EXTRA SUPPORT LESSONS FOR

Heroes

Selections

1 Happy Birthday, Dr. King!

2 Gloria Estefan

3 Lou Gehrig:
The Luckiest Man
Prefixes and Suffixes

Warm-Up/Academic Language

Remind students that prefixes are word parts added to the beginning of base words or word roots and that suffixes are word parts that are added to the end of them. Point out that adding a prefix or a suffix can change the meaning or part of speech.

Teach

Write review on the board, and read it with students. Write this equation on the board: re- + view = review. Circle view and explain that it is a base word that means “to look at.” Underline re- and tell students that it is a prefix that means “again.” To review something means to “to look at it again.” Point out that adding the prefix re- to the base word view adds the meaning “again.”

Explain that adding a suffix, such as -er, also changes the meaning of a base word. Write this equation on the board: view + -er = viewer. Remind students that -er usually means “someone who.” Elicit that view means “to look at” and viewer means “someone who looks at.”

Demonstrate how the following prefixes and suffixes change the meaning of each base word shown on the chart. Have students help you to complete it.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>+ Suffix or Prefix</th>
<th>= New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>penny: one cent</td>
<td>-less: without</td>
<td>penniless: without any money</td>
</tr>
<tr>
<td>govern: to rule</td>
<td>-ment: make a word a noun</td>
<td>government: a group of people who rule</td>
</tr>
<tr>
<td>trust: to depend on and believe in</td>
<td>dis-: not or opposite of</td>
<td>distrust: to doubt</td>
</tr>
</tbody>
</table>

Display the following sentence, and model how to decode uncomplicated: Gavin rarely gets into a mess because his life is easy and uncomplicated.
**Think Aloud**

I see the prefix un- at the beginning of this word. I also see the -ed ending. I think that a final e was dropped before the ending was added. I cover the prefix and ending and add a final e. That leaves a familiar word: complicate. I know that un means "not," so that means uncomplicated is the opposite of complicated. That makes sense in the sentence. An easy life is an uncomplicated, or simple one.

**Guided Practice**

**Display** or **distribute** Teaching Master ES5-1 and discuss the illustration. **Read** the first dialogue with students and help them to underline the shared base word and the prefixes or suffixes. **Guide** students to see that the meaning of the base word is changed by the addition of each prefix or suffix. **Repeat** the procedure with the remaining dialogues.

**Practice/Apply**

**Distribute** Practice Master ES5-1 to students and review directions. **Ask** students to complete the Practice Master independently. **Check** students’ responses to make sure they understand how prefixes and suffixes change word meaning.

**LITERATURE FOCUS:** **10–15 MINUTES**

**Preview** *Happy Birthday, Dr. King!* **Segment 1**

**Refer** to the bottom of page 535 in the Teacher's Edition and preview with students Segment 1 of *Happy Birthday, Dr. King!* (pages 534–541).

**Note** the suggestions in the Extra Support boxes on Teacher's Edition pages 536, 539, and 540.
**Objectives**

- identify causes and effects
- understand how one cause can lead to multiple effects
- learn which clue words can signal causes and effects

**Materials**

- Teaching Master ES5-2
- Practice Master ES5-2
- Anthology: *Happy Birthday, Dr. King!*

---

**Cause and Effect**

**Warm-Up/Academic Language**

**Explain** that one thing can be the reason another thing happens. Tell students that this is called **cause and effect**. Point out that **effect** describes **what happened** and the **cause** explains **why it happened**. Point out that words such as **because, when, since, if, so,** and **as a result** can signal cause and effect statements.

**Teach**

Tell students that watching for signal words as they read can help them to identify cause-and-effect relationships. Write these clue words on the board, and read them with students: **because, when, since, if, so,** and **as a result**.

**Write** this sentence on the board, and point out the importance of the word **because**: *Jeremy missed school because he was sick.*

**Read** aloud the story below. Have students raise their hand when they hear a signal word.

**Read Aloud**

Mike searched all over because he had lost a library book. He looked under the bed so he could check in the pile that was always under there. He looked in his closet since it, too, was messy enough that the book could be buried in there. No library book appeared. Mike sadly counted the money he had saved because he knew he would have to pay for the lost book. He had just enough to replace it, but if he spent it all on the book, he wouldn’t be able to buy the new game he had been saving for. He prepared to ride his bicycle to the library. He reached for his helmet. As a result, he noticed something strange on the shelf. “Yes!” said Mike, overjoyed since had found the missing book.

**Display** the following chart on the board. Guide students to help you complete the chart.
Guided Practice

Display or distribute Teaching Master ES5-2, and discuss the illustration with students.

Read the selection with students and have them listen for signal words.

Help students to complete the cause-and-effect chart.

Practice/Apply

Distribute Practice Master ES5-2 to students and go over the directions.

Instruct students to complete the cause-and-effect chart independently.

Check to be sure all students understand the cause and effect skill by discussing the completed charts.

LITERATURE FOCUS: 10–15 MINUTES

Preview Happy Birthday, Dr. King! Segment 2

Refer to the bottom of page 535 in the Teacher’s Edition and preview with students Segment 2 of Happy Birthday, Dr. King! (pages 542–549).

Note the suggestions in the Extra Support box on Teacher’s Edition page 548.
**Objectives**
- decode words with a prefix or a suffix re-, dis-, un-; -ness, -ment, -ful, -less
- identify the meaning of words with a prefix or a suffix re-, dis-, un-; -ness, -ment, -ful, -less

**Materials**
- Anthology: *Happy Birthday, Dr. King!*

**Prefixes and Suffixes**

**Teach**

**Review** that prefixes are word parts added to the beginnings of words and suffixes are word parts added to the ends of words. Remind students that adding a prefix or a suffix changes the meaning of a word and makes a new word.

**Write** the prefixes *re-, dis-, un-* and the words *like, write, and happy* on the board and model how to combine the words and prefixes to make new words.

**Think Aloud**

I can add these prefixes to words to make new words. If I add *re-* to *write*, I get *rewrite*. When I add *dis-* to *like*, I get *dislike*. When I add *un-* to *happy*, I get *unhappy*. In each case, the prefix changes the meaning of the word.

**Explain** that the prefix *re-* means “again.” The prefix *dis-* means “opposite.” The prefix *un-* means “opposite” or “not.”

**Write** *-ness, -ment, -ful, and -less* and the words *spot, improve, wonder,* and *sad* on the board and model how to combine the words and suffixes.

**Think Aloud**

I know that suffixes are added to the ends of words. I can combine *sad* and *-ness* to make *sadness*, a word I know. I can also combine *improve* and *-ment* to make *improvement*, *wonder* and *-ful* to make *wonderful*, and *spot* and *-less* to make *spotless*. These are words I know. I can also see that the suffix changes the meaning of the word or how I can use it.

**Explain** that the suffixes *-ment* and *-ness* both mean “state or quality of.” The suffix *-ful* means “full of.” The suffix *-less* means “without.”
Practice

Have students skim the selection to find one or more words with the following prefixes and suffixes: re-, dis-, un-, -ment, -ful. Ask them to write a definition for each word.

Apply

Give students the following words and have them use the prefixes re-, dis-, and un- and the suffixes -ful, -less, -ment, and -ness to make new words. They may use some words twice. Ask them to explain the meanings of the words they make.

Literature Focus: 10–15 Minutes

Review Happy Birthday, Dr. King!

Guide students through the Comprehension Skill Lesson for Cause and Effect on page 537 in the Teachers Edition.
Subject Pronouns

Teach

Encourage students to discuss what they learned from the story *Happy Birthday, Dr. King!* Then display the following sentences:

The students learned a lot about Dr. King.

We learned a lot about Dr. King.

Ask students how the sentences differ. Then underline *We* in the second sentence. Explain that *We* is a pronoun that can take the place of the subject *The students*. Review that a subject is who or what a sentence is about.

Have students write the following subject pronouns on index cards: *I, we, you, he, she, it, they*. Read aloud the following sentences and identify the subjects. Ask students to hold up a card to show the pronoun that can take the place of each subject.

Jamal and Arthur were in trouble. *(They)*
Mrs. Gordon gave them both a note from the principal. *(She)*
Jamal took the note home. *(He)*
The note said Jamal had been fighting. *(It)*

Practice

Ask students to look at the first sentence in the fourth paragraph on page 536. Then model how to replace subjects with subject pronouns.

Think Aloud

The first thing I do when I look at this sentence is try to figure out the subject. Jamal is who the sentence is about, so Jamal must be the subject. Then I ask myself, Which subject pronoun can take the place of Jamal? The pronoun *He* might work. I’ll try the pronoun in the sentence: He decided to go in the front door… That makes sense. He must be the correct subject pronoun.
Encourage students to use this thinking process as they identify the subjects in these story sentences and replace them with pronouns:

- p. 536 Maybe Mom won’t ask me about school. (she)
- p. 541 Grandpa Joe took a deep breath and began… (He)
- p. 544 That man was Dr. King. (He)
- p. 547 Our class could do something to show that fighting is not the way to get things done. (We)

Review, when finished, by asking: What words are subject pronouns? (I, we, you, he, she, it, they) What does a subject pronoun do? (It replaces the subject of a sentence.)

Apply

Ask students to write five sentences about the story. At least three sentences should contain subject pronouns. Have students exchange papers, underline the subject pronouns in each other’s sentences, and name the subject for which each pronoun stands.

LITERATURE FOCUS: 10–15 MINUTES

Preview *Thanks to Sandra Cisneros*

Walk students through *Thanks to Sandra Cisneros* and discuss illustrations using words such as recognized and experiences.

Ask students to find cause-and-effect relationships within the sequence of illustrations. Guide them to think about how the presentation of the Sandra Cisneros book (pages 11–15) appears to be the cause of the main character’s inspiration.
Objectives
- recognize cause/effect relationships
- distinguish between cause and effect

Materials
- Anthology: Happy Birthday, Dr. King!
- Leveled Reader: Thanks to Sandra Cisneros

Teach

Remind students that cause and effect exists when one event makes another event happen. We can find an effect by asking the question, What happened? We can find the cause by asking the question, Why did this happen?

Write these sentences on the board:

The school was closed last Thursday.
Last Thursday was Thanksgiving, a holiday.

Have students identify which sentence is a cause and which sentence is an effect. If they are having trouble, guide them through the process. First ask, What happened? (School was closed on Thursday.) Then ask, Why did this happen? (Thursday was a holiday.)

Point out that identifying causes and effects can help us better understand what we read. Knowing why things happen helps us understand how events are related to each other. Use this example to illustrate the point. Have students silently read the first paragraph of the introductory material on page 532. Ask, What happened to Mrs. Parks? (The police arrested her.) Why did this happen? (Mrs. Parks refused to move to the back of the bus.) Have students identify the cause and the effect and explain their reasoning.
Practice

Have students create a two-column chart with the heads Cause and Effect. Tell them to complete this organizer as they read *Happy Birthday, Dr. King!* They can record events in the Effect column. They should summarize why each event happened in the Cause column. Model this example. Direct students back to page 539 of the story. Ask, *What happened to Jamal in school?* (His teacher gave him a pink slip.) Ask, *Why did this happen?* (He fought with another boy over a seat in the back of the bus.)

Work through the story with students if they are having trouble. Point out important events. Ask students to explain why these events happened.

Apply

Have students keep track of cause and effect, with an eye to identifying what happens and why it happens, in the Leveled Reader selection *Thanks to Sandra Cisneros* by Daniel Santacruz. Then have them complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10-15 MINUTES

Revisit *Happy Birthday, Dr. King!* and *Thanks to Sandra Cisneros*

Review with students the cause-and-effect relationships presented in *Happy Birthday, Dr. King!* and *Thanks to Sandra Cisneros*. Also, help them to look for words with prefixes or suffixes such as assignment, disappeared, unhappy, (Happy Birthday, Dr. King!, pages 536, 539, 542) slowly, reminded, and experiences (Thanks to Sandra Cisneros, pages 10, and 13).
Changing Final \( y \) to \( i \)

**Warm-Up/Academic Language**

Remind students that in many words ending in \( y \), the \( y \) is changed to \( i \) when an ending is added. Explain that recognizing that a \( y \) was changed to \( i \) may help them to recognize and read long, unfamiliar words.

**Teach**

Write cloudy on the board, and read it aloud. Circle the base word cloud and underline the final \( y \). Tell students that they will learn about adding endings to base words that have a final \( y \).

Write these equations on the board:

\[
\text{cloudy} + -er = \text{cloudier} \\
\text{cloudy} + -est = \text{cloudiest}
\]

Circle the endings -er and -est. Point out that, in each word, the \( y \) changes to \( i \) before the ending is added.

Write scurry on the board. Ask volunteers to come to the board and write what happens when the endings -es and -ed are added to scurry. (scurries, scurried)

Remind students that removing an ending can often help them to figure out the meaning of longer words. Use the following sentence to explain: You can recycle old telephone directories.

**Think Aloud**

I see a word with the ending -es. I suspect that a final \( y \) in the longer word was changed to \( i \) when the ending -es was added. If I put back the final \( y \), I get the word directory. Now I see a base word that I recognize: direct. I try to sound out the whole word: dih REKT oh rees. Directories. Directories must be the plural of directory. That makes sense in the sentence.
Write these words on the board: jellied, parties, spicier, laziest, and tastiest.

Have volunteers write the base word of each word on the board. (jelly, party, spicy, lazy, tasty)

Guided Practice

Display or distribute Teaching Master ES5-3 and discuss the format. Explain that headlines are often not complete sentences and that they use capital letters to begin nearly every word.

Ask students to find the word in each headline that ends in \( i + \) a suffix.

Help students to underline these words and to write the base word.

Ask students to compare the underlined and base words. Guide them to observe that, in each instance, the final \( y \) in the base word changes to \( i \) when an ending is added.

Practice/Apply

Distribute Practice Master ES5-3, and go over the illustration and directions.

Instruct students to complete the Practice Master independently.

Have students share their answers with the group.

Check students' responses to be sure they know to change \( y \) to \( i \) when adding endings to base words with final \( y \).

LITERATURE FOCUS: 10–15 MINUTES

Preview Gloria Estefan Segment 1

Refer to the bottom of page 561 in the Teacher's Edition and preview with students Segment 1 of Gloria Estefan (pages 561–565).

Note the suggestions in the Extra Support boxes on Teacher's Edition pages 563 and 564.
**Objective**
- make judgments about a character’s actions based on story details and your own opinions and values

**Materials**
- Teaching Master ES5-4
- Practice Master ES5-4
- Anthology: Gloria Estefan

---

**Making Judgments**

**Warm-Up/Academic Language**

Tell students that they can make judgments about characters in stories. Explain that when readers make a judgment they ask themselves “Do I agree with this? Is this right or fair?” To make fair judgments, readers use their own opinions and experiences as well as facts from the story.

**Teach**

Discuss how students make judgments about people, ideas, and situations in real life. Elicit that they should use the person’s actions and their own beliefs about what is right and wrong.

**Read** this story aloud:

Jordan was leaving the video store when he saw a car run into a cyclist. The woman on the bike fell to the ground. Luckily, her helmet remained on her head, but she was unable to stand back up. Jordan bolted back into the store. “I have to use the phone!” he yelled. Then Jordan calmly dialed 911. “A woman was hit by a car,” Jordan said. He described where the parking lot was and an ambulance arrived right away.

**Display** the chart below on the board. Guide students to make a judgment about Jordan, using story details and their own values and experience. Sample responses are shown.

<table>
<thead>
<tr>
<th>Question</th>
<th>Story Details</th>
<th>Own Opinions and Experiences</th>
<th>Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of person is Jordan?</td>
<td>Jordan got involved and acted quickly and calmly after he saw the bicyclist go down.</td>
<td>People should help each other whenever they can. It is good to know what to do in an emergency.</td>
<td>Jordan is a quick-thinker. I think he’s a hero.</td>
</tr>
</tbody>
</table>
**Guided Practice**

**Display** or **distribute** Teaching Master ES5-4.

**Read** the story with students, asking them to think about Trisha’s decision.

**Help** students fill out the chart and discuss the final entries.

**Practice/Apply**

**Distribute** Practice Master ES5-4 to students and go over the directions.

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

**Ask** students to discuss their judgments with a partner and then read their letters to each other.

**Check** students’ ability to make judgments as they read by observing their responses.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview** *Gloria Estefan* Segment 2

**Refer** to the bottom of page 561 in the Teacher’s Edition and preview with students Segment 2 of *Gloria Estefan* (pages 566–576).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 568, 571, 573, and 576.

---

**Making Judgments**

At nine years old, Trisha knew that she wanted to be an Olympic figure skater. She had already won many impressive skating awards. She practiced at the rink four afternoons each week. Trisha loved to skate. One day, Trisha was having a terrible practice. She couldn’t get the hardest move of her new routine right. She fell a few times. Her coach told her to be patient and that she had time to get it right before her next competition. After she fell for the fifth time, Trisha yelled “I quit! I don’t want to skate anymore!”

**Question**

Should Trisha quit skating because she fell a few times?

**Story Details**

- Trisha loves to skate.
- She has won many awards.
- She’s having trouble doing a very hard move.
- She quit.

**Own Opinions and Experiences**

- Sometimes I say things I don’t mean when I’m upset.
- Quitting something you love because of one problem is a mistake.

**Judgment**

- Trisha is making a bad decision. I hope she changes her mind.
- Sometimes I say things I don’t mean when I’m upset.

---

**Practice Master ES5-4**

**Making Judgments**

Read the story. Then write a letter to Nelson to tell him what you think of his behavior. Give reasons for your opinion.

Dear Nelson,

Sample response: I think it is wrong to take things from people without asking. How would you feel if someone grabbed something from you and broke it? I think you should be nicer from now on and think about other people’s feelings.

---

**Grade 4 Theme 5: Heroes**

PMES 5–4

Making Judgments

Read the story. Then write a letter to Nelson to tell him what you think of his behavior. Give reasons for your opinion.

Dear Nelson,

Sample response: I think it is wrong to take things from people without asking. How would you feel if someone grabbed something from you and broke it? I think you should be nicer from now on and think about other people’s feelings.
Changing Final $y$ to $i$

**Teach**

**Review** that when an ending or a suffix is added to a word that ends in a consonant plus $y$, the $y$ changes to $i$. Explain to students that knowing how the spelling of the word changes will help them recognize words to which endings have been added.

**Write** the word worry and this sentence on the board and model changing the $y$ to $i$ before adding the ending: Gloria was ___________ that she would not have enough time to study.

**Think Aloud**

I know that the word I want is worried. Worry ends in a consonant plus $y$. So I know that when I write the word, I have to change the $y$ to $i$ before I add the ending -ed. Worried looks different from worry, but because I know that the $y$ changes to $i$, I can recognize that the two words are forms of the same word. I have to remember to look closely at the words, though. If the word ended in a vowel plus $y$, I would just add the ending.

**Practice**

**Write** the following words and endings on the board. Ask students to explain how they would add the endings to the words and how the new word would be spelled.

| happy + -ness | happiness |
| steady + -ly | steadily |
| study + -ed   | studied  |
| day + -s      | days     |
Apply

Write the following sentences. Have students copy the underlined words and write the base words and endings from which they were made.

That is the silliest hat I've ever seen.
Several families came to the party.
Do you know any remedies for poison ivy?
He finished the job easily.
The mayor replied to my letter.
Yesterday was a glorious day.

Literature Focus: 10-15 Minutes

Review Gloria Estefan

Object Pronouns

**Teach**

Ask students to name three facts that they learned from the story about Gloria Estefan. Then write the following sentence on the chalkboard:

The story gave the students facts about Gloria Estefan.

Ask students to change the sentence to make it tell about what happened to them. Have them replace the underlined words with a pronoun. (us) Then explain that the pronoun *us* is an object pronoun. Review that object pronouns come after action verbs.

Have students write the following object pronouns on index cards: *me, us, you, him, her, it, them*. Ask students to listen carefully as you read the following sentences. Identify the object in each sentence. Have students hold up a card to show the pronoun that can replace each object.

- A tour bus carried Gloria, Emilio, and Nayib. *(them)*
- A truck hit the bus. *(it)*
- The crash threw Nayib under a mountain of stuff. *(him)*
- The accident hurt Gloria. *(her)*

**Practice**

Have students look at the sentence on page 561 that begins, *By the time Gloria was two…* Then model how to replace objects with object pronouns.
Have students use this thinking process as they identify the objects in these sentences from the story and replace them with pronouns:

p. 564 A few weeks after that, Emilio asked Gloria to join the band permanently. (her)

p. 566 Three months later, on September 1, 1978, she married Emilio. (him)

p. 567 The couple named the boy Nayib. (him)

p. 569 These two albums made Gloria and the Miami Sound Machine a success all over English-speaking America. (them)

Review, when finished, by having students name object pronouns. (me, us, you, him, her, it, them) Ask what an object pronoun does. (It replaces the object of a sentence.)

Apply

Have students use object pronouns in a brief written summary of the story. Students can exchange papers, underline each object pronoun, and name the object for which it stands.

LITERATURE FOCUS: 10–15 MINUTES

Preview *Duke Ellington: A Life in Music*

Walk students through *Duke Ellington: A Life in Music* and discuss illustrations using words such as *orchestra, improvise, honor, jazz,* and *elegant.*

Ask students to scan through the illustrations and make judgments about the feelings and actions of the people shown in the story.
Making Judgments

Teach

Remind students that a judgment is an opinion based on personal values. Point out that readers make various judgments when they read. In some cases, we judge the actions of people who are the subjects of a written work. Some readers may decide that a person behaved wisely or was right in a certain situation. Other readers may think that the person behaved foolishly or was wrong. Because a judgment is based on personal values, there is no one correct judgment. However, readers should consider all the facts before making a judgment.

Tell students that one way to consider the facts is by listing the pros and cons of a person’s behavior. Pros are facts that support the way a person behaved. Cons are facts that do not support the way a person behaved. Direct students back to pages 564–566 of Gloria Estefan to use the information on those pages to model using pros and cons to make a judgment.

Use a Think Aloud to model making a judgment about the fact that Gloria did not begin singing full time until she graduated from college.

Think Aloud

Pros: A full-time singing career would have interfered with Gloria’s studies. Gloria had promised her mother that she would graduate from college. It is very hard to become a successful singer. Musicians are wise to get an education in case their music career does not go well.

Cons: Gloria had great talent. She loved to perform. She believed music was her true calling. Staying in college delayed her opportunity to pursue a music career. She loved Emilio, whose passion was music.

Ask students, Do you think Gloria’s decision to stay in college was wise? Hold a class discussion. Encourage students to add other facts, pro or con, that they think should be considered. Afterwards, remind them that there is no one correct judgment.

Objectives:
- weigh pros and cons to make judgments
- understand that there is no one correct judgment

Materials:
- Anthology: Gloria Estefan
- Leveled Reader: Duke Ellington: A Life in Music

STANDARDIZED TEST PRACTICE

1. Gloria’s decision to stay in college was wise.
2. Gloria’s decision to stay in college was foolish.
3. Gloria’s decision to stay in college was neither wise nor foolish.

Gloria’s decision was not a matter of right or wrong. It was based on personal values.

Practice Test

Lesson 5: Heroes

1. What is the main idea of the text?
2. Which of the following is an example of a judgment?
3. What is the difference between pros and cons?

Answer Key

Lesson 5: Heroes

1. The main idea is that judgments are based on personal values.
2. One example is Gloria’s decision to stay in college.
3. Pros are facts that support the way a person behaved, while cons are facts that do not support the way a person behaved.
**Practice**

**Have** students form opinions about other situations discussed in the selection. Remind them to consider all the facts. Tell them to list each fact as a pro or con before making a judgment. You might suggest that they think about the following situations: *Emilio quits his full-time job shortly after their first child is born*. Record company officials decide to release the band’s albums only in South America. *Gloria decides to undergo a risky operation*. *Gloria turns down roles in movies*.

**Hold** class discussions. Encourage students to share their judgments with their classmates. Ask them to identify the facts they considered as pros and cons before forming an opinion.

**Apply**

**Have** students make judgments, with an eye to weighing pros and cons, in the Leveled Reader selection *Duke Ellington: A Life in Music* by Erick Montgomery. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS: 10–15 MINUTES**

**Revisit *Gloria Estefan and Duke Ellington: A Life in Music***

**Review** with students the process of making judgments about characters’ actions in *Gloria Estefan* and *Duke Ellington: A Life in Music*. Also, help students to look for words in which the final *y* has become an *i*, such as worried, studies, parties, *(Gloria Estefan, all page 565)*, families, and copied *(Duke Ellington: A Life in Music, pages 13 and 17)*.
Remind students that a good way to read a long, unfamiliar word is to divide it into syllables. Readers can use the pattern of vowels and consonants to help them figure out how to divide a word into syllables. Point out that many words with the vowel-consonant-vowel (VCV) pattern can be divided between the first vowel and the consonant. When that happens, the first vowel has a long sound. Other words with this pattern can be divided between the consonant and the second vowel. When this happens, the first vowel has a short sound.

Teach

Write tiger on the board and read it with students. Underline the letters i-g-e. Label the VCV pattern. Explain that words with the VCV pattern are often divided into syllables between the first long vowel and the consonant: V/CV. Draw a slash between the i and g (ti/ger). Point out that the slash mark means a break in syllables. Have students say the word in syllables, TIE gur.

Follow the same procedure with these words: open, paper, okay.

Explain that some words with the VCV pattern are divided after the consonant: VC/V. Tell students that the first vowel in words like this usually has a short vowel sound.

Display the following sentence and model how to decode Lemon:

Lemon sherbet is very refreshing on a hot day.
Think Aloud

I have identified the VCV pattern. I first try dividing the word between the V and C. I blend the two word parts, using a long vowel sound for the e. LEE/mon. That doesn’t sound right. I look at the word again. I think I’ll try the short vowel sound, and divide the word after the consonant. LEM/on. Lemon. That makes sense in the sentence.

Write the following words on the board and have students come to the board to separate the syllables with a slash mark: never, visit, parent. (nev/er, vis/it, par/ent)

Guided Practice

Display or distribute Teaching Master ES5–5 to students and read the items on the shopping list with them.

Help students to locate and underline all the two-syllable words.

Ask students to identify whether the first vowel sound is long or short, and help them divide the syllables accordingly in the spaces given.

Practice/Apply

Distribute Practice Master ES5–5 to students and go over the directions.

Ask students to complete the Practice Master independently.

Check students’ understanding of the VCV pattern by going over the responses as a group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Lou Gehrig: The Luckiest Man Segment 1

Refer to the bottom of page 585 in the Teacher’s Edition and preview with students Segment 1 of Lou Gehrig: The Luckiest Man (pages 584–591).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 586, 589, and 590.
Fact and Opinion

Warm-Up/Academic Language

Remind students that an opinion is a feeling, idea, or belief based on what a person thinks about something. An opinion cannot be proved true or false. Explain that clue words such as great, amazing, unfair, and awful may signal opinions. A fact is a statement that can be checked and proven true or false. Tell students that being able to distinguish fact from opinion will help them to become smarter readers.

Teach

Hold up an apple, and say:

• This apple is a fruit.
• This apple tastes great!
• This apple was grown in Washington.
• Macintosh apples are the best.
• I bought the apple at the grocery store.

Write each statement in the chart shown below, instructing students to identify it as a fact or opinion and to tell why they think so. Follow the procedure for all the statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This apple is a fruit.</td>
<td>fact; can be proven</td>
</tr>
<tr>
<td>This apple tastes great!</td>
<td>opinion; everyone has different tastes</td>
</tr>
<tr>
<td>This apple was grown in Washington.</td>
<td>fact; can be proven</td>
</tr>
<tr>
<td>Macintosh apples are the best.</td>
<td>opinion; everyone has different tastes</td>
</tr>
<tr>
<td>I bought the apple at the grocery store.</td>
<td>fact; can be proven</td>
</tr>
</tbody>
</table>
Point out signal words such as great and best, and lead students to see that each statement using one of these words is an opinion.

**Guided Practice**

Display or distribute Teaching Master ES5-6 and read the passage with students.

Help them complete the chart by identifying facts and opinions.

Ask students to suggest how they could prove statements they identify as facts and whether opinions use signal words such as great or best.

**Practice/Apply**

Distribute Practice Master ES5-6 to students and go over the directions with them.

Have students read the passage.

Tell students to complete the chart independently. Have them write the number of each sentence in the correct column.

Check students' understanding of Fact and Opinion by reviewing their responses.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview Lou Gehrig: The Luckiest Man Segment 2**

Refer to the bottom of page 585 in the Teacher's Edition and preview with students Segment 2 of Lou Gehrig: The Luckiest Man (pages 592–602).

Note the suggestions in the Extra Support boxes on Teacher's Edition pages 594, 597, and 602.
Objective
• read words that have the VCV pattern

Materials
• Anthology: Lou Gehrig: The Luckiest Man

VCV Pattern

Teach

Review that many words have a VCV (Vowel/Consonant/Vowel) pattern. Remind students that when they come to a word with the VCV pattern, they can try to pronounce the word by giving the first vowel a long sound. If they do not recognize the word, they can then try the short sound.

Write this sentence on the board:
The scout offered Lou Gherig a good salary.

Think Aloud

When I look at the underlined word, I see that it has a VCV pattern. The first vowel might have a long sound, so I'll try that first. SALEuh-re—no, that's not a word I recognize. Next I'll try the short sound of a, /a/. I recognize the word salary, and it makes sense in the sentence.

Practice

Write the following sentences on the board and ask students to identify the words with a VCV pattern. Have volunteers pronounce them and explain how they decided whether the first vowel was long or short.

Lou Gehrig compiled an outstanding record. He was selected twice as the league's Most Valuable Player.

Help students identify compiled, record, selected, and Player as words with the VCV pattern. Call on volunteers to pronounce the words and tell whether the first vowel is long or short.
Apply

Write the following words on the board. Ask students to copy the words and underline the VCV pattern. Have them put a check next to the words in which the first vowel is long, and an x next to the words in which the first vowel is short.

| remember   | material |
| money      | melody   |
| decided    | electrical |
| government | similarly |

LITERATURE FOCUS: 10–15 MINUTES

Review Lou Gehrig: The Luckiest Man

Possessive Pronouns

Teach

Discuss Lou Gehrig’s early life with students. Ask them to recall how his mother felt about him joining the Yankees. Then display these sentences:

Lou’s mother wanted him to stay in college.

His mother wanted him to stay in college.

Ask students what they notice about the proper noun Lou’s in the first sentence. Help them recognize that the word ends with ‘s. The word is possessive. It tells whose mother. Then ask students to name the word in the second sentence that replaces Lou’s. (His) Point out that His is a possessive pronoun.

Have students write these possessive pronouns on index cards: my, our; your, his, hers, its, their. Ask them to listen carefully as you read the following sentences. Identify the possessive in each sentence. Have students hold up a card to show the pronoun that can replace it.

The young boy’s home was New York City. (His)

Christina Gehrig’s dreams for Lou did not come true. (Her)

The players’ manager sent Lou to bat for the shortstop. (Their)

Lou was one of baseball’s most valuable players. (its)

Practice

Have students look at the second sentence on page 590. Then model how to use possessive pronouns.

Think Aloud

I know that words that end with ‘s are possessive. The name Lou’s ends with ‘s. It tells whose. I know that I can replace a possessive noun with a possessive pronoun. The pronoun His might work. I’ll try it in the sentence: His constant play earned him the nickname Iron Horse. That makes sense. The pronoun His must be the correct pronoun to use.
Encourage students to use this process as they identify possessives in the story and replace them with possessive pronouns:

p. 590 He was selected again as the league’s MVP in 1936. (its)

p. 592 On June 19, his thirty-sixth birthday, they told Lou’s wife, Eleanor, what was wrong. (his)

Have students identify the possessive pronoun in each of these story sentences and name the noun for which it stands.

p. 586 Christina Gehrig had great hopes for her son Lou. (Christina Gehrig)

p. 594 Many of the players from the 1927 Yankees . . . came to honor their former teammate. (Yankees)

Review by asking students: What words are possessive pronouns? (my, our, your, his, hers, its, their.) What does a possessive pronoun do? (It replaces a possessive noun.)

Apply

Ask students to write a paragraph about Lou. Have them use at least three possessive pronouns in the paragraph. Students can exchange papers, underline each possessive pronoun, and name the possessive noun for which it stands.

LITERATURE FOCUS: 10–15 MINUTES

Preview *Mark McGwire: Home Run Hero*

Walk students through *Mark McGwire: Home Run Hero*, and discuss illustrations using words such as outfield, record, rookie, injured, competition, and concentrate.

Ask students to scan through the illustrations and locate an image that shows facts about Mark McGwire. (Page 9 shows his statistics.) Discuss how such facts differ from opinions.
Fact and Opinion

Teach

Remind students that a fact is a statement that can be proved right or wrong. A fact usually can be checked in a reference source, such as an encyclopedia or an almanac. Often facts include statistical information, such as numbers and dates. An opinion states what someone thinks, feels, or believes. Mention that clue words sometimes appear before opinions. These clue words include *I think*, *everyone*, and *all the time*. You may agree or disagree with an opinion. However, you cannot prove it is true or false.

Write these sentences on the board:

```
Lou Gehrig played baseball.
Baseball is the best sport.
```

Point out that the first sentence is a fact. You can prove it is right by checking the information in a reference book, such as an encyclopedia or a book of baseball facts. The second sentence is an opinion. Some people may agree; others may disagree. However, the statement cannot be proved right or wrong.

Use the first paragraph in *Lou Gehrig: The Luckiest Man* to model identifying facts.

Think Aloud

*I can check a reference work and find that Henry Ford sold his first automobile in 1903. This is a fact. Reference books also will tell me when the Wright Brothers made their first flight. This is a fact.*
Practice

**Have** students identify other facts as they skim the selection. Discuss with them how they know that particular statements are facts. You might focus on the following information:

*Lou never missed a day of school.*

*Lou played in 2,130 consecutive games.*

*He won Most Valuable Player Awards in 1927 and 1936.*

**Ask** students whether they think the following statements are facts or opinions, and have them explain their answers.

*Lou’s mother thought games and sports were a waste of time.*

*She was convinced that [Lou] was ruining his life.*

*Fiorello La Guardia… said, “You are the greatest prototype of good sportsmanship and citizenship.”*

Apply

**Have** students keep track of fact and opinion, with an eye to identifying what can be proven right or wrong, in the Leveled Reader selection *Mark McGwire: Home Run Hero* by Richard Merchant. Then have them complete the questions and activity on the Responding page.

**LITERATURE FOCUS: 10–15 MINUTES**

**Revisit** *Lou Gehrig: The Luckiest Man* and *Mark McGwire: Home Run Hero*

**Review** with students the process for distinguishing between facts and opinions for selected portions of *Lou Gehrig: The Luckiest Man* and *Mark McGwire: Home Run Hero*. Also, help students to look for multi-syllabic words with the VCV pattern, such as *beginnings, university, bonus, salary, (Lou Gehrig: The Luckiest Man, pages 585, 588, 588, and 588) uniform, and record (Mark McGwire: Home Run Hero, pages 41, 43).*