Summarizing

Using the completed graphic organizer, model summarizing the first section of the book orally; then write your summary on chart paper. Have a volunteer use the graphic organizer to add to the summary. Write it on chart paper. Follow this procedure to summarize the last part of the book.

Decoding Longer Words

CLARIFY/PHONICS: Break Words into Chunks

Teach/Model  Tell students that unfamiliar-looking words may be made of known word parts, or chunks. Common chunks include (a) compounds, smaller words combined into a larger one; (b) syllables, one or more letters with just one vowel sound; and (c) base words with endings.

Have students read the list under the first column heading, "Kinds of Chunks."

Use the first longer word to model breaking a word into chunks.

MODEL I see a smaller word, print, so this longer word might be a compound. The first word in the compound is spelled f-i-n-g-e-r. I can break it into syllables between the consonants n and g and say the syllables separately and together: fin, ger, fingerprint. I've heard of a fingerprint.

Have students take turns similarly modeling the chunking of the remaining words. Prompt them to note base-word spelling changes in the word silliest and permitted.

Review students' answers to the questions under the chart. Guide them in naming the different kinds of chunks to look and listen for (base words, syllables, endings).

Connect to Strategy CLARIFY/PHONICS  Have students review the steps of the CLARIFY/PHONICS strategy (Poster 3). Write this sentence on the board and read it aloud, skipping the word talented. Model using the strategy, as shown below:

The young girl is a talented tennis player.

MODEL I know every word in the sentence except this one (underline talented). I see the ending -ed. The base word has a single consonant, l, between vowels, so I’ll make an open syllable after the a: TAY lent. I don’t recognize that word. I’ll try chunking after the l: TAL ent. I recognize the word talent. A talented tennis player has a natural ability.

Practice A  Partners complete items 1–5. Students then take turns saying each chunk and word aloud.

Practice B  Read the directions and go over item 1 with the group. Students complete the items on their own. Afterward, discuss the meanings of the phrases.

Apply/Comprehension Check

Students work independently. For the Apply items, have them tell how they used the CLARIFY/PHONICS strategy to figure out each three-syllable word, as well as any other words in the text. Discuss responses to the Comprehension Check.

Making Words

Use the activity to the left. See pp. T65-T67 to review the procedure.

Sample Summary:

Bats hunt insects. They eat mosquitoes, moths, beetles, and grasshoppers. Bats catch insects by using sound waves. Bats’ wings are like hands. They can use their wings to scoop insects. Bats hang upside down when they sleep or clean themselves. They hibernate in caves in the winter. People have to be careful about exploring bat caves. If the bats get scared they may leave their pups. Some kinds of bats are dying out. You can help them by building a bat house.

Optional Lesson, Book 14

Making Words

Letter Cards: a e e i b h n r t
Book Word: hibernate (page 22)
  • Take two letters to make at.
  • Add a letter to make bat.
  • Add a letter to make bath.
  • Add a letter to make bathe. I bathe my dog outside.
  • Add a letter and rearrange to make breath.
  • Add a letter to make breathe.
  • Now use all your letters to make a word from your book, hibernate.

Sorts
  • words that rhyme
  • words with a silent e