Theme 6

THEME 6: Animal Encounters
EXTRA SUPPORT LESSONS FOR

Animal Encounters

**Selections**

1. The Grizzly Bear Family Book
2. The Golden Lion Tamarin Comes Home
3. My Side of the Mountain
Prefixes **com-**, **con-**, **en-**, **ex-**, **pre-**, **pro-**

**Warm-Up/Academic Language**

**Explain** to students that a **prefix** is a word part that is added to the beginning of a base word to change its meaning. Tell students that the base word may or may not be familiar apart from the prefix, but that **recognizing prefixes can help students decode unfamiliar words** and divide them into syllables.

**Teach**

*Provide* students with index cards, and have them write the prefixes **com-**, **con-**, **en-**, **ex-**, **pre-**, and **pro-** on separate cards.

*Write* the following words on the board:

<table>
<thead>
<tr>
<th>compound</th>
<th>exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>confine</td>
<td>prescribe</td>
</tr>
<tr>
<td>encircle</td>
<td>proclaim</td>
</tr>
</tbody>
</table>

*Read* each word aloud and have students repeat the word after you. Tell students to listen for the prefix in each word, and have them hold up the index card that identifies the prefix for that word.

*Model* how to decode the word **proclaim**: *I proclaim a school holiday!*

**Think Aloud**

I don’t recognize the word **p-r-o-c-l-a-i-m**, but I see the prefix **pro-** at the beginning of the word. When I cover the prefix, I see the familiar base word **claim**. If I read the syllables together, I get **pruh KLAYM**. This sounds like a word I know, and it makes sense in the sentence. **Proclaim** means “to declare” or “to announce publicly.”
Guide students in using what they have learned about prefixes to divide the remaining words into syllables. Use slash marks to divide words on the board into syllables, and underline the prefixes.

<table>
<thead>
<tr>
<th>compound</th>
<th>com/pound</th>
<th>exchange</th>
<th>ex/change</th>
</tr>
</thead>
<tbody>
<tr>
<td>confine</td>
<td>con/fine</td>
<td>prescribe</td>
<td>pre/scribe</td>
</tr>
<tr>
<td>encircle</td>
<td>en/circle</td>
<td>proclaim</td>
<td>pro/claim</td>
</tr>
</tbody>
</table>

**Guided Practice**

**Display** or distribute Teaching Master ES6-1.

**Read** the passage and the prefixes in the chart with students.

**Reread** the passage, asking students to identify words that begin with the prefix com-, con-, en-, ex-, pre-, and pro-.

**Guide** students in completing the chart.

**Practice/Apply**

**Distribute** Practice Master ES6-1 to students.

**Review** the directions with students to make sure they understand what they are to do.

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

**Check** students’ responses to make sure that they understand how to read words with the prefix com-, con-, en-, ex-, pre-, and pro-.

**LITERATURE FOCUS:**

**Preview The Grizzly Bear Family Book Segment 1**

**Refer** to the bottom of page 603 in the Teacher’s Edition and preview with students Segment 1 of The Grizzly Bear Family Book (pages 602–609).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 605, 607, and 608.
Making Generalizations

**Warm-Up/Academic Language**

Tell students that a generalization is a statement that is true for most, but not all, of the people, things, animals, or situations it describes. Point out that words such as *most*, *usually*, and *often* may signal a generalization. Explain that a generalization is valid if it can be supported by facts. A generalization is invalid if it is not supported by facts or relies on personal opinions or bias.

**Teach**

Write the following sentences on the board:

- **Many people own pets.**
- **Pet stores often carry cats, dogs, and fish.**
- **All people love animals.**

Read the first and second sentences with students. Point to *Many* and *often*. Remind students that these words often signal generalizations. Explain that these are valid generalizations because what they claim is true for most, but not all, of the people or things they describe.

Read the third sentence with students. Point to the word *All*. Remind students that the word *all* does not allow any exceptions. In order for this statement to be valid, it must be true for every single person in the world. Since it isn’t, this generalization is invalid.

Tell students that while many generalizations contain words such as *most*, *usually*, and *often*, not every generalization does. Model decoding the following sentence: *People love to travel.*

**Think Aloud**

I don’t see a word such as *most*, *usually*, or *often*. Now, I know that some people love to travel. I also know that other people don’t like to travel. I think this is an overgeneralization, because just saying *People love to travel* might make readers think the author means everyone.

**Objectives**
- identify words that often signal generalizations
- analyze the validity of generalizations
- distinguish valid generalizations from overgeneralizations
- make generalizations based on story events and their own experiences

**Materials**
- Teaching Master ES6-2
- Practice Master ES6-2
- Anthology: The Grizzly Bear Family Book
Display the chart below. Guide students in determining whether each statement is a valid or an invalid generalization.

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Signal Word</th>
<th>Valid or Invalid</th>
<th>How I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students in our class are 10 or 11 years old.</td>
<td>Most</td>
<td>valid</td>
<td>School records would likely prove that most fifth graders are 10 or 11 years old. Most allows that some students are older or younger.</td>
</tr>
<tr>
<td>Every fifth grader likes video games.</td>
<td>Every</td>
<td>invalid</td>
<td>Every doesn’t allow any exceptions, so this is invalid.</td>
</tr>
</tbody>
</table>

Guided Practice
Display or distribute Teaching Master ES6-2.
Read the passage with students, having them pay attention to any words or sentences that might signal a generalization.
Help students to identify each generalization in the chart as valid or invalid, and to explain their reasoning in each case.

Practice/Apply
Distribute Practice Master ES6-2. Review the directions with students.
Read the passage with students.
Have them complete the Practice Master independently.
Check students’ responses to make sure that they understand how to identify valid and invalid generalizations.

LITERATURE FOCUS: 10–15 MINUTES
Preview The Grizzly Bear Family Book Segment 2
Objective
- decode words with the prefixes *com-*, *con-*, *en-*, *ex-*, *pre-*, *pro-
- identify the meaning of words with the prefixes *com-*, *con-*, *en-*, *ex-*, *pre-*, *pro-

Materials
- Anthology: The Grizzly Bear Family Book

Prefixes *com-*, *con-*, *en-*, *ex-*, *pre-*, *pro-

Teach

Write *enjoy* on the board. Ask students to name things they enjoy doing and to define *enjoy*. Remind students that a prefix is a word part added to the beginning of a word. A prefix adds to or changes the meaning of a word. Write *en + joy*. Explain that the prefix *en-* means “to cause to be” or “to go into or onto.” *Enjoy* means “to cause to be happy.”

Write these sentences on the board: *Grizzly bears enjoy life. I watched as a mother and her cub played tag. Ask: How do bears enjoy life?*

Write the following sentence on the board, underlining as shown: *It had been a pretty frightening *experience*. Explain that *ex-* means “out, away from” or “not, without.” Then model for students the Phonics/Decoding Strategy using this Think Aloud:

Think Aloud

*I see that the first syllable is ex-. I know that many words end in -ence, which I see at the end of the word. That may be the last syllable. Could the word be iks PUR i ens? It doesn’t sound right. I’ll change the vowel sounds—iks PIR e ens. That works in the sentence.*
**Practice**

**Explain** the meaning of each prefix and ask students to decode the underlined words.

*(com-, con-: “together, with”) Mother animals must keep **constant** watch over their babies.*

*(pre-: “earlier, before, prior to”) The mother bear **preceded** her cubs into the river to bathe.*

*(pro-: “prior to, in front of”) The mother bear **provides** a den against the freezing winter.*

**Apply**

**Have** students use the practice words in original sentences.

**LITERATURE FOCUS: 10–15 MINUTES**

**Review The Grizzly Bear Family Book**

**Guide** students through the Comprehension Skill Lesson for **Making Generalizations** on page 615 in the Teacher's Edition.
Objectives
- identify contractions with not
- form contractions with not
- write sentences using contractions with not correctly

Teach
Display this sentence on the board: I did not like the story, and I didn’t think it was interesting.
Underline the words did not and didn’t. Explain that didn’t is a contraction that stands for the words did not.
Tell students that a contraction is a word formed by joining two words, making one shorter word. Review with students that an apostrophe (’) takes the place of the letter or letters that are dropped.
Explain the following points:
- You may use contractions when you write friendly letters.
- Do not use contractions in formal reports or business letters.

Practice
Model how to form a contraction from is not using this sentence:
It is not a sad event.

Think Aloud
As I read this sentence, I notice the verb is followed by the word not. I know I can combine a verb with not to make a contraction. If I combine is with not, I form the contraction isn’t. I’ll check to see if this contraction works in the sentence. It isn’t a sad event. That makes sense.

Review by having students name some contractions with not. (Answers will vary.) Ask how an apostrophe is used in a contraction. (It takes the place of the letter or letters dropped to shorten the word.)

Apply
Have students write five interesting facts they learned about bears. Ask them to use at least three contractions with not in their sentences.
Negatives

**Teach**

Ask students to list advice about what to do if they see a grizzly bear in the wild. Display responses that include negatives and add responses of your own. For example: *Never bother a mother bear’s cubs.*

Remind students that negatives are words that mean “no” or “not.” List these common negatives. Have students use each word in a sentence.

**Tell** students that a sentence should have only one negative. Using double negatives in a sentence is usually incorrect.

**Practice**

Have students identify the negatives in sentences on pages 610, 612, and 614, and rewrite any sentence that has a double negative.

**Apply**

Have students write a brief summary of the story. Ask them to use at least three negatives in their summary.

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**LITERATURE FOCUS: 10–15 MINUTES**

**Preview The Hyrax of Top-Knot Island**

Walk students through *The Hyrax of Top-Knot Island,* and discuss the illustrations, using words from the story such as *hyrax cubs, mammals,* and *colony.* Ask students to make generalizations about Top-Knot Island based on the photographs on pages 4, 5, 12, and 13.
Making Generalizations

**Teach**

**Explain** that a generalization is a broad statement that is true about most of the items or people in a given category. It may also be a broad rule that applies to several different examples. A generalization should be based on facts from sources that can be checked.

**Use** the following example to illustrate a generalization: *Most dogs are domesticated, or tame, animals.* Note that this statement is true of most dogs and can be checked in reliable sources.

**Explain** that an overgeneralization is a broad statement that does not follow from facts. An overgeneralization cannot be verified, or supported, by facts from reliable sources.

**Use** this example to illustrate the concept: *Toys made of plastic break easily.* Note that many toys made of plastic are well-constructed and do not break easily. The statement cannot be verified, or supported, by reliable sources.

**Practice**

**Use** this sentence to model how to identify a generalization: *Bears can be dangerous animals.*

**Think Aloud**

*This is a broad statement. The writer is saying that bears can be dangerous. Bears are large, wild animals. They have big teeth and long, sharp claws. When they snarl, they look ferocious. Bears have been known to ransack campsites searching for food. This statement probably can be supported by facts from reliable sources. Therefore, it is a generalization.*

**Direct** students to the last sentence on page 607: *In nature, all living things, including humans, depend on other lives for their existence.* Model how to identify an overgeneralization.
Think Aloud

This is a broad statement. The writer is saying that all living things kill other living things to survive. Plants are living things. Plants survive on water and minerals or other nonliving things in the soil. They do not kill other living things to survive. This statement cannot be supported by facts from reliable sources. Therefore, it is an overgeneralization.

Apply

Direct students to the following sentence: Bears avoid fighting if at all possible.

Have them repeat the process in the Practice and decide whether the statement is a generalization or an overgeneralization. (This statement is a generalization.)

Ask them to share their reasoning in a class discussion.

Have students read The Hyrax of Top-Knot Island in the Leveled Reader. Ask them to look for generalizations and decide whether the broad statements can be supported by facts from reliable sources. Have students complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit The Grizzly Bear Family Book and The Hyrax of Top-Knot Island

Guide students in making generalizations about the animals, plants, and environments in The Grizzly Bear Family Book and The Hyrax of Top-Knot Island. Also, help students look for words with the prefixes com-, con-, en-, ex-, pre-, and pro-. As examples, you may wish to point out the words enjoy, confront, and protect on pages 605 and 607 of The Grizzly Bear Family Book, and the word prevent on page 19 of The Hyrax of Top-Knot Island.
Three-Syllable Words

**Warm-Up/Academic Language**

Tell students that they can decode three-syllable words by looking for familiar base words and using various syllabication patterns. Remind students that words with the VCCV (Vowel-Consonant-Consonant-Vowel) pattern are divided between the two consonants. Words with the VCV (Vowel-Consonant-Vowel) pattern are either divided after the consonant or after the first vowel.

**Teach**

Tell students that when they come across three-syllable words, there are questions they can ask themselves to guide them as they decode. Write the following questions on the board:

- Do I see any endings?
- Do I recognize a base word?
- What pattern of vowels and consonants do I see?

Show how you can use the questions as a guide to help you decode longer words. Write the following sentence on the board and model how to decode happening: Do you know what is happening today?

**Think Aloud**

First, I ask myself if there are any endings in the word hap-pen-ing. I see the -ing ending. I cover the ending, and ask myself if I see a base word. I see the base word happen. Then I ask myself which pattern of vowels and consonants I see. I notice that the letters a-p-p-e follow the VCCV pattern, so I can divide the word between the two consonants and the ending: hap/pen/ing. That sounds like HAP uh nihng, which makes sense in the sentence.
Write the following words on the board:

introduce advantage reliant
constantly remainder silently

Instruct students to work with a partner. Provide each pair with two three-syllable words. Have each pair decode the words using the procedure modeled above.

Guided Practice

Display or distribute Teaching Master ES6-3, and read through the passage with students.

Focus students’ attention on the underlined three-syllable words.

Guide students in completing the chart.

Practice/Apply

Distribute Practice Master ES6-3 to students.

Read the directions with students to make sure they understand what they are to do.

Have students complete the Practice Master independently.

Check students’ responses to make sure that they understand how to decode three-syllable words.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Golden Lion Tamarin Comes Home Segment 1

Refer to the bottom of page 629 in the Teacher’s Edition and preview with students Segment 1 of The Golden Lion Tamarin Comes Home (pages 629–635).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 632 and 634.
### Topic, Main Idea, and Supporting Details

#### Warm-Up/Academic Language

Tell students that the **topic** of a selection is what all or most of the selection is about. Explain that the **main idea** is the most important idea or point that the author makes about the topic. Tell students that the main idea is sometimes directly stated in a sentence, and that other times readers must infer the main ideas from details in the selection. Explain that these **supporting details** provide more information to help explain the main idea.

#### Teach

**Read** aloud the following passage:

There are many ways to find out information about endangered animals. You can find information in encyclopedias and other reference books. You can ask your librarian about how to find magazines and Internet Web sites with reliable information on this topic. You can also speak with people who are experts on endangered animals.

**Ask** students to identify the topic of the passage, or what it is about.

(finding information on endangered animals)

**Reread** the passage, and ask students to raise their hands if they hear a sentence that states the main idea, or the author’s most important point. (*Students should raise their hands at the first sentence: There are many ways to find out information about endangered animals.)*

**Write** the following chart on the board. Reread the passage above, and guide students in completing the chart.
Guided Practice
Display or distribute Teaching Master ES6-4.
Read the passage with students.
Guide students in identifying the topic, main idea, and supporting details.
Help students to complete the chart with information from the passage.

Practice/Apply
Distribute Practice Master ES6-4 to students.
Review the directions with students to make sure they understand what they are to do.
Instruct students to complete the Practice Master independently.
Check students’ responses to make sure that they understand how to identify the topic, main idea, and supporting details of a selection.

LITERATURE FOCUS: 10–15 MINUTES
Preview The Golden Lion Tamarin Comes Home Segment 2
Refer to the bottom of page 629 in the Teacher’s Edition and preview with students Segment 2 of The Golden Lion Tamarin Comes Home (pages 636–641).
Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 637 and 640.
Three-Syllable Words

Teach

Discuss with students when the word unloaded might be used: truck drivers unloaded packages, school bus drivers unloaded passengers, and so forth. Write this sentence on the board: The tamarins are unloaded and carried into the woods. Ask students to look for the base word in unloaded and then name and explain the ending. Next, review that the prefix un- means “opposite” or “not,” and help students define unloaded.

Write this pair of sentences on the board:

When the tamarins begin to eat natural foods, the observers reduce the number of visits.

The reduction in visits increases until all feeding is stopped.

Point out that since reduce and reduction have the same base word, students might expect to pronounce reduction as re DOOS shuhn, but adding the suffix had two results:

• dropping the e makes the c sound like k

• the changed syllabication affects the u

Use this sentence to model decoding starvation: Alone, a newly-reintroduced tamarin can die of starvation.

Think Aloud

I see starv at the beginning of the word. The a before the suffix -tion could be pronounced ah or as a long a. I’ll try long a: star VA shuhn. That sounds right.
Practice

Have pairs of students use different strategies to decode the underlined words in the following sentences.

*The nesting box is a modified picnic box.*
*Cages in the woods await the immigrants.*
*The tamarins are accustomed to the climate.*

Apply

Encourage students to find other three-syllable words in the story. Have them make a list of the words and divide the words into syllables after they have identified any prefixes and suffixes.

LITERATURE FOCUS: 10–15 MINUTES

Review *The Golden Lion Tamarin Comes Home*

Prepositions

Teach

Explain that words that show relationships between other words are called prepositions.

Tell students that a preposition relates the noun or pronoun that follows it (the object of the preposition) to another word in the sentence. The object of the preposition answers the question of whom or what.

*A lizard ran under the car.* (preposition: *under*; object: *car*)
*I saw a turtle near the pond.* (preposition: *near*; object: *pond*)

Practice

Model how to identify a preposition using this sentence: *I put the pie on the table.*

Think Aloud

As I read this sentence, I see the word *on*. I think *on* is a preposition, but I’ll check to make sure. I look at the words that follow *on* and ask, “Do these words tell whom or what?” The word table tells “on what.” So *on* must be a preposition.

Have students find four prepositions and their objects on page 631.

Apply

Have students write four things that they learned about tamarins. Ask them to include a preposition in each statement.
Prepositional Phrases

Teach

Remind students that a preposition is always followed by an object. Tell them that a *prepositional phrase* is made up of a preposition, the object of the preposition, and all the words between them.

Have students describe the position of objects in the classroom. Record responses on the board and underline the prepositions. For example:

*The flag is near the window.*

*The pencil sharpener is on the bookshelf.*

Ask students what kind of word is underlined in each sentence. *(a preposition)* Review that the object of a preposition is the noun or the pronoun that follows it. Then have students name the prepositional phrase in each sentence on the board. *(near the window, on the bookshelf)*

Practice

Display the following sentences, and underline the prepositions. Have students name the entire prepositional phrase.

*The golden lion tamarin is named for its color and its mane.* *(for its color and its mane)*

*The tall trees of the rain forest offer the tamarin food.* *(of the rain forest)*

*Above the tamarins fly owls that are predators.* *(Above the tamarins)*

Apply

Ask students to write a brief summary of *The Golden Lion Tamarin Comes Home*. Have them use prepositional phrases in their writing.

Objectives

- identify prepositional phrases
- identify prepositional phrases with compound objects of the preposition
- use prepositional phrases in sentences

Materials

- Leveled Reader: *Saving Sea Turtles*

Literature Focus: 10–15 minutes

Preview *Saving Sea Turtles*

Walk students through *Saving Sea Turtles* and discuss the illustrations, using words such as *endangered, habitat, and pollution*. Ask students to predict the topic and main idea using the photographs.
Objectives
• identify topics, main ideas, and details
• infer main ideas from details

Materials
• Anthology: *The Golden Lion Tamarin Comes Home*
• Leveled Reader: *Saving Sea Turtles*

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**Teach**

**Review** that the topic is the subject the author is writing about. The main idea is the most important idea that the writer wants readers to understand about the topic. Supporting details are pieces of information that explain or tell more about the main idea. Supporting details may include facts and examples.

**Explain** that in a longer piece of writing, one paragraph (or a group of paragraphs) may have a topic, a main idea, and supporting details that explain this main idea. Point out that main ideas are often stated in headings or key sentences. However, sometimes readers must infer the main idea by summing up details and inferring the author’s meaning.

**Direct** students to the first two paragraphs on page 631 of the selection. Use this passage to model the concept:

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**Think Aloud**

_The rain forest once was huge. Human beings cut down trees. A large city grew in the area. Now only 2 percent of the original rain forest is left. If I add these details together, I can infer the main idea of the paragraph. The main idea is that human development has destroyed the habitat of golden lion tamarins._

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**Practice**

**Point out** the topic of the entire selection: the return of golden lion tamarins to the rain forest. Discuss with students the main idea of the entire selection: People are trying to save the golden lion tamarin from extinction. Explain that students are going to focus on passages that are individual paragraphs. Have them infer the main idea by summing up details in these paragraphs. You might include the following excerpts.
• paragraph 1 on page 633 (Main Idea: Zoo keepers are trying to prepare the tamarins for life in the wild.)

• paragraph 2 on page 636 (Main Idea: The zoo-bred tamarins do not yet know how to find food on their own.)

• paragraph 2 on page 638 (Main Idea: Observers must be prepared for emergencies as they track the tamarins.)

• paragraph 3 on page 639 (Main Idea: Observers want to remain objective and not think of the tamarins as pets.)

Challenge students to infer the main idea in a two-paragraph passage. Use the last paragraph on page 640 and the first paragraph on page 641. (Main Idea: Over time, the observers force the tamarins to become more independent.)

Apply

Have students read Saving Sea Turtles in the Leveled Reader. Ask them to infer main ideas by summing up supporting details in paragraphs. Have students complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit The Golden Lion Tamarin Comes Home and Saving Sea Turtles

Guide students in identifying the topics, main ideas, and supporting details in The Golden Lion Tamarin Comes Home and Saving Sea Turtles. Also, help students look for three-syllable words. As examples, you may wish to point out the words canopy and extinction on page 630 of The Golden Lion Tamarin Comes Home, and the words survival and jewelry on page 34 of Saving Sea Turtles.
Objectives
• read words with suffixes -ent, -ant, -able, and -ible
• use the Phonics/Decoding Strategy to decode longer words

Materials
• Teaching Master ES6-5
• Practice Master ES6-5
• Anthology: My Side of the Mountain

SKILL FOCUS: STRUCTURAL ANALYSIS 25–30 MINUTES

Suffixes -ent, -ant, -able, -ible

Warm-Up/Academic Language

Explain to students that a suffix is a word part added to the end of a base word to change its meaning. Tell students that adding suffixes to base words also changes many base words into adjectives. Explain that the suffixes -ent and -ant mean “being in a condition of” or “causing to be,” and the suffixes -able and -ible mean “capable of” or “inclined to.” Point out that recognizing suffixes may help students decode unfamiliar words.

Teach

Write the following sentences on the board and read them aloud.

I rely on you to finish the job.
She is self-reliant and rarely asks for help.
I trust him because I know he is reliable.

Point to the underlined word in each sentence. Circle the suffix -ant in self-reliant, and the suffix -able in reliable. Explain that the base word rely is the same for both words. Point out that the y in rely changes to an i when a suffix is added.

Display the following chart. Guide students in completing the chart. Explain spelling changes to base words as needed. You may wish to have students confirm word meanings using a dictionary.

<table>
<thead>
<tr>
<th>Word with Suffix</th>
<th>Base Word</th>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparent</td>
<td>appear</td>
<td>-ent</td>
<td>easily seen</td>
</tr>
<tr>
<td>compliant</td>
<td>comply</td>
<td>-ant</td>
<td>giving in to the wishes or requests of others</td>
</tr>
<tr>
<td>moveable</td>
<td>move</td>
<td>-able</td>
<td>able to be moved</td>
</tr>
<tr>
<td>horrible</td>
<td>horror</td>
<td>-ible</td>
<td>causing horror; being dreadful</td>
</tr>
</tbody>
</table>
Guided Practice

Display or distribute Teaching Master ES6-5.

Read each sentence with students.

Help students to identify words with the suffixes -ent, -ant, -able, or -ible.

Write each word on the line provided, and have students point out the -ent, -ant, -able, or -ible suffix in the word. Circle the suffixes as they are identified.

Practice/Apply

Distribute Practice Master ES6-5 to students.

Review the directions with students to make sure they understand what they are to do.

Instruct students to complete the Practice Master independently.

Check students’ responses to make sure that they understand how to read and decode words with the suffixes -ent, -ant, -able, and -ible.

LITERATURE FOCUS: 10–15 MINUTES

Preview My Side of the Mountain Segment 1

Refer to the bottom of page 651 in the Teacher’s Edition and preview with students Segment 1 of My Side of the Mountain (pages 651–659).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 654 and 658.
Objective
- use facts and details from the selection to come to an understanding of something not directly stated in the text

Materials
- Teaching Master ES6-6
- Practice Master ES6-6
- Anthology: My Side of the Mountain

Warm-Up/Academic Language
Explain to students that authors do not always state everything directly. Sometimes readers must add up the facts and details and come to an understanding of events on their own. Tell students that this process is called drawing conclusions.

Teach
Read aloud the following passage:

Jake’s tail was wagging so hard that his entire body wiggled back and forth. He jumped up and tried to lick Pete’s face, almost knocking the boy over. “Well, how are you, buddy?” said Pete, laughing. “I guess you missed me. It was a long semester, wasn’t it? I’m glad to finally be home again. Give me a minute to unpack this suitcase, and then I’ll take you for a nice walk.”

Reread the passage, pausing after each sentence. Have students identify details that give clues about the characters and events.

Model the process of drawing conclusions about the character Jake.

Think Aloud
The passage says that Jake’s tail is wagging, and that he tries to lick Pete’s face. Later on, Pete says he’ll take Jake on a walk. Based on these details, I think Jake is a dog. Dogs have tails and often act that way when they’re excited, and people often take dogs on walks. It also says that Jake almost knocks Pete over when he jumps up. I think Jake must be a big dog, otherwise he couldn’t knock Pete over.
**Write** the following chart on the board, and guide students in completing the chart. Ask students these questions: Who is Pete? How long has Pete been away from home? Where might he have come from?

<table>
<thead>
<tr>
<th>Characters</th>
<th>Story Clues</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake</td>
<td>wags his tail, will be taken for a walk</td>
<td>Jake is a dog.</td>
</tr>
<tr>
<td>Pete</td>
<td>says he’s glad to be home, says it was a long semester, talks about unpacking a suitcase, will take Jake for a walk</td>
<td>Pete is a boy, and is probably Jake’s owner. He has been gone for a semester. He might have been at a boarding school.</td>
</tr>
</tbody>
</table>

**Guided Practice**

**Display** or **distribute** Teaching Master ES6-6.

**Read** the first passage with students, and point out the illustration.

**Guide** students in using clues from the passage to draw conclusions about Grace and to complete the chart.

**Follow** a similar procedure with the second passage and chart.

**Practice/Apply**

**Distribute** Practice Master ES6-6 to students.

**Review** the directions with them.

**Instruct** students to complete the Practice Master independently.

**Check** students’ responses to make sure that they understand how to use story details to draw conclusions about something not directly stated in the text.

**LITERATURE FOCUS:**

**Preview My Side of the Mountain Segment 2**

**Refer** to the bottom of page 651 in the Teacher’s Edition and preview with students Segment 2 of *My Side of the Mountain* (pages 659–665).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 662, 663, and 664.
Objectives

- identify the meaning of words with the suffixes -ent, -ant, -able, and -ible
- decode words with the suffixes -ent, -ant, -able, and -ible

Materials

- Anthology: My Side of the Mountain

Suffixes -ent, -ant, -able, -ible

Teach

Ask students to name people or things that they can rely on. Then write this sentence on the board: Living alone on the mountain had made me self-reliant. Circle the -ant in reliant and write its meaning: “being in a certain condition” or “performing or causing a certain action.”

Discuss why the letter i might be a y in the base word. Change reli to rely. Help students define self-reliant: “in the condition of relying on yourself.” Then ask a volunteer to explain the strategy used. Point out that -ent and -ant mean the same thing.

Discuss where students might see audio, such as on a remote control, and the word’s meaning. Then write this sentence: An audible yelp announced the red fox. Circle the letters ible. Explain that -ible and -able mean “capable of” or “inclined to.” Help students define audible as “capable of being heard.”

Use this sentence to model how to decode livable: I realized I had to make my tree livable during the cold winter.

Think Aloud

I see the suffix -able. Liv looks like live, so live may be the base word. If so, livable would mean “capable of being lived in.” That makes sense in the sentence.
**Practice**

*Ask* students to decode the underlined words using what they know about suffixes and base words.

*I did not go any closer to the *defiant* Baron.*

*The flat stone could work. It was not *flexible.*

*It is *apparent* Frightful scares the squirrels.*

*The fox thought the mess was *laughable.*

**Apply**

*Have* students define each of the underlined words that they decoded, using the context, base word, and suffix to help with meaning. Then have them use the practice words in original sentences.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review *My Side of the Mountain***

*Guide* students through the Comprehension Skill Lesson for *Drawing Conclusions* on page 657 in the Teacher’s Edition.
Object Pronouns in Prepositional Phrases

**Teach**

Write these sentences on the board: *Mia read to Arthur. Arthur read to Mia.*

Point out that each underlined name is the object of the preposition *to.* Remind students that the object of a preposition is the noun or the pronoun that follows the preposition. Tell them that when the object of the preposition is a pronoun, it is called an object pronoun. Remind students that a pronoun is a word that is used in place of a noun. Then ask students to substitute a pronoun for each underlined name on the board. *(Mia read to him, Arthur read to her.)*

Explain that the pronouns *him* and *her* are object pronouns. Emphasize that only object pronouns may be used in a prepositional phrase.

Create a complete list of object pronouns with students: *me, him, it, you, her, us, them.*

**Practice**

Display the following sentences. Have students identify the prepositional phrases that contain an object pronoun.

*Frightful snagged crickets as Sam paddled near her.* *(near her)*

*The creek seemed like an old friend to him.* *(to him)*

*Sam dug clay for a fireplace and went home with it.* *(with it)*

*He heard birds in the trees and smiled at them.* *(at them)*

**Apply**

Ask students to write a brief summary of *My Side of the Mountain.* Have them use object pronouns in some of the prepositional phrases they write. Then have students read their summaries aloud. Ask listeners to identify the object pronouns they hear.
Pronouns in Prepositional Phrases with Compound Objects

**Teach**

Display this sentence: *This page tells about Jean Craighead George and Gary Aagaard.* Have students identify the object of the prepositional phrase. *(Jean Craighead George and Gary Aagaard)*

Point out that the object is compound. It refers to more than one person. Ask students to substitute an object pronoun for one of the names in the sentence. *(This page tells about Jean Craighead George and him. This page tells about her and Gary Aagaard.)*

Display the following sentence. Have students choose the object pronoun that best completes the compound object. *Squirrels ran away from Sam and _____.* *(she, her)*

**Practice**

Have students add object pronouns to these compound objects.

*The wind blew the grass seed, and animals ate it. The grass seed was harvested by _____ and the wind.* *(them)*

*Many animals joined Sam’s party. At first it was fun for the animals and _____.* *(him)*

**Apply**

Ask students to write a description of an outdoor trip they took with a friend or a family member. Have them use pronouns in prepositional phrases with compound objects.

**LITERATURE FOCUS:**

**Preview Kat the Curious**

Walk students through *Kat the Curious* and discuss the illustrations, using words such as *impatient* and *explore.* Ask students to draw conclusions about how Kat feels, based on the illustrations.
Drawing Conclusions

**Teach**

**Review** that readers draw conclusions when they use facts and details to reach an understanding about something that is not directly stated in the text.

**Explain** that readers draw conclusions to help them understand characters in a story. Direct the students to pages 652 and 653. Use these examples to model how readers can use details to draw conclusions and understand characters.

**Materials**

- Anthology: *My Side of the Mountain*
- Leveled Reader: *Kat the Curious*

**Objectives**

- evaluate information and draw conclusions
- use conclusions to examine characters

**Think Aloud**

On page 652, Sam describes what is happening in the mountains in September. He talks about the weather, the plant life, and the animals. He sounds happy when he describes them. He says that he “felt wonderful.” I can conclude that Sam likes being in the mountains in the fall. On page 653, Sam talks about gathering unusual bulbs, tubers, and roots. He eats a cricket, but he does not like it. He smokes fish and rabbits, digs wild onions, and “races September for her crop.” I can conclude that Sam knows how to survive in the woods by gathering wild plants, fishing, and hunting.

**Practice**

**Guide** students through events in the story and have them draw other conclusions about Sam’s character by “adding up details.” Examples might include:

- paragraphs 3–4 on page 654 (Sam is making clothing from hides and furs. Conclusion: He is handy.)
- paragraphs 3–5 on page 656 (He uses his imagination to solve problems when building a fireplace. Conclusion: He is creative.)
• paragraph 3 on page 660 (Sam eats slightly wormy apples. Conclusion: He is not squeamish.)

• paragraph 7—“note” on page 660 (Sam does not disturb Baron Weasel when the Baron fiercely protects his food. Conclusion: Sam understands wild animals and is cautious around them.)

Apply

Have students find other examples of details on which they can base conclusions about Sam’s character. Have them write a character study based on their conclusions. Tell them to support their conclusions with details from the story. They might use a word web to list traits they identify in Sam’s character. Suggest that behind each trait they write the page number(s) on which supporting details can be found. They can refer to these pages, as necessary, when writing their character study. Afterward, have partners compare and contrast their work.

Have students read Kat the Curious in the Leveled Reader. Ask them to draw conclusions about characters based on story details. Have students complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit My Side of the Mountain and Kat the Curious

Guide students to draw conclusions about the characters, setting, and events in My Side of the Mountain and Kat the Curious. Also, help students to look for words with the suffix -ent, -ant, -able, or -ible. As examples, you may wish to point out the word excellent on page 653 of My Side of the Mountain and the word impatient on page 55 of Kat the Curious.