Theme 4

Theme 4: Problem Solvers
EXTRA SUPPORT LESSONS FOR

Problem Solvers

Selections

1. My Name Is María Isabel
2. Marven of the Great North Woods
3. The Last Dragon
4. Sing to the Stars
Objective
• to read words with the suffix -ible

Materials
• Teaching Master ES4-1
• Practice Masters ES4-1
• Anthology: My Name Is María Isabel

Technology
Get Set for Reading
CD-ROM
My Name Is María Isabel

Education Place
www.eduplace.com
My Name Is María Isabel

Audio CD
My Name Is María Isabel
Audio CD for Problem Solvers

Lexia Phonics
CD-ROM
Intermediate Intervention

Words with the Suffix -ible

Warm-Up/Academic Language
Remind students that suffixes are endings that can be added to a word root or base word. Explain that knowing how suffixes are spelled and what they mean can help readers figure out longer words. Tell students that they will learn about the suffix -ible, which means “can” or “able to be.”

Teach
Write the following sentences on the board and ask students to listen as you say them aloud:

• This writing is visible.
• This eraser is not edible.

Repeat the last word in each sentence (visible, edible). Ask students what suffix these words have in common. (All end in -ible.) Underline the suffix in each word.

Explain that the suffix -ible means “can” or “able to be.”

Write the following on the board:

• visible = able to be seen
• edible = able to be eaten

Point out that -ible may be added to base words (word parts that can stand alone, such as collect) or word roots (word parts that cannot stand alone, such as vis).

Write collectible on the board and read this sentence aloud: Some dolls are popular, collectible toys. Then write audible, and read this sentence aloud: The sound of my voice is audible.

Have students define collectible (able to be collected) and audible (able to be heard).
**Guided Practice**

**Display** or **distribute** Teaching Master ES4-1.

**Read** the first question and answer aloud with students.

**Help** students to underline the base word with *-ible* in the answer (sensible), and to develop a definition for it. (able to make sense of something)

**Follow** a similar procedure for the next five questions and answers.

**Practice/Apply**

**Distribute** Practice Master ES4-1 and read the directions with students.

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

**Check** students’ understanding of *-ible* by having them read their answers.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Preview** *My Name Is María Isabel* Segment 1

**Refer** to the bottom of page 393 in the Teacher’s Edition and preview with students Segment 1 of *My Name Is María Isabel* (pages 393–401).

**Note** the suggestion in the Extra Support boxes on Teacher’s Edition pages 395, 398, and 400.
**Predicting Outcomes**

**Warm-Up/Academic Language**

Explain that when readers think about what may happen next in a story, they are predicting outcomes. Point out that readers must use clues in the story and their own experiences of how similar things happen in real life to predict an outcome in a story.

**Teach**

Ask students to watch what you do and to predict what you will do next. Go over to the board, pick up a piece of chalk, and look as if you’re about to write something. Freeze, and ask students to write down what they think you will do next.

Have students hold up their papers as you write on the board. Turn around to see if students predicted correctly. Discuss with students how they knew what you would do.

Guide students to see that it was possible to predict what you would do by noting details of your actions such as picking up chalk and going to the board and by thinking about experiences from their own lives. Explain that students can ask themselves “What would I do if I were in the same situation?”

Write the following formula on the board: *Story Details + Personal Experiences = Predicting Outcomes*

Read the following passage aloud:

Maya and Gwen are best friends. When they spend time together, they always have fun. The last time Maya slept over Gwen’s house, they stayed up late giggling and telling stories. They played games and watched a funny movie. They even let Gwen’s younger brother Nate join in while they played computer games. Tonight Maya is going to sleep over Gwen’s house again….
Instruct students to write down the answer to this question: *Do you think Gwen and Maya will have fun?* Review answers as a group and discuss how and why each student arrived at his or her outcome. (Possible response: I think Maya and Gwen will have fun because they did before and they are best friends. I always have fun when I sleep over a friend’s house.)

Guided Practice

Display or distribute Teaching Master ES4-2 to students.

Read the story with students and discuss the illustrations with them.

Ask students, “What will happen next?”

Tell students to write down their predictions. When they are done, have them hold up their papers. Use students’ work to write a prediction on the board.

Discuss what story clues and personal experiences led students to make their predictions.

Practice/Apply

Distribute Practice Master ES4-2 to students.

Have students read the story and predict an outcome independently.

Check students’ responses as they share their predictions to assess their understanding of the skill.

LITERATURE FOCUS: 10-15 MINUTES

Preview My Name Is María Isabel Segment 2

Refer to the bottom of page 393 in the Teacher’s Edition and preview with students Segment 2 of *My Name Is María Isabel* (pages 402–407).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 405 and 406.
**Objectives**
- decode words with the suffix *-ible*
- identify the meaning of words with the suffix *-ible*

**Materials**
- Anthology: *My Name Is María Isabel*

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**Day 3**

**Theme 4/Selection 1: My Name Is María Isabel**

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**Suffix -ible**

**Teach**

**Write** the following words on the board: reversible, sensible. Ask students if they can see anything alike in the two words. Underline the suffix *-ible* in each word.

**Tell** students that these letters form the suffix *-ible*, a word part added to the end of a base word that changes the base word’s meaning. Point out that the suffix *-ible* usually means “able to.”

**Clarify** that when the suffix *-ible* is added to a base word ending in *e*, the *e* is dropped before the suffix is added.

**Explain** that recognizing this suffix can help students decode new words as well as understand their meaning.

**Use** a Think Aloud to model the process for decoding the underlined word and understanding its meaning. Display the following sentence and ask students to read it.

*At first María Isabel isn’t allowed to be part of the Winter Pageant, but this situation is reversible.*

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**Think Aloud**

I can separate the suffix *-ible* from the base word so that I can pronounce each part. When I add back the *e* that has been dropped from the base word, I see that the base word is reverse. I know what reverse means—“a change to the opposite, go back to.” So I can figure out that reversible means “able to be changed to the opposite.” Oh, so María Isabel’s situation could be changed so that she would be in the pageant.

**Display** the following sentence and help students use the strategy to decode the word sensible.

*María Isabel’s wish to be called María Isabel Salazar López is sensible because that is her real name.*
Practice
Display the sentences below. Have students copy the underlined words and circle the suffix in each word. Have students work in pairs to decode the words and give the meanings. Ask students to read the whole sentence aloud.

1. The stage sets are **collapsible** and can be stored in a closet.
2. Family objects are **collectible** items.
3. Maria Isabel is wearing a **convertible** jacket.

Apply
Have students look up the underlined words in a dictionary to check their meanings. Then ask students to write a sentence using each word. Have them exchange their papers with a partner and take turns reading these original sentences.

Literature Focus: 10–15 Minutes
My Name Is María Isabel
Guide students through the Comprehension Skill Lesson Predicting Outcomes on page 405 in the Teacher's Edition.
The Irregular Verb **Be**

**Objectives**
- identify forms of the irregular verb *be*
- use correct forms of the irregular verb *be* with singular and plural nouns and pronouns

**Materials**
- Leveled Reader: *The Best Fish Ever*

**Teach**

**Write** the following sentences on the board. Invite volunteers to read the sentences aloud and fill in the blanks.

I am a ____ person.
You are a ____ person.
Today the weather is ____.
Yesterday the weather was ____.
This year my wishes are for ____.
Last year my wishes were for ____.

**Point out** that the underlined words are all forms of the verb *be*. Help students use sentence context to understand that *am, is*, and *are* are present-tense forms and *was* and *were* are past-tense forms.

**Help** students identify which forms are used with singular nouns and pronouns and which forms are used with plural nouns and pronouns. Display and review the following chart.

<table>
<thead>
<tr>
<th>Form</th>
<th>Tense</th>
<th>Use With</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>present</td>
<td>Pronoun <em>I</em></td>
</tr>
<tr>
<td>is</td>
<td>present</td>
<td>singular nouns, pronouns <em>he, she, it</em></td>
</tr>
<tr>
<td>are</td>
<td>present</td>
<td>plural nouns, pronouns <em>we, they, you</em></td>
</tr>
<tr>
<td>was</td>
<td>past</td>
<td>singular nouns, pronouns <em>I, he, she, it</em></td>
</tr>
<tr>
<td>were</td>
<td>past</td>
<td>plural nouns, pronouns <em>we, they, you</em></td>
</tr>
</tbody>
</table>
**Practice**

**Write** these sentences on the board:

1. María Isabel (was, were) too shy to say anything.
2. She wrote, “My name (is, are) María Isabel.”
3. Two days (was, were) left until the pageant.
4. The barrettes (is, are) shiny.

**Have** partners take turns choosing the correct form of the verb *be* and explaining how they knew which form was correct.

**Apply**

**Direct** students to look for forms of the verb *be* on page 398 and to copy the sentences containing these forms. Next to each sentence, have students identify the verb form and its use by writing *present* or *past* and *singular* or *plural*.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Preview The Best Fish Ever**

**Walk** students through *The Best Fish Ever*. Discuss the illustrations using words such as *tryouts*, *grants*, *performance*, and *success*.

**Ask** students to predict the outcome of the story by scanning through the illustrations.
Predicting Outcomes

Teach

Walk over to your classroom door. If it is open, put your hand on it. If it is closed, take hold of the doorknob.

Ask students to predict, or make a guess about, what they think you will do next. Perform the motion.

Point out to students that they used the details they saw and their own personal experience and knowledge to predict what you would do.

Tell students that making predictions about characters in stories is done in the same way as in real life. Explain the process:

• Look at the details the author gives.
• Think about your own knowledge and life experiences.
• Put details and experience together to predict an outcome.

Direct students’ attention to the first paragraph on page 398 and have them read it. Use a Think Aloud to model the process of predicting an outcome.

Think Aloud

Maria Isabel is thinking that she wants to be in the play and be called by her right name. Yet a little earlier in the story, the author says that she is shy and doesn’t say what she wants. I know that people need to communicate to get what they want.

Putting together the author’s details and my own knowledge at this point in the story, I predict that María Isabel is not going to get to be in the play or get her teacher to call her by her right name. When I read on, I will be able to confirm my prediction—see if I am correct—or see what else happens and then revise—change—my prediction when I get more information.

Ask students if your prediction makes sense.
**Practice**

Display this chart for students to copy and fill out:

<table>
<thead>
<tr>
<th>Story Details</th>
<th>My Knowledge and Experience</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have partners first read María Isabel’s essay on page 403 and predict an outcome about María Isabel based on this new information. Then have partners make a prediction about how María Isabel will act the next time something new happens in her classroom. For this last prediction, tell students to think about how María Isabel changed in the story and what she accomplished. Encourage students to share and compare their charts.

**Apply**

Have students keep track of predicting outcomes, with an eye to using details and their own personal experience, in the Leveled Reader selection *The Best Fish Ever* by Julio Varela. Then have them complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit** *My Name Is María Isabel* and *The Best Fish Ever*

Guide students to predict the outcomes for *My Name Is María Isabel* and *The Best Fish Ever*. Also, help them to look for words with the suffix -ible, such as impossible (*My Name Is María Isabel*, page 402).
Objective
- read words with the prefixes re-, mis-, and ex-

Materials
- Teaching Master ES4-3
- Practice Masters ES4-3
- Anthology: Marven of the Great North Woods

Prefixes re-, mis-, and ex-

Warm-Up/Academic Language
Remind students that a prefix is a word part that comes at the beginning of a base word or word root. Explain that knowing a prefix can help with reading longer words. Tell students that they will be learning about three different prefixes: re-, mis-, and ex-.

Teach
Write re-, mis-, and ex- on the board and identify them as common prefixes. Ask students to listen for words that contain one of the prefixes as you read the following sentences. After each sentence, ask a volunteer to identify the word with a prefix and then write it on the board.

1. I don't want to mislead you.
2. The piñata will explode with candy.
3. Many people mispronounce Sean's name.
4. Please refill my glass.
5. Let's explore this cave.
6. Remind me to feed the cat.

Explain that when a prefix is added to a base word or root, it changes its meaning. Write the following on the board: re- = again; mis- = badly or wrongly; ex- = out or out of.

Guide students to define the words on the board. Help them to see that refill means to “fill again;” mislead means to “lead wrongly;” and that explode means to “blow out.”
Guided Practice

Display or distribute Teaching Master ES4-3 and read it with students. Ask them to listen as you read the dialogue, raising their hands if they hear a word beginning with re-, mis-, or ex-. Help students to underline, read, and define the words with suffixes re-, mis-, and ex-.

Practice/Apply

Distribute Practice Master ES4-3 and discuss the illustration and speech balloon with students. Go over the directions with them. Have students independently complete the Practice Master. Check students’ responses to be sure that they can read words with re-, mis-, and ex-.

LITERATURE FOCUS: 10–15 MINUTES

Preview Marven of the Great North Woods Segment 1

Refer to the bottom of page 417 in the Teacher’s Edition and preview with students Segment 1 of Marven of the Great North Woods (pages 416–427).

Problem Solving

**Warm-Up/Academic Language**

Explain that story characters, like people in real life, face problems that they try to solve. Point out that characters often consider many solutions before deciding on one. Tell students that sometimes they decide on a good solution and sometimes they don’t—just like people in real life.

**Teach**

Remind students of a familiar fairy tale, *The Three Little Pigs*. Invite students to retell the story. Be sure that students explain that

- three pigs were afraid that a wolf would eat them if they didn’t protect themselves.
- each one built a house.
- the first house was made of straw, the second of sticks, and the third of bricks.
- each pig hoped the wolf would not be able to blow down his house.

Model how to identify a problem and a solution.

Think Aloud

The problem the pigs face is that the wolf wants to eat them. Their solution is to build a house that will be strong enough to keep them safe. The first pig’s solution is to build a house of straw. That’s not a very good solution. Straw is too weak to keep the wolf out.

Lead students to evaluate the other solutions, settling on the third pig’s solution as the best of the three. Ask students to suggest other building materials strong enough to keep out a wolf. (possible responses: stone, adobe, strong wood, steel)
**Guided Practice**

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

Ask students to identify the problem that Lee faced.

Help students identify Lee’s solution and break it down into steps by filling out the chart.

**Practice/Apply**

Distribute Practice Master ES4-4 to students and go over the directions with them.

Have students read the story and complete the Practice Master independently.

Check students’ responses to be sure that they understand the skill.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Preview Marven of the Great North Woods Segment 2**


Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 429, 430, 440, and 442.

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"Don’t bounce that ball in the house!" said Chris’s mother. "Our downstairs neighbors will get headaches!"

Chris put down the ball. A snowstorm had kept her inside since Friday. Now it was Sunday, and the snow was still falling. Chris wanted to do something active.

Then Chris got an idea. She stuffed three pairs of socks into one sock. She measured her room. Every three feet, she put a line of tape on the floor. Then she cut off the top of an empty plastic milk jug. She hung the jug from the closet door.

"Now I can practice shooting baskets," Chris said.

---

Lee looked out the window at the snowy landscape. He saw Jim and Kara pulling their sleds.

"I wish I had a sled," said Lee.

"Your friends said they would let you take a turn on their sleds, didn’t they?" asked Lee’s father.

"Yes," said Lee. "I’ll catch up with them." Lee opened the closet to find his jacket. He saw a big cardboard box and got an idea. Lee pulled out the sides of the box and made a flat shape. He asked his father for two plastic trash bags and some packing tape.

Lee covered the flat cardboard with the trash bags. He smoothed out the bags and used the tape to hold them in place. The sled was finished! Lee’s sled was so fast and so smooth that Jim and Kara asked to ride on it over and over again.

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**Problem Solving**

Lee invented a basket-sock game.

stuffed socks together
measured room and marked the floor
made a jug into a hoop and hung it up

---

Lee wanted a sled.

Step 1: Lee found a cardboard box.
Step 2: Lee flattened the box.
Step 3: Lee slipped plastic trash bags over the cardboard.
Step 4: Lee taped the plastic so it was smooth.

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Lee found a cardboard box.
Lee flattened the box.
Lee slipped plastic trash bags over the cardboard.
Lee taped the plastic so it was smooth.

---

Chris invented a basket-sock game.

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See 2: *Marven of the Great North Woods*
**Objectives**
- decode words with the prefix re-, mis-, or ex-
- identify the meaning of words with the prefixes re-, mis-, and ex-

**Materials**
- Anthology: Marven of the Great North Woods

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**Prefixes re-, mis-, and ex-**

**Teach**

**Write** the following on the board:

Marven needed to **restore** order to Mr. Murray’s books.
Marven was not the kind of boy to **misbehave** while he was working.
After taking a deep breath, Marven **exhaled** the cold winter air.

**Ask** students to read the sentences. Point out that each underlined word has a prefix. Review that a prefix is a word part added to the beginning of a base word or another word part called a root. A prefix is usually a syllable.

**Circle** the prefix in each word. Remind students that knowing when words have prefixes can help them decode words more quickly.

**Use** the following sentence to model decoding words with prefixes: If Marven wasn’t careful, he might **miscount** the amounts be listed in the book.

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**Think Aloud**

*I read, If Marven wasn’t careful, he might _____ … If I didn’t recognize the next word, I would look carefully for a part I know, like a base word, and cover the rest of the word. I know count. Now I’m going to look at the other part of this word. I know the prefix mis-; it means “bad or wrong.” So I can read mis- and count. When I read the parts together, I get the word miscount, meaning “count wrongly.” I check and it makes sense in the sentence.*
Repeat the process using the first three sentences you have written on the board. Make sure that students understand that re- means “again” and ex- can mean “out of or from.”

Practice

Help students practice identifying words with prefixes. Display the following:

| pay   | repay  |
| use   | misuse |
| build | rebuild |
| treat | mistreat |
| excite| exhaust| explode|

Discuss each word pair using re- and mis-. Then discuss the words using the prefix ex-.

Apply

Have students write a sentence using each prefixed word in the Practice section. Allow time for students to share sentences and identify the prefixed words.

LITERATURE FOCUS: 10–15 MINUTES

Review Marven of the Great North Woods

Guide students through the Comprehension Skill Lesson Problem Solving on page 419 in the Teacher’s Edition.
Other Irregular Verbs

Teach

Write this sentence on the board: *Marven ate his first latke when the train stopped in Floodwood.*

Have volunteers underline each past-tense verb (*ate, stopped*). Then discuss how *stopped* was formed, helping students recall that most verbs form the past tense by adding *-ed* at the end.

Ask students if *-ed* was added to *eat* to form the past tense. Point out that *eated* is not the correct form. Remind students that other verbs, called irregular verbs, have special past-tense forms.

Read aloud the second paragraph on page 421 and identify the irregular verbs *stood, ran, met, felt, went, thought*. Ask students to tell the present-tense form of these verbs. If necessary, identify them: *stand, run, meet, feel, go, think*.

Create a chart on the board to record the present- and past-tense verb forms of all the verbs discussed above.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
</tr>
</tbody>
</table>

Practice

Write the following present-tense verbs on the board: *begin, keep, say, make, bold, come, grow*. Have partners list the words and then write the past-tense form of each one. Students can make their own charts to list the verbs. Then ask students to choose three past-tense verbs and to write sentences using them.
Apply

Direct students to find three irregular past-tense verbs in the first paragraph on page 434. Have them write each verb and its present-tense form. (heard, hear; fell, fall; came, come)

LITERATURE FOCUS: 10–15 MINUTES

Preview Cora at Camp Blue Waters

Walk students through Cora at Camp Blue Waters. Discuss illustrations using words such as homebody, encouraged, especially, and patterns.

Ask students to preview possible problems (pages 5, 8–9, 11) and possible solutions (pages 14–15, 16–17) by scanning through the illustrations.
Problem Solving

Teach

Have students meet in small groups, and give each group the following problem to solve: You have never been away from home for a long time. Now you are at summer camp for the very first time. It is too far away to go home each night. You miss your family and your friends. You feel terribly homesick. What should you do?

Give students five minutes to come up with a solution. Then bring the groups together to share their problem-solving process and their final solution.

Use the discussion to help students identify the five steps of the problem-solving process:

1. Define the problem.
2. Consider possible solutions.
3. Evaluate possible solutions.
4. Decide on a solution.
5. Carry out the solution.

Remind students that characters in stories often have to solve problems just as people do in real life. The time and place in which characters live often creates problems for them, as when Marven is sent to the logging camp.

Review with students the first problems Marven faced: He was alone and actually had to ski to get to the camp; he didn’t know anyone there; he didn’t speak French except for a few words.

Record the details on a chart such as the following:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Use** the Think Aloud to help students identify Marven’s problems and his solutions.

**Think Aloud**

On page 429, Marven has to wake up the big loggers. He uses the few French words he knows and doesn’t give up even when he has trouble waking Jean Louis. I think this shows that Marven is determined and brave.

**Practice**

**Have** small groups read page 433, identifying Marven’s problem and his solution. Students can copy the Problem/Solution chart and add their information. Have groups share their thoughts.

**Apply**

**Have** students keep track of problems and solutions, with an eye to identifying characters’ problem-solving processes, in the Leveled Reader selection *Cora at Camp Blue Waters* by Philemon Sturges. Then have them complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit Marven of the Great North Woods and Cora at Camp Blue Waters**

**Review** with students the problems and solutions presented in *Marven of the Great North Woods* and *Cora at Camp Blue Waters*. Also, help them to look for words with the prefixes re-, mis-, and ex-, such as repeated, explore, (Marven of the Great North Woods, pages 419 and 433) except, and excited (Cora at Camp Blue Waters, pages 4 and 7).
Prefixes *pre-*, *con-*, and *com-*

Warm-Up/Academic Language
Remind students that a prefix is a word part that is added before a base word or word root to form a new word. Explain that knowing common prefixes and their meanings can help students read new words and give them clues about their meaning. Tell students that they will learn about the following three prefixes: *pre-*, *con-*, and *com-*. 

Teach
Write the prefixes *pre-*, *con-*, and *com-* on the board. Then write the following sentences. Ask students to come to the board and underline each prefix within the sentences.

- We are ready to *preview* the story.
- Sheila’s dog Ernie makes a fine *companion*.
- We all met to *confer* about the project.

Explain that a prefix is a word part that is placed before a base or root word to create a new word. Point out that the word *preview* was made by placing the prefix *pre-* before the base word *view*. Ask students what the prefix *pre-* might mean. *(before)* Beside *pre-, write = before.

Model how to use the meaning of *pre-* to define *preview*.

Think Aloud
When I look at the word *preview*, I see the prefix *pre-* and the word *view*. I know that *view* means to look at something. The prefix *pre-* usually means before. So when I *preview* a chapter, I’m looking over the content of the chapter before I actually begin to read and study it.

Follow a similar procedure with *com-* and *con-,* related prefixes that both usually mean “with” or “together.” List the meaning *with* or *together* beside the prefixes *com-* and *con-.*
Write companion and confer on the board. Then read the word companion for students, defining it as “a person who spends time with another person in a friendly way.” Then read confer, defining it as “to discuss something together.”

**Guided Practice**

Display or distribute Teaching Master ES4–5 and discuss the illustrations with students.

Help them to see that the products are pictured with labels that tell about them.

Read labels with students, and have them underline words with the prefix pre-, com-, or con-.

Help students to break each word into syllables, pronouncing each one separately and then combining them to decode the word.

Discuss with students whether the meanings of the prefixes help them with the meanings of the words.

**Practice/Apply**

Distribute Practice Master ES4-5 to students and discuss how the art shows what a prefix is.

Read the directions to make sure students understand what to do. Then have them complete the Practice Master independently.

Check students’ understanding of pre-, con-, and com- by having them share their answers.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview The Last Dragon Segment 1**

Refer to the bottom of page 453 in the Teacher’s Edition and preview with students Segment 1 of The Last Dragon (pages 453–465).

Note the suggestion in the Extra Support boxes on Teacher’s Edition pages 454, 462, and 464.
Drawing Conclusions

Warm-Up/Academic Language

**Explain** that good readers are like “story detectives.” They pay attention to clues in the story to help them figure out information about a story character or event. Tell students that this is called drawing conclusions.

Teach

**Explain** that drawing conclusions can be like answering a riddle. Read the riddle shown below to students. Have them raise their hands when they think they know the answer, and have them write their answers.

**Read Aloud**

I’m all around you, but you can’t see or touch me.

You need me to live, and I am everywhere where people can be.

Without me, birds would have no place to fly.

You use me all day long and never have to buy.

What am I?

**Write** the following details from the riddle on the board and discuss each one:

- **Detail 1:** invisible
- **Detail 2:** need it to live
- **Detail 3:** everywhere people are
- **Detail 4:** used all the time, free

**Point out** that each additional detail/clue in the riddle gave new information and that putting all the clues together helped to answer the riddle. (air)
Guided Practice

Display or distribute Teaching Master ES4-6 and read the story with students.

Ask students to think about who or what Oro is as you reread the passage, sentence by sentence.

Tell students to raise their hands whenever you come to a detail that they think is a clue to Oro’s identity.

Help students to add each detail to the graphic organizer and have students help you identify Oro.

Practice/Apply

Distribute Practice Master ES4-6 to students and go over the directions with them.

Direct students to read the story independently and complete the Practice Master.

Check students’ responses by having them share their details and conclusions.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Last Dragon

Segment 2

Refer to the bottom of page 453 in the Teacher’s Edition and preview with students Segment 2 of The Last Dragon (pages 466–479).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 468, 470, 473, and 478.

Drawing Conclusions

Who is Oro?

Something awakened Manny. He sat up in bed suddenly, and his eyes flew open. Then he heard the gentle groan of floorboards—creak, creak, creak. Manny opened his eyes wider. The room was completely dark.

For just a moment, Manny saw two yellow circles glowing near the floor. Then he saw a leaping shadow. He felt something flop at the foot of the bed. Soon he heard a soft, purring sound. He sighed, “Oh, it’s just Oro.” Manny went back to sleep.

Two yellow, glowing circles
Creak, creak, creak
Two leaps at foot of bed and purrs
Manny is not scared when he recognizes Oro

Conclusion: Oro is Manny’s cat.

Drawing Conclusions

Simon’s favorite food is pizza.

Reading the story, then fill out the graphic organizer below. What is Simon’s favorite food? Write your conclusion in the bottom box. Write the details that added up to that conclusion.

Baked in oven
Red sauce, flat dough, yellow cheese
Onions, green peppers, pepperoni on it
Crunchy crust

Conclusion: Simon’s favorite food is pizza.
Prefixes *pre-, com-, and con-*

**Teach**

*Write* the following lists on the board.

<table>
<thead>
<tr>
<th>Pre-</th>
<th>Com-</th>
<th>Con-</th>
</tr>
</thead>
<tbody>
<tr>
<td>preview</td>
<td>company</td>
<td>construction</td>
</tr>
<tr>
<td>prepaid</td>
<td>community</td>
<td>concentrate</td>
</tr>
<tr>
<td>predict</td>
<td>commotion</td>
<td>conclusion</td>
</tr>
</tbody>
</table>

**Have** students read the first column of words. Circle the letters *pre-* and explain that *pre-* is a prefix, a word part that is added to the beginning of a word and changes its meaning. The prefix *pre-* means “before;” so, for example, the word *preview* means “see something before or ahead of seeing the whole thing.”

**Encourage** students to use the meaning of *pre-* to tell the meanings of the next two words in the first column. If necessary, tell students that *prepaid* means “paid beforehand, or in advance.”

**Help** students read the words in the second list. Follow the same procedure as above and explain that the prefix *com-* means “join or bring together.” Explain that knowing this prefix can help them decode new words and get a clue to their meaning. Help students realize that all three words have to do with a getting together, or gathering, of people.

**Help** students read the words in the third list. Repeat the procedure used above and explain that the prefix *con-* is very similar in meaning to *com-.* Help students realize that *construct* means “bringing together of parts to build something;” *concentrate* has to do with gathering one’s thoughts and attention on something; and *conclusion* has to do with the bringing together of ideas to decide something.
Practice

List the following words: predate, prearrange, combine, committee, conference, connection. Have partners copy the words, circle the prefix in each one, and use the meaning of the prefix to help them understand each word’s meaning. Ask students to check meanings in the dictionary.

Apply

Have students locate the following words in the story and use the prefixes and sentence context to help them write the meaning of each word.

companions (p. 455)
complained (p. 460)
concluded (p. 467)

LITERATURE FOCUS: 10–15 MINUTES

Review The Last Dragon

Adjectives

Teach

Write this sentence on the board:

The dragon now had bold eyebrows, red cheeks, and lots of sharp teeth.

Ask students to tell you what kind of eyebrows the dragon had. As they respond, underline bold. Repeat the procedure for the adjectives describing cheeks and teeth. (red, sharp)

Point out that bold, red, and sharp are adjectives. Remind students that an adjective describes a noun and can tell what kind or how many.

Explain that the words a, an, and the are special adjectives called articles.

Write these sentences on the board and have students underline the articles.

A man stood on the sidewalk and painted a new sign on a restaurant window.

“I need an artist,” thought Peter.

Remind students that articles are used before nouns. Review the rules for using each article. Discuss the rules as they apply to the sample sentences.

1. Use a before a noun that begins with a consonant.
   Use a before a noun to mean “any” or “one.”

2. Use an before a noun that begins with a vowel.
   Use an before a noun to mean “any” or “one.”

3. Use the before a noun that begins with either a consonant or a vowel. Use the before a particular person, thing, or group.
**Practice**

**Have** partners read the first paragraph of the story on page 455. Ask them to list the adjectives they find, including the articles. Ask them to label each adjective appropriately as *what kind* or *how many*.

**Tell** students to skim page 459. Ask the following question: *What was the dragon like?* Ask pairs of students to fill in the blanks in the following sentence with two adjectives that describe the dragon:

The dragon was _____ and _____.

**Have** students share their sentences. Write some of their sentences on the board, underlining the adjectives.

**Apply**

**Direct** partners to see how many adjectives, including articles, they can find on pages 459 and 460. Ask partners to list the words next to the appropriate adjectives, and to label them *what kind* or *how many*.

**Have** students look over a recent draft of their writing to see if there are places where they could add adjectives.

**LITERATURE FOCUS:**

**Preview *Murals for Joy***

**Walk** students through *Murals for Joy*. Discuss illustrations using words such as *center, auditorium, and mural*.

**Ask** students to scan through the illustrations in order to draw conclusions about Joy’s time in the city.
Objectives

- use story clues to draw conclusions
- identify details in a story that can be used to draw conclusions

Materials

- Anthology: The Last Dragon
- Leveled Reader: Murals for Joy

Teach

Ask students to think about a mystery they have read or seen on TV. Discuss what the detective(s) did to solve the case. (followed clues, put facts and evidence together to figure out “whodunnit”)

Have students read aloud the last paragraph on page 459, continue on page 460, and stop after the paragraph in which Great Aunt says, “Humph. Couldn’t have his mouth hanging open like a fool.”

Point out that the author doesn’t directly tell readers who combed the dragon’s whiskers and polished the pearl. Instead, she gives details that readers use to draw their own conclusions.

Help students understand the process of drawing a conclusion by using a Think Aloud.

Think Aloud

I know that Great Aunt says the dragons of her childhood were royal in appearance and were respected. That’s one fact the author gives. Great Aunt also complains that the dragon is in bad shape and is a very “sorry dragon.” These are more facts. She also says, “Couldn’t have his mouth hanging open like a fool.” All these facts lead me to think that Great Aunt cares about the dragon and she is the one who combed the whiskers and polished the pearl. This is my conclusion.

Place the following graphic organizer on the board and fill in the details to give students a visual representation.

Detail + Detail + Detail → Conclusion

Ask students why they agree or disagree with your conclusion.
Help students put the strategy into their own words:

1. Notice story clues.
2. Think about what they mean.
3. Add the clues up to draw conclusions.

Practice

Have partners read paragraphs 7–10 on page 463 and use the details given to draw a conclusion about who made the dragon’s new crest. Partners can fill in their own graphic organizer.

Apply

Have students keep track of drawing conclusions, with an eye to identifying story clues, in the Leveled Reader selection Murals for Joy by Veronica Freeman Ellis. Have students complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit The Last Dragon and Murals for Joy.

Review with students the conclusions drawn about events and characters for The Last Dragon and Murals for Joy. Also, help them to look for words with the prefixes pre-, con- and com-, such as companions, community, concluded, and concentrated (The Last Dragon, pages 455, 465, 467, and 471).
Objective

- read words that follow the VCCV pattern
- use the Phonics/Decoding strategy to decode longer words

Materials

- Teaching Master ES4-7
- Practice Masters ES4-7
- Anthology: Sing to the Stars

PreTeach

**Warm-Up/Academic Language**

Remind students that a good way to read a long, unfamiliar word is to break it into syllables. Review that a syllable is a word part with just one vowel sound. Tell students that they can use the pattern of vowels and consonants to help them figure out how to divide a word into syllables. Point out that words with the vowel-consonant-consonant-vowel (VCCV) pattern can be divided between the two consonants.

Teach

Tell students that they will learn a way to divide two-syllable words that have the vowel-consonant-consonant-vowel pattern. Copy the following words on the board and underline the VCCV pattern in each of the words:

- window
- effort
- carpet
- forget

Tell students that each of the words contains a vowel-consonant-consonant-vowel pattern. Write VCCV under the underlined letters in window:

Follow the same procedure with the remaining words.

Use the following Think Aloud to model the syllabication of VCCV pattern words.

*Think Aloud*

When I look inside the word window, I see two consonants, n and d, with vowels on either side, i and o. So I'll break the word between the consonants. That leaves me with win and dow.
Display the following words: pencil, master, problem, costume, and party. Guide students to identify the VCCV pattern in each word. Ask volunteers to insert a slash mark between the central consonants and label the VCCV pattern.

(pencil, master, problem, costume, party).

VC CV VC CV VC CV VC CV VC CV

**Guided Practice**

Display or distribute Teaching Master ES4–7 to students.

Read the haiku with students.

Help them to underline the words with the VCCV pattern in each haiku.

Have them mark VCCV patterns and use slash marks to indicate syllables. Have students pronounce the VCCV pattern words and then reread each haiku.

**Practice/Apply**

Distribute Practice Master ES4-7 to students and discuss the illustration.

Go over the directions with students and have them complete the Practice Master independently.

Check student responses to be sure they can use the VCCV pattern to pronounce long, unfamiliar words.

**LITERATURE FOCUS:**

**PREVIEW Sing to the Stars Segment 1**

Refer to the bottom of page 489 in the Teacher’s Edition and preview with students Segment 1 of Sing to the Stars (pages 489–499).

Note the suggestion in the Extra Support boxes on Teacher’s Edition pages 493, 494, 497, and 498.
Story Structure

Warm-Up/Academic Language

Explain that all stories have a story structure and that most stories include characters, a setting, and a plot. Define characters as the people or animals in a story. Point out that setting is the time and place of the story. Explain that plot describes: 1. the problem the characters face; 2. the events that happen as they try to solve the problem; and 3. the ending that tells how the problem is solved.

Teach

Revisit with students a familiar story, such as The Tortoise and the Hare.

Use a story map like the one below to define the key elements of story structure.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is in the story?</td>
<td>When did the story happen?</td>
</tr>
<tr>
<td>The Tortoise and the Hare</td>
<td>not mentioned</td>
</tr>
<tr>
<td></td>
<td>Where did the story happen?</td>
</tr>
<tr>
<td></td>
<td>the forest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>What problem do the characters face? Who will win the race?</td>
</tr>
<tr>
<td>What events happen as the characters try to solve the problem?</td>
</tr>
<tr>
<td>Hare stops to rest because he thinks he’ll win and Tortoise passes him.</td>
</tr>
<tr>
<td>How is the problem solved? Tortoise wins the race.</td>
</tr>
</tbody>
</table>

Use this Think Aloud to model the story and its structure:
Guide students as they help you to fill in the story map with details from *The Tortoise and the Hare*.

**Guided Practice**

Display or distribute Teaching Master ES4–7 to students.

Read the story with students.

Help students to fill out the story map.

Discuss completed story maps with students.

**Practice/Apply**

Distribute Practice Master ES4–8 to students and go over the directions with them.

Have students read the story and complete the Practice Master independently.

Check students' story maps during a group discussion about their answers.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Sing to the Stars**

Segment 2

Refer to the bottom of page 489 in the Teacher’s Edition and preview with students Segment 2 of *Sing to the Stars* (pages 500–507).

Note the suggestions in the Extra Support boxes on Teacher's Edition pages 500, 504, and 506.

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In *The Tortoise and the Hare*, the characters are Tortoise and Hare. The story happens in the forest. That’s the setting. Tortoise and Hare are in a race. The problem is that we don’t know who will win. Hare is so sure that he will win that he stops to rest. Tortoise continues to move along slowly and steadily. These are some key story events. Finally, be surprises everyone by winning the race. That’s the ending, or solution.
 Teach

Remind students that a good way to decode a word they don’t know is to break it into syllables. Review that a syllable is a word part with just one vowel sound.

Display the following sentence: He was supposed to practice for an hour today.

Have students read the sentence. Then write the following:

VC CV

supposed

Point out that there are some patterns of vowels and consonants that help us to recognize how to divide a word into syllables. One pattern is called the VCCV pattern. It stands for vowel-consonant-consonant-vowel.

Help students to understand the VCCV pattern by using the Think Aloud.

Think Aloud

I know that when two consonants fall between two vowels, the first vowel sound usually is short; and when the first vowel sound is short, the word usually is divided between the consonants. So I can divide the word on the board between the p and the p. Now I have two syllables: sup/posed. I know from the VCCV pattern the first vowel is short. I know the word posed is the second syllable. I read supposed. I check, and it makes sense.
**Practice**

*Have* pairs of students copy the following:

<table>
<thead>
<tr>
<th>VCCV</th>
<th>VCCV</th>
</tr>
</thead>
<tbody>
<tr>
<td>windows</td>
<td>classical</td>
</tr>
</tbody>
</table>

**Tell** students to use a slash to break the words into syllables. Ask students to explain how they knew how to pronounce the syllables.

**Give** additional practice with the following story-based words: *across, practice, hubbub, murmur, fingers, harness.*

**Apply**

*Have* the same pairs look through the selection. Ask them to jot down words that follow the VCCV pattern, break them into syllables, and use them in original sentences.

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**LITERATURE FOCUS:**

**Review *Sing to the Stars***

Comparing with Adjectives

**Teach**

**Write** these sentences on the board and underline the words as shown:

A violin makes *sweet* sounds.
A violin makes *sweeter* sounds than a drum.
Ephram’s playing is the *sweetest* music at the concert.

**Remind** students that adjectives can be used to compare two or more things.

**Have** students read the sentences. Then ask them what they notice about the endings added to the underlined words in the second and third sentences. Explain that the ending *-er* is added to an adjective to compare two things; the ending *-est* is added to an adjective to compare more than two things.

**Display** a chart such as the one below and review each set of examples.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Compare Two Things</th>
<th>Compare More Than Two Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweet</td>
<td>sweeter</td>
<td>sweetest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>hottest</td>
</tr>
<tr>
<td>important</td>
<td>more important</td>
<td>most important</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
</tbody>
</table>

• For some adjectives, the consonant is doubled before the -*er* or -*est* is added.

• For adjectives of more than two syllables, the word *more* is used to compare two things and the word *most* is used to compare more than two things.

• For some adjectives such as *good* and *bad*, the adjective itself changes.
Practice

Write these sentences.

1. The rock group thinks the guitar is a better instrument than a violin.
2. Ephram feels practicing is more important than eating.
3. Music is one of the most important things in his life.
4. That night had the worst heat of the summer.

Have partners work together to determine whether the underlined adjective compares two things or more than two things.

Apply

Have students write three sentences using adjectives that compare two things and three sentences using adjectives that compare more than two things. They can use the adjectives on the chart or ones of their own choosing.

LITERATURE FOCUS: 10–15 MINUTES

Preview Ruthie’s Perfect Poem

Walk students through Ruthie’s Perfect Poem. Discuss illustrations using words such as poem, nervous, assembly, and caravans.

Ask students to scan through the illustrations in order to draw conclusions about how the characters may feel about their community.
Story Structure

Teach

Read the following story:

Long ago in Tune City, there once lived twins who loved music very much. Ahmed played the flute. Kira played the clarinet. The big concert was in one hour, and the twins were excited. They ran out of the house and hopped into the car.

Just as they arrived on the stage, Ahmed said to Kira, “May I have my flute now?”

“Flute?” said Kira. “I thought you had it.”

“Oh, no,” Ahmed groaned. “What will I do now?”

Ask students to identify the people in the story. (Ahmed and Kira)

Ask them to identify the time and place where the story occurs. (long ago, in “Tune City”)

Ask them to tell you what has happened so far. (The twins are going to play in a concert and Ahmed doesn’t have his flute.)

Point out that students have identified characters—the main people or animals in a story; setting—the time and place of a story; and plot, the main things that happen in a story, which usually includes a problem that has to be solved.

Explain that characters, setting, and plot together are called story structure.

Model how to identify story structure in Sing to the Stars. Use the graphic organizer to chart the details.

Think Aloud

After reading the first two pages of the story, I can tell it takes place now, in a city. The author (or narrator) describes Ephram walking down the street; Mr. Washington says that he can hear Ephram’s shoes tap the cement and bear Ephram on the roof from his open apartment window. The illustrations also show modern clothing.
Write the title *Sing to the Stars* on the story map. Ask students to name the characters in the story and record them on the story map.

(Ephram, Mr. Washington, Grandma)

<table>
<thead>
<tr>
<th>Story Map</th>
<th>Sing to the Stars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td>Setting (time/when, place/where)</td>
<td></td>
</tr>
<tr>
<td>Plot (events that happen)</td>
<td></td>
</tr>
</tbody>
</table>

Practice

Have students copy the story map. Guide students to list a few main events of the story, such as Ephram and Mr. Washington talk, Ephram discovers Mr. Washington played the piano, there is a power outage during the concert, Mr. Washington plays in the concert.

Apply

Have students keep track of story structure, with an eye to identifying characters, setting, and plot, in the Leveled Reader selection *Ruthie’s Perfect Poem* by Andrew Clements. Then have them complete the questions and activity on the Responding page.

Literature Focus: 10–15 Minutes

Revisit *Sing to the Stars* and *Ruthie’s Perfect Poem*

Identify with students the various elements of story structure for *Sing to the Stars* and *Ruthie’s Perfect Poem*. Also, help them to look for words with the VCCV pattern, such as stammers, murmur, (Sing to the Stars, pages 494 and 498) bookcase, and wonderful (Ruthie’s Perfect Poem, pages 3 and 6).