td>
<td>likes music</td>
</tr>
<tr>
<td>loud</td>
<td>quiet</td>
</tr>
<tr>
<td>likes the ocean</td>
<td>likes the ocean</td>
</tr>
</tbody>
</table>

Complete the chart, and model a compare-and-contrast statement for the students. Say: *Ben and his grandfather BOTH like the ocean*. Point out that the word *both* is used to compare two things. Next, say: *Ben is loud, BUT his grandfather is quiet*. Point out that the word *but* is often used to contrast two things. Have students take turns using the words *both* and *but* to make comparing and contrasting statements about Ben and his grandfather.
Apply

Have students compare and contrast the two main characters. Have them note the similarities and differences in the Leveled Reader selection *Henry and the Fox*. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Seal Surfer* and *Henry and the Fox*

Have students compare and contrast Henry from *Henry and the Fox* with Ben from *Seal Surfer*. Also, help them look for -ed and -ing suffixes such as climbed, bunting, twisting, faded (*Seal Surfer*, pages 48, 49, 50, and 52), and lived, picked, trying, crying (*Henry and the Fox*, pages 23, 24, 26, and 31).
Prefixes un-, re-, and
Suffixes -ful, -ly, and -er

Warm-Up/Academic Language

Tell students that prefixes and suffixes are added to the beginnings and endings of words, and change their meaning. Explain that knowing suffix and prefix meanings can help them understand longer words. Remind students that -er means “more or one who,” -ful means “full of,” and -ly means “in the way of.” Tell students that un- means “not” and re- means “again or back.”

Teach

Copy the chart.

<table>
<thead>
<tr>
<th>Prefix/Suffix</th>
<th>Base Word</th>
<th>New Word</th>
<th>Meaning of New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>kind</td>
<td>unkind</td>
<td>not kind</td>
</tr>
<tr>
<td>re</td>
<td>paint</td>
<td>repaint</td>
<td>paint again</td>
</tr>
<tr>
<td>ful</td>
<td>cheer</td>
<td>cheerful</td>
<td>full of cheer</td>
</tr>
<tr>
<td>ly</td>
<td>happy</td>
<td>happily</td>
<td>in a happy way</td>
</tr>
<tr>
<td>er</td>
<td>farm</td>
<td>farmer</td>
<td>one who farms</td>
</tr>
</tbody>
</table>

Ask students to identify the base word and prefix in the new word unkind. Record their answers in the first two columns. Guide students to use the base word and prefix to define unkind. Record the definition in the right column.

Repeat the procedure for repaint, cheerful, happily, farmer.

Distribute word cards brightly, fearful, greater, refill, unbook, unusual to students, and have them use scissors to cut the base word from the suffix or prefix. (bright/ly; fear/ful; great/er; re/fill; un/book; un/usual) Tell them to use the meanings of the suffix and the base word to write a definition for the word.
Have students share their words and definitions with the group.

**Guided Practice**

Display or distribute Teaching Master ES4-5 to students, and read each question with them. Have them read the answers independently.

Instruct students to circle the prefix or suffix, and underline the base word for the words in bold face.

Help students use the meanings of the base word and prefix to define the words in bold face.

**Practice/Apply**

Distribute Practice Master ES4-5, and go over the directions.

Ask students to complete the Practice Master independently.

Have them read and explain their short answers and definitions.

Check students' responses to be sure that they understand how the prefixes *un-* , *re-* and the suffixes *-ful* , *-ly* , *-er* affect word meaning.

**LITERATURE FOCUS:** 10–15 MINUTES

### Preview *Two Days in May*

**Segment 1**

Refer to the bottom of page 73 in the Teacher’s Edition, and preview with students Segment 1 of *Two Days in May* (pages 72–83).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 75, 81, and 82.
Objective
• make judgments about characters’ actions

Materials
• Teaching Master ES4-6
• Practice Master ES4-6
• Anthology: Two Days in May

Making Judgments

Warm-Up/Academic Language
Tell students that active readers make judgments and form opinions about characters’ decisions and actions. Explain that they decide whether actions are good or bad, and think about what they would have done if they were in the same situation.

Teach
Read the paragraph to students, and have them listen for Stacey’s decision about sledding down the hill.

Have students identify Stacey’s decision, and ask them to find statements that show Stacey’s feelings about sledding on the icy hill. (Stacey is worried about sliding on the ice; She knows her sled will move faster.)

Have students explain whether they think Stacey made the right decision.

Ask them to tell what they would have done in Stacey’s situation.

Guided Practice
Display or distribute Teaching Master ES4-6, and ask students to think about the characters’ decisions as you read.

Have a student summarize Mom’s plan Kitty. Repeat for Meredith’s plan.

Ask students to explain which character they think is right.

Have them tell what they would have done with Kitty.
**Practice/Apply**

**Distribute** Practice Master ES4-6 to students, and go over the directions. **Have** students complete the Practice Master independently. **Check** students' understanding of making judgments as they share their answers with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Two Days in May**

**Segment 2**

**Refer** to the bottom of page 84 in the Teacher’s Edition, and preview with students Segment 2 of *Two Days in May* (pages 84–93).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 86 and 92.

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*Carlos knew he could win the race. He just had to pass Emily.*

Carlos pumped his legs harder. He seemed to be pulling ahead.

Just then, Emily’s foot kicked against Carlos’s ankle. Carlos lost his balance and fell to the track!

Carlos rolled to his feet. He ran hard, but he could not catch up. Carlos crossed the finish line last.

**What do you think Carlos should do next?** Check the sentence you agree with most. Then write your reason.

- [ ] say to the judge, “Emily made me fall.”
- [ ] say to Emily, “You should not have won!”
- [ ] not say anything.
- [ ] do or say something else.

**My reason:** Answers will vary. Some students may feel that Emily pushed Carlos on purpose, so she shouldn’t win. Students may discuss being a “good sport,” which means accepting the outcome no matter what.
Prefixes un-, re-, and Suffixes -ful, -ly, and -er

**Teach**

**Remind** students that prefixes are word parts that go in front of a base word, and suffixes are word parts that go after a base word. Give each student an index card containing one of the five word parts: un-, re-, -ful, -ly, and -er. Tell students that they are going to use their word parts to make new words from base words that you will give them. Direct them to hold up their card when they see a word that their word part will work with. Using a black marker, write hope on the board or chart paper. Ask, What word part combines with hope to make a new word? Wait for students holding the -ful suffix to hold up their cards. Use a colored marker to add the suffix -ful to the base word hope. Ask, What is this word? Wait for a choral response.

Continue the process using the following words:

- lucky (unlucky)
- new (renew, newly, newer)
- care (careful, carefully)
- write (rewire)
- tall (taller)
- sad (sadly)

**Remind** students that when we add prefixes and suffixes, we change the meaning of the base words.

**Practice**

**Have** students help you find words from Two Days in May that have the prefixes un- and re- and the suffixes -ly, -ful, and -er. Write each word on the board or chart paper, for example: friendly, really, smaller, badly, cautiously, unsteady.

**Point to** each word in turn and discuss its meaning. Ask students to take turns underlining the prefixes or suffixes.

**Ask,** What does the prefix un- mean? (not or opposite) Say, Tell me some words beginning with un-. Write the words on the chart paper.
Continue with the meanings for re- (again or back), -ly (like or having the characteristics of), -ful (full of or able to), and -er (more or one who).

**Point to** a specific word and call on a student to suggest a sentence containing that word. Continue until each student has had the opportunity to use a word in a sentence.

**Apply**

**Have** students refer to the many words with prefixes and suffixes written on the board or chart paper. Ask them to write some descriptive sentences about the deer in the story, using these words. Remind them to think about the meanings of the words as they write them.

**Have** students trade papers and underline the words with the prefixes or suffixes. Then have them exchange papers again and recheck the syllabication. Discuss together any difficult words or irregular patterns.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Review Two Days in May**

Irregular Verbs

Teach

Write the following verbs on the chalkboard:

<table>
<thead>
<tr>
<th>write</th>
<th>wrote</th>
<th>written</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
</tbody>
</table>

Explain to students that these verbs do not follow the usual rules. Tell them that because they do not follow a regular pattern, they are called irregular verbs. Explain that irregular verbs do not have an -ed ending in the past tense.

Read aloud the sentences below:

I write letters to my friends.

Angela wrote to me last week.

Carlos has written several post cards this month.

The leaves fall from the trees in autumn.

Some leaves fell early because of the cold.

Most leaves had fallen by November.

Have students identify each verb. Help students see how the irregular verbs change with different verb tenses.
Practice

Write on chart paper the following irregular verbs from the story Two Days in May: go, run, see, speak, hear, say. Leave space to fill in the past tenses.

Have students help you complete the forms for these irregular verbs. The list will look similar to the one shown here:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Tense</th>
<th>Past Tense Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>has, have or had gone</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>has, have or had run</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>has, have or had seen</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>has, have or had spoken</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>has, have or had heard</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>has, have or had said</td>
</tr>
</tbody>
</table>

Choose verbs from the chart at random, and ask students to put them into a sentence. Remind students that for the second and third columns of words, they can use words that indicate the past in their sentences, such as last year or a month ago. Continue until each student has had an opportunity to use an irregular verb in a sentence.

Apply

Have students choose one verb from the chart and write sentences for each change in tense. Encourage them to use words to indicate the past, such as last month. Then have students exchange papers with a partner and read their sentences aloud to each other.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Upside-Down Elephant

Walk students through The Upside-Down Elephant, and discuss the illustrations, using words from the story such as forest, elephant, and ditch.

Have student share how they would have removed the elephant from the ditch.
Making Judgments

Teach

Ask students to listen to the following story and decide whether the end of the story is fair or not.

Katrina was responsible for herself and her brother Josh after school every day. Katrina and Josh knew they were never to play outside until their mom got home. One day, Josh decided to go out with his friends, even though he knew it was against the rules. Josh would not listen to Katrina when she told him not to go. When Josh and Katrina’s mom got home, she told them they weren’t allowed to ride their bikes all weekend for breaking the rule about staying inside.

Ask, Was the mom’s decision fair? Encourage students to explain their answers on both sides of the issue. Explain that often there are two sides to a story. In the example above, Josh and his mom might have thought her decision was fair, while Katrina might not since Josh did not listen to her. Tell students that a judgment is based on facts and personal values.

Practice

Remind students that in the story Two Days in May, the neighbors had to make a decision about the deer in their garden. Reread pages 79-83 together. Ask students to summarize the situation. (animal control will shoot the deer to get rid of them, the neighbors decide to protest)

Explain to students that pros are positive results of a decision, and cons are negative results of a decision.

Make a chart of pros and cons for returning the deer to the forest. Fill in the chart as shown below.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The deer will be safe.</td>
<td>The deer might starve.</td>
</tr>
</tbody>
</table>

Ask students if they have any other pros and cons to add to the chart. Explain that in order to make a fair decision, a person must look at the good and bad consequences of the decision.
Apply

Have students make judgments, with an eye to noting the positive and negative results of character’s actions in the Leveled Reader selection *The Upside-Down Elephant*. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Two Days in May* and *The Upside-Down Elephant*

Have students compare and contrast the decisions made about animals in *Two Days in May* and *The Upside-Down Elephant*. Also, help them look for the suffixes and prefixes -ly, -er, -ful, and un- such as probably, owner, wonderful, uncomfortable (*Two Days in May*, pages 74, 77, 79, and 85), and suddenly, slowly (*The Upside-Down Elephant*, pages 45 and 54).