THEME 6: Nature: Friend and Foe
EXTRA SUPPORT LESSONS FOR

Nature: Friend and Foe

Selections
1 Salmon Summer
2 Wildfires
3 Skylark
Objectives
- read three-syllable words
- use the Phonics/Decoding strategy to decode longer words

Materials
- Teaching Master ES6-1
- Practice Master ES6-1
- Anthology: Salmon Summer

Get Set for Reading
CD-ROM
Salmon Summer

Education Place
www.eduplace.com
Salmon Summer

Audio CD
Salmon Summer
Audio CD for Nature: Friend and Foe

Lexia Phonics
CD-ROM
Intermediate Intervention

Three-Syllable Words

Warm-Up/Academic Language
Remind students that when they encounter a three-syllable word, they should look for familiar prefixes, suffixes, and base words or word roots. Explain that this will help them to divide the longer word into smaller parts. They can sound out each individual part and then blend the roots together.

Teach
Write the word *unhelpful* on the board. Point out that *unhelpful* is a three-syllable word that contains a prefix *un*, a base word *help*, and a suffix *ful*.

Circle the base word *help* and underline *un* and *ful*. Sound out and blend each of the three syllables. Then blend the three syllables together.

Repeat the procedure for *powerful*, *covering*, and *explorer*.

Tell students that recognizing base words in a compound word will help them read many three-syllable words. Write the word *grandmother* on the board and model. Remind students that *grandmother* is a compound word with two familiar base words.

Write the following words on the board: *discover*, *dependent*, *related*, *storytime*, *mistaken*, *protecting*.

Tell students that each word is a three-syllable word. Ask them to use what they know about prefixes, suffixes, base words and word roots to divide the words into syllables and then blend them together to say the words. (*dis/cov/er*, *de/pend/ent*, *re/lat/ed*, *stor/y/time*, *mis/tak/en*, *pro/tect/ing*)
**Guided Practice**

**Display** or **distribute** Teaching Master ES6-1 and read each book title and author with students. Discuss the humor in each author’s name.

**Help** them to identify the three-syllable words in each title and write the words on the line below.

**Have** students identify any prefixes, suffixes, base words, or word roots in each word.

**Guide** students in placing slash marks between the syllables.

**Practice/Apply**

**Distribute** Practice Master ES6-1 to students and go over the directions.

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

**Check** students’ ability to decode three-syllable words by reviewing their responses.

**LITERATURE FOCUS:**

**Preview** **Salmon Summer** **Segment 1**

**Refer** to the bottom of page 635 in the Teacher’s Edition and preview with students Segment 1 of **Salmon Summer** (pages 634–641).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 638 and 640.
Following Directions

Warm-Up/Academic Language

Point out that following directions is an important skill. Remind students that when they read directions they need to read them all the way through. Next, they should gather the necessary materials. Finally, each step in the directions should be followed in order.

Teach

Write the following instructions on the board:

Write your name on your paper.
Take out a pencil.
Take out a piece of paper.

Read the directions with students and ask them if they would be able to follow the directions as presented. Lead students to recognize that the directions could not be followed because they are out of order.

Have students reread the set of directions, putting them in the correct order.

Call on three students to write the directions in order and to number the steps 1, 2, 3 as they go.

Explain that sometimes order words such as first, next, then, and last are used instead of numbers to explain the sequence of steps. Have other students edit the instructions on the board using order words.

Tell students to work with a partner to create a simple set of instructions, such as how to cut a piece of paper into four equal pieces, or how to draw a line that is exactly 6 inches long.

Ask partners to exchange directions with another pair. If time allows, have each pair follow the instructions they were given. Ask students to identify any ways in which the directions could be made clearer.

Objectives

- identify the materials needed to follow directions successfully
- identify steps in a set of directions

Materials

- Teaching Master ES6-2
- Practice Master ES6-2
- Anthology: Salmon Summer

THEME 6/SELECTION 1: Salmon Summer

SKILL FOCUS: COMPREHENSION

25–30 MINUTES

THEME 6: Nature: Friend and Foe
Guided Practice

Display or distribute Teaching Master ES6-2 and read the complete set of directions with students.

Have them gather the materials.

Reread the directions one step at a time, having students complete each step before continuing.

Have students share their creatures with the class and read their sentences aloud.

Practice/Apply

Distribute Practice Master ES6-2 to students and go over the directions and the decoding instructions with them.

Have students complete the Practice Master independently.

Check each student’s understanding of how to follow directions as they share their work with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Salmon Summer Segment 2

Refer to the bottom of page 635 in the Teacher’s Edition and preview with students Segment 2 of Salmon Summer (pages 642–647).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 643, 644, and 646.

Practice Master ES6–2

Following Directions

Materials: a pencil, markers or crayons, paper.

1. First, draw an oval in the center of your paper. The narrow ends should be at the top and bottom.
2. Next, draw a triangle above the oval. The bottom of the triangle should balance on the top end of the oval.
3. Draw a horizontal (side-to-side) zigzag line inside the triangle, just above the bottom. In the center of the triangle, draw two dots, one beside the other with a little bit of room in between.
4. Now draw a curly line that sticks out from the left side of the triangle. Repeat this step from the right side of the triangle.
5. Draw a shape looking like a three-pointed fork from the left and then from the right side of the oval.
6. Find the bottom of the oval and draw two lines coming out of the bottom curve. At the bottom of each line, draw a three-toed bird’s foot.
7. Finally, add color to your creature using markers or crayons. Name your creature and write three sentences telling about it.


You are quite clever!
Three-Syllable Words

Teach

Review with students that words can be divided into syllables—parts of words that are pronounced as a unit. Remind them that when they decode longer words, they can get help by looking for base words, prefixes, suffixes, and endings. Point out that knowing different syllabication patterns helps them decode longer words.

Write the following sentence on the board and model how to decode words with three syllables: *Seagulls and other scavengers came to get the scraps of fish*. You may use the following Think Aloud:

Think Aloud

*I don't recognize this word. But I see the VCV pattern and the -er ending, so that helps. I'll try pronouncing it. SKAY vulng ers — that doesn't sound right. I'll try another way: SKA vulng ers. Still not quite right. I'll try once more. SKAV uhn jers. Now that sounds right.*

Practice

Write the following sentences on the board and have students practice decoding the underlined words: *Alex fishes the same way his ancestors did. There is an abundance of salmon for all.*

Help students to decode the words as necessary. Confirm the correct syllabication: an / ces / tors; a / bun / dance.
Apply

Write the phrases below on the board. Have students work with partners to decode the three-syllable words and divide them into syllables. Ask them to explain how knowing how to divide the words into syllables helped them.

1. made an illegal move
2. too judgmental
3. submitted her poem
4. rearrange the living room
5. watch the proceedings
6. demanded payment

LITERATURE FOCUS: 10–15 MINUTES

Review Salmon Summer

Guide students through the Comprehension Skill Lesson for Following Directions on page 643 in the Teacher's Edition.
**Adverbs**

**Teach**

Review with students that an adjective is a word that describes a noun or a pronoun. Tell them that another kind of describing word is called an adverb. An *adverb* can describe a verb.

Ask students for sentences that use an action verb to name three things they did after school yesterday, such as *I read. I played. I ran.* Have students tell how they did each action, when they did it, or where they did it. For example: *I read carefully. I played later. I ran far.*

Point out that students used an adverb to tell more about each verb. Extend this concept by telling them that adverbs are words that give us more information about an action verb or a form of the verb *be.* Adverbs tell *how, when,* or *where.*

<table>
<thead>
<tr>
<th>HOW</th>
<th>WHEN</th>
<th>WHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>angrily</td>
<td>always</td>
<td>downtown</td>
</tr>
<tr>
<td>carefully</td>
<td>finally</td>
<td>inside</td>
</tr>
<tr>
<td>fast</td>
<td>often</td>
<td>off</td>
</tr>
<tr>
<td>loudly</td>
<td>once</td>
<td>out</td>
</tr>
<tr>
<td>quickly</td>
<td>sometimes</td>
<td>there</td>
</tr>
<tr>
<td>sadly</td>
<td>then</td>
<td>upstairs</td>
</tr>
</tbody>
</table>

Have students write the words *how, when,* and *where* on index cards. After reading each sentence below, help students identify the adverb. Then have students hold up a card to designate the kind of adverb.

*The salmon are running now.* (when)

*They swim around.* (where)

*Alex and his father quickly set their net.* (how)


**Emphasize** these points with students.

- Adverbs can come before or after the verbs they describe.
- Most adverbs telling *how* end with *-ly*.

**Practice**

**Encourage** students to identify and classify adverbs in these sentences.

Now they must finish landing today’s catch. *(when)*

The fish are heading upstream to mate. *(where)*

He feels another nibble and tugs **hard**. *(how)*

With help from his father, Alex pulls the halibut **aboard**. *(where)*

**Apply**

**Ask** students to write a paragraph telling about something they like to do with another family member, such as fishing, cooking, or playing a sport. Tell them to include at least five adverbs in their writing. Have students exchange papers and underline the adverbs in each other’s writing. Ask them to classify each adverb.

**LITERATURE FOCUS:**

**Preview Peter’s Harvest**

**Walk** students through *Peter’s Harvest* and discuss illustrations using words such as *grains, harvest,* and *experiences*.

**Ask** students to find illustrations that show activities for which it would be important to follow directions. (pages 16–17)
Following Directions

Post these steps for following directions on the board or chart paper:

1. Read all directions carefully.
2. Be sure you understand each step. If you don’t, ask questions.
4. Follow each step in order.
5. Finish each step before going on to the next.

Review each step in turn. Point out that the third step may not always apply. Illustrate by noting that you need materials to make objects or follow recipes, but you do not need materials to follow written directions to a friend’s house. Ask students if they have any questions. Use this example to stress the importance of following directions in order:

How To Ride a Bike
1. Use your foot to lift the kickstand away from the ground.
2. Use your feet to push the pedals and move the bike forward.
3. Steer the bike by moving the handlebars from side to side with your hands.
4. Apply the brakes to slow down or stop the bike.

Discuss with students what will happen if the first step is skipped or if the steps are not followed in order. (The bike will not move unless the kickstand is lifted.) Ask what might happen if a person fails to read all the directions. (The rider could have an accident.) Tell students that writers sometimes use order words to help readers recognize the correct sequence, or order, in which steps take place. These order words include first, next, and finally.

Objectives
• follow directions in order
• recognize order words

Materials
• Anthology: Salmon Summer
• Leveled Reader: Peter’s Harvest
**Practice**

Have students reread the details on page 638. Ask, *What is the first step Alex must follow? (Put on gloves.) What might happen if he skips this step? (He could cut his hands.)* Direct students to the second paragraph on page 642. Write these terms on the board: *clean, smoke, hang out to dry.* Work through with students how order words could be used to show the steps Alex follows in preparing the fish. *(First, he cleans them. Next, he smokes them. Finally, he hangs them out to dry.)* Ask, *What might happen if the first step was skipped? (Possible answers: The fish might not cure properly, or people might get sick after eating it.)*

**Apply**

Direct students to the second paragraph on page 645. Have them list the steps Alex follows when he goes fishing. *(He baits the hook. He attaches a sinker. He hangs the line overboard.)* Ask, *What would happen if the steps were not followed in order? (The hook would float on the surface. The fish would not come for the bait.)* Tell students to add order words that give clues to the sequence. Repeat the process for reeling in a fish. *(He feels for a nibble. He tugs hard. He pulls the line in.)* Have students identify and use order words when describing directions, in the Leveled Reader selection *Peter’s Harvest* by Anne Sibley O’Brien. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:**

**Revisit *Salmon Summer* and *Peter’s Harvest***

Review with students examples of following directions described in *Salmon Summer* and *Peter’s Harvest*. Also, help them to look for three-syllable words, such as *ancestors, scavengers, abundance, (Salmon Summer, pages 637, 640, and 642) wonderful, September, and family (Peter’s Harvest, pages 4, 7, and 9).
Suffixes -less, -ness, and -ion

Warm-Up/Academic Language

Remind students that suffixes are word parts that are added to the end of base words and root words. Point out that suffixes can change a word’s meaning or its part of speech. Explain that the suffix -less adds the meaning “without” to a base word’s meaning. Point out that the suffixes -ness, and -ion make a base or root word a noun.

Teach

Write the suffix -less on the board. Then write the word painless. Underline the suffix and lead students to see the base word pain.

Elicit that painless means “without pain.” Then write the following equation on the board: pain + -less = without pain

Repeat the procedure with the words hopeless, sleepless, and soundless.

Write the suffixes -ness and -ion on the board. Then write the words darkness and suggestion. Read each word for students and point out that the suffix -ion is pronounced /shun/. Tell students that the suffixes -ness and -ion make a word a noun.

Underline each suffix and lead students to see that the base word suggest is a verb and dark an adjective and that these parts of speech change with the addition of -ness or -ion.

Ask students to help you create new words using the suffixes -less, -ness, and -ion. Write the following words on the board:

- speech + less = speechless
- worth + less = worthless
- express + ion = expression
- impress + ion = impression
- kind + ness = kindness
- good + ness = goodness
**Guided Practice**

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

**Guide** students to underline each word with a -less, -ness, or -ion suffix and identify the base word in each underlined word. Point out the spelling changes in *creation*, *happiness*, and *combination*.

**Discuss** how the addition of each suffix changed the meaning or part of speech of the base word.

**Practice/Apply**

**Distribute** Practice Master ES6-3 to students, and go over the directions.

**Remind** students to look out for words requiring spelling changes.

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

**Check** all students’ responses to make sure they can decode words with -less, -ness, and -ion suffixes.

**LITERATURE FOCUS:**

**Preview Wildfires Segment 1**

**Refer** to the bottom of page 661 in the Teacher’s Edition and preview with students Segment 1 of *Wildfires* (pages 660–671).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 666, 667, and 670.
Topic, Main Idea, Supporting Details

**Warm-Up/Academic Language**

Explain to students that the **topic** is what a selection is about. Remind them that the **main idea** of a paragraph is the key point the writer wants to make. Point out that the **main idea** is often stated in the first sentence of a paragraph, but it may appear in any part of the paragraph. In some cases, readers may have to draw conclusions to identify the main idea. Tell students that **supporting details** give more specific information about the main idea.

**Teach**

Tell students that you will read a paragraph about why fire drills are important. Ask them what your finished paragraph will be about. *(Why fire drills are important)* Explain that they have identified the topic of your paragraph. Write the topic on the board, then read the following paragraph aloud:

Fire drills are important because they show us what to do in case of an emergency. Fire drills can happen at any time, so we need to learn which exits to use no matter where we are in a building. Practicing fire drills helps us not to panic when there is an emergency. Fire drills also help us to know where to go once we get outside a building.

Reread the paragraph and ask students to tell you the main idea and write it on the board. *(Fire drills are important because they show what to do in case of an emergency)*

Guide students to see that each of the sentences that follow the main idea are supporting details. Point out that the supporting details give more detailed information about the main idea.

**Objectives**

- identify the relationship between topic and main idea
- identify how supporting details explain the main idea

**Materials**

- Teaching Master ES6-4
- Practice Master ES6-4
- Anthology: Wildfires
Write each of the supporting details on the board. (learn which exits to use; practice helps us not to panic; help us to know where to go once we get outside)

**Guided Practice**

**Display** or **distribute** Teaching Master ES6-4, and read the passage with students.

**Reread** the first paragraph and ask students to identify its topic, main idea, and supporting details.

**Help** students to fill in the graphic organizer.

**Follow** a similar procedure with the second paragraph of the passage.

**Practice/Apply**

**Distribute** Practice Master ES6-4 to students and go over the directions with them.

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

**Check** students’ responses to make sure they can identify topic, main idea, and supporting details.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Wildfires Segment 2**

**Refer** to the bottom of page 661 in the Teacher’s Edition and preview with students Segment 2 of *Wildfires* (pages 672–681).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 676 and 680.
Suffixes -less, -ion, -ness

Teach

Review that suffixes are word parts added to the ends of base words that add to or change the meaning of the words. The suffix -less means “without.” The suffix -ion means “action or process of.” The suffix -ness means “condition or quality of.” Remind students that they can use their knowledge of suffixes to help them decode longer words. By removing the suffix and looking at the base word, they can often figure out what the longer word means.

Write the following sentences on the board and model how to decode words with suffixes: Firefighters felt helpless as the fire approached the building. The firefighters felt a sense of helplessness as the fire came closer. You may use the following Think Aloud to model for students:

Think Aloud

When I see the word helpless, I recognize the suffix -less. I know that it means “without,” so helpless means “without help.” I know both help and -less, and it makes sense in the sentence. Now let me look at this longer word, helplessness. It has two suffixes, -less and -ness. But I can break it down in the same way. The firefighters felt the condition of being without help, or helpless. By knowing the suffixes, I could figure out the meaning of the word.

Practice

Write the following sentence on the board and have students decode the underlined word: Many forest fires are caused by carelessness.
Apply

Give students the words below and have them use the suffixes -less, -ion, and -ness to make new words. They may use some words twice. Ask them to explain the meanings of the words they make.

<table>
<thead>
<tr>
<th>vacate</th>
<th>digest</th>
<th>ill</th>
<th>polite</th>
</tr>
</thead>
<tbody>
<tr>
<td>fond</td>
<td>donate</td>
<td>eager</td>
<td>rest</td>
</tr>
<tr>
<td>motion</td>
<td>lonely</td>
<td>construct</td>
<td>thoughtful</td>
</tr>
<tr>
<td>taste</td>
<td>faith</td>
<td>close</td>
<td>express</td>
</tr>
</tbody>
</table>

LITERATURE FOCUS: 10–15 MINUTES

Preview Wildfires

Guide students through the Comprehension Skill Lesson for **Topic**, **Main Idea, Supporting Details** on page 663 in the Teacher’s Edition.
Comparing with Adverbs

Teach

Remind students that adjectives are used to compare people, places, and things. Tell them that adverbs are also used to make comparisons.

Explain that the ending -er is often added to short adverbs to compare two actions. Tell them to use -est to compare three or more actions.

Write the sentences below on the board, using the names of three volunteers. Have them demonstrate the actions.

(Name A) walked fast. (one action)
(Name B) walked faster than (Name A). (two actions)
(Name C) walked fastest of all. (three or more actions)

Ask students to identify the adverbs in the sentences. (fast, faster, fastest) Point out that these adverbs compare how the volunteers walked. Explain that for most adverbs that end with -ly, you use more to compare two actions. Use most to compare three or more actions. Then change the adverbs in the sentences to slowly, more slowly, most slowly.

Read aloud the groups of sentences below. Have students form the adverb that best completes each sentence.

After the fire, parts of the forest ____ returned to life. (quickly)
Some parts returned ____ than others. (more quickly)
Which part returned ____ of all? (most quickly)
**Practice**

**Ask** students to identify the adverbs in sentences from the story. Have them name the comparative and superlative forms of each adverb.

Page 664 “Animals are ______ killed in forest fires.” *(more rarely, most rarely)*

Page 672 “After a fire, burned areas ______ burst into life.” *(more quickly, most quickly)*

Page 675 “The pink flowers of fireweed ______ appeared.” *(sooner, soonest)*

**Apply**

**Tell** students to write a comparison of three things. Have them include adverbs that compare in their writing. Ask them to read aloud their comparison. Encourage listeners to raise their hand whenever they hear an adverb that compares.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Landslides**

**Walk** students through *Landslides*, and discuss illustrations using words such as *boulders, landslides, erosion*, and *geologists*.

**Ask** students to find the illustrations and photographs that best show the main idea of a selected paragraph.
Objective
- identify topics, main ideas, and supporting details.

Materials
- Anthology: Wildfires
- Leveled Reader: Landslides

Teach
Remind students that the topic is the subject about which the author is writing. 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 that tell more about the main idea. Supporting details may include facts and examples. Use a weather forecast to illustrate these concepts, for example:

Think Aloud
Think about a TV weather report on a nice day. The topic is the weather. The main idea is the weather is pleasant. Supporting details may include these facts: The sun is shining. The temperature is warm. There is a cool breeze.

Point out that in a longer piece of writing such as one paragraph (or a group of paragraphs) may have a topic, a main idea, and supporting details that explain this main idea. Have students reread the first paragraph of Wildfires on page 662. Then, model the concept using the Think Aloud.

Think Aloud
The topic is wildfires. The main idea in the first paragraph is that wildfires are frightening. Sentences 2–4 provide details supporting the main idea.

Have students reread paragraphs 3–5 on pages 662–664. Model the concept with the following Think Aloud:

Have students reread paragraphs 3–5 on pages 662–664. Model the concept with the following Think Aloud:
**Practice**

Point out that the topic of the entire selection is wildfires. Then explain that students are going to focus on passages that are one to three paragraphs long. Have them identify the topic, main idea, and supporting details within these shorter passages. You might include these excerpts: paragraph 2, page 664 (Topic: forest fires; Main Idea: Some forest fires benefit plants and animals; Details: other information); paragraph 3, page 664 (Topic: Fighting forest fires; Main Idea: This sometimes harms growth and increases risk; Details: other information); paragraphs 1–3, page 672 (Topic: The Yellowstone Park Fire of 1988; Main Idea: Burned areas quickly recovered; Details: Facts about plant and animal life).

**Apply**

Have students repeat the process using other passages that are one to three paragraphs in length. You might consider pairing students who are having trouble with others who seem to have mastered the concept and its application.

Have students keep track of topic, main idea, and details, with an eye to identifying each of them, in the Leveled Reader selection *Landslides* by Linda Hartley. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

Revisit *Wildfires* and *Landslides*

Review with students the process of identifying topic, main idea, and supporting details in *Wildfires* and *Landslides*. Also, help them to look for words with the suffixes -ion, -ness, and -less, such as reaction, wilderness, carelessness, hopeless, (Wildfires, pages 662, 664, 666, and 670) erosion, action, and predictions (Landslides, pages 6, 7, and 10).
Tell students that word roots are word parts that have meaning, but can not always stand on their own. Explain that knowing the meaning of a word root can help students read longer, unfamiliar words. Point out that the word root graph means “to write, draw, or record,” and the word root tract means “to pull.”

Write the word photograph on the board. Frame the word root graph and remind students that the root means “to write, draw, or record” by writing the meaning on the board.

Lead students to define photograph as an image recorded on film.

Follow a similar procedure for the word tractor. Remind students that the root tract means “to pull.” Guide students to define tractor as a machine designed for pulling farm machinery.

Display a chart like the one shown. Work with students to fill out the chart. Identify and discuss the meaning of the new word formed in the third column by giving students context clues as well as helping them to use the meaning of each root and word part.

<table>
<thead>
<tr>
<th>Root</th>
<th>Word Part</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>auto</td>
<td>The author signed her autograph by writing her name on my book.</td>
</tr>
<tr>
<td>tract</td>
<td>ex-</td>
<td>The miners worked to extract the copper from deep in the ground.</td>
</tr>
<tr>
<td>tract</td>
<td>re-</td>
<td>I will retract my statement by apologizing and telling her I didn’t mean what I said.</td>
</tr>
</tbody>
</table>
Provide additional words for the chart as time allows. Additional words might include, *graphics*, *geography*, *attract*, and *contract* (*v.*).

**Guided Practice**

**Display** or **distribute** Teaching Master ES6-5, and read the passage with students.

**Go over** the illustrations to review the word roots and their meanings.

**Help** students to fill out the chart.

**Discuss** the meaning of each *graph* and *tract* word.

**Practice/Apply**

**Distribute** Practice Master ES6-5 to students and review the word roots and their meanings.

**Explain** the directions and tell students to complete the Practice Master independently.

**Check** all students’ responses to be sure they can decode words with *graph* and *tract*.

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**LITERATURE FOCUS:**

**10–15 MINUTES**

**Preview *Skylark* Segment 1**

**Refer** to the bottom of page 689 in the Teacher’s Edition and preview with students Segment 1 of *Skylark* (pages 688–695).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 690, 691, and 694.

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**Word Roots *graph*, *tract***

Complete the word in each sentence by writing the root *graph* or *tract*. Then write the whole word on the next line.

1. Matt likes to read *biographies* of sports heroes. *biographies*
2. A magnet will *attract* paper clips. *attract*
3. Car tires need *traction* to stay on the road. *traction*
4. When do children learn *subtraction* facts? *subtraction*
5. Please sign my *autograph* book. *autograph*
6. The farmer rode on a large *tractor*. *tractor*
7. Sometimes, dentists perform *extractions*. *extractions*
8. We studied a map of the world in our *geography* class. *geography*
9. The word *contraction* is an example of a *tract* word. *contraction*
10. Cats have *retractable* claws. *retractable*
**Objective**
- combine story details with personal knowledge and experience to understand what characters are like

**Materials**
- Teaching Master ES6-6
- Practice Master ES6-6
- Anthology: Skylark

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**Making Inferences**

**Warm-Up/Academic Language**

Remind students that writers do not always specifically state all the information they expect readers to understand. Sometimes it is up to readers to figure out story events for themselves. Explain that readers make inferences by thinking about the information the writer provides and by using what they know from their own experience.

**Teach**

Read aloud the following passage to students:

Melinda checked the starting times. Then she called Grace. “Good news,” Melinda said. “My mom said she’d drive us.” The two girls got to the theater 10 minutes early. After buying their tickets, Melinda and Grace stopped at the snack bar. Melinda carried the popcorn while Grace carried the drinks. They found some good seats and settled in to watch the previews.

**Guide** students to complete a chart like the one shown on the next page. Tell students that they should use a combination of thinking about story details and their own personal experience to figure out a piece of information that the writer of the passage did not include. When students have completed the chart, point out that nowhere in the passage does it directly state that the girls are going to see a movie.
**Guided Practice**

Display or distribute Teaching Master ES6-6 and read the passage with students. Help students to suggest inferences that could be made from the passage and to identify the clues that helped them to make their inferences.

**Practice/Apply**

Distribute Practice Master ES6-6 to students and go over the directions with them. Ask them to read the story and complete the Practice Master independently. Check students' responses to make sure they can make inferences.

**LITERATURE FOCUS: 10-15 MINUTES**

Teach

**Challenge** students to unscramble this mystery word on a piece of paper: *graph bio er*. Remind students that *-er* is a suffix, a word part added at the end of a word, and that *graph* is a root meaning “write.” Offer a clue: This word means “someone who writes about other people’s lives.” Ask a volunteer to write the word on the board, and have students read it aloud.

**Model** decoding *extract* with the following Think Aloud: *The dentist will extract Paul’s baby tooth.*

Think Aloud

*I can see two word parts I know in this word. I know the prefix *ex-* and I recognize the root *tract*. If I put them together, I get *eks TRAKT*. Knowing what these word parts mean helps me decide that *extract* means “to pull out.”*

Practice

**Have** students underline the root they recognize for each of the following words. Then, ask them to pronounce the word: *photograph, autograph, tractor, distract, paragraph.*

Apply

**Write** the word parts listed on the next page on the board and ask students to fill in either *graph* or *tract* to complete each word. Then have students give the meaning of each word they create.

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**Objectives**

- identify the root words *graph* and *tract*
- define the root words *graph* and *tract*

**Materials**

- Anthology: *Skylark*
Review *Skylark*

*Guide* students through the Comprehension Skill Lesson for **Making Inferences** on page 691 in the Teacher’s Edition.
Prepositions and Prepositional Phrases

Teach

Explain that prepositions show relationships between other words.

Discuss the different relationships between *walked* and *mountain* in these sentences:

Amy walked **up** a mountain.

Amy walked **by** a mountain.

Review some of these common prepositions with students.

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Point out that adverbs should not be confused with prepositions. Adverbs tell more about a verb. Prepositions are followed by an object that answers the question *Who?* or *What?*

Amy walked **up**. (adverb) Amy walked **up** a mountain. (preposition)

Explain that a preposition relates some other words in the sentence to the noun or the pronoun that follows the preposition. The noun or the pronoun that follows a preposition is the *object of the preposition*.

Miguel went to the **zoo**. (object of the preposition **to**)

Materials
- Leveled Reader: Whiteout
- index cards
Tell students that the preposition and its object form a prepositional phrase: Tia’s plane flew above the city. Then, read aloud the sentences below. Have students write the preposition in each sentence on an index card and hold it up. Ask them to name the entire prepositional phrase.

Life on a prairie farm was hard. (on; on a prairie farm)
Coyotes roamed near the livestock. (near; near the livestock)
Strong storms swept over the land. (over; over the land)

**Practice**

Using a Think Aloud, model how to identify prepositions and prepositional phrases in the story. Have students look at the first sentence of the story on page 690.

**Think Aloud**

As I read this sentence, I see the word in. I think in is a preposition, but I’ll check to make sure. I look at the words that follow in and ask, Do these words tell in whom or in what? The words the kitchen tell what Sarah and the writer are in. So in must be a preposition. The words in the kitchen are the prepositional phrase.

Have students continue with the rest of the paragraph.

**Apply**

Ask students to write a brief summary of *Skylark*. Have them use prepositional phrases in the sentences they write.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Whiteout**

Walk students through *Whiteout* and discuss illustrations using words such as blizzard, whiteout, and swelling.

Ask students to identify illustrations from which they can make inferences about the character’s feelings or story events.
Making Inferences

Teach

Review inferences with students. Remind them that writers may intentionally leave information out of stories. They do this to make reading more fun and to get readers more involved in a story. Readers make a guess about an event or a character. They base their guess on personal knowledge and clues in the story. A guess based on this kind of information is called an inference. Use this example to illustrate how we use personal knowledge to make inferences in real life: *The teacher gives a written report back to my friend. My friend smiles. Without being told, I make the inference that my friend has received a good grade on the report.* Ask students to think of and share other examples.

Have students reread page 690 of *Skylark*. Then model how readers use story clues and personal knowledge to make inferences about characters and events in stories. Use the following Think Aloud.

**Think Aloud**

The story is set on the prairie. The weather is hot. I can infer from story clues that it is summer. Anna asks if Sarah remembers the wildflowers and the roses. Personal knowledge tells me flowers still should be blooming. Something, maybe lack of rainfall, must have killed them. Anna asks if Sarah remembers singing. I know that people sing when they are happy. I can infer from what Anna says and what I know that she and Sarah are sad.
**Practice**

Work through events in the story to have students make other inferences: A coyote comes into the yard in search of water (page 690). (Inference: Natural water sources must have dried up, or a wild animal would not do this.) Sarah says that the coyote wanted water, “just like us” (page 692). (Inference: It has not rained for a long time, and the family is worried about survival.) Anna does not call Sarah “mother” when speaking, but she refers to her as “mother” in the book (page 696). (Inference: Anna loves Sarah and thinks of her as her mother, but she is shy about saying so.)

Help students, as necessary, to use personal knowledge and story clues to make other inferences about plot events.

**Apply**

Have students write a character study of Sarah based on inferences. Tell them to use a word web to organize their ideas. They can write Sarah in the center of the web. On spokes radiating from the center circle, they should write traits and evidence that support their inferences. Some examples might include touching Anna’s hair—affectionate (page 690); concern for the coyote—gentle (page 692); dancing at the party—fun-loving (page 695); saving the cows from the fire—brave (page 700).

Have students share how they used personal knowledge and story clues to make inferences about Sarah’s character.

Have students keep track of inferences, with an eye to understanding character and events, in the Leveled Reader selection *Whiteout* by Kay Livorse. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Revisit ** *Skylark* and *Whiteout*

Review with students the process for making inferences about characters’ feelings in *Skylark* and *Whiteout*. Also, help them to look for words with the roots *graph* and *tract*, such as *phonograph*, and *photograph* (*Skylark*, page 695).