



# PowerHour

:making minutes count



BOYS & GIRLS CLUBS  
OF AMERICA

ROSS®

RECHARGED FOR THE 21<sup>ST</sup> CENTURY



Activity Book:  
3-5 Reading

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# Table of Contents

## **SECTION 1: INTRODUCTION**

- 4 Program Overview
- 5 The Power Hour Lesson Guide
- 6 Facilitating the Lessons
- 8 General Tutoring Guidelines
- 10 Tips for Reading Tutors

## **SECTION 2: COMMON CORE STANDARDS CORRELATIONS**

- 12 Correlation table

## **SECTION 3: LESSONS**

- 20 Vocabulary Words
- 24 Affixes: Word-Maker
- 28 Point of View: Who’s Speaking?
- 31 Connections: Making Connections
- 35 Reasoning: Easy as P.I.E.
- 41 Comparison: Double Bubble
- 46 Comprehension: Strategy Hunt
- 52 Multisyllables: Break It Apart!
- 58 Fluency: “Chunky” Texts
- 62 Questions: Question Cube
- 65 Main Idea: Text Messages
- 69 Inferences: I Can Tell Because...
- 74 Sequencing: What Comes First?
- 79 Word Recognition: Word Sorts
- 82 Text Structures: What’s the Signal?

## SECTION 1: INTRODUCTION

# Program Overview

Power Hour: Recharged for the 21st Century: Elementary Edition is designed to develop the abilities young people need most in order to be college- and career-ready in the 21st century – including skills such as collaboration, knowledge construction, accessing and analyzing information, critical thinking and problem-solving, effective written and verbal communication.

The recharged Power Hour program enables Club members to develop many of these skills through intensive homework assistance that matches the rigor of today's homework trends. Most importantly, the new version of Power Hour embraces technology not as a tool to be used occasionally for completing homework, but as the centerpiece of engaging activities youth complete in each after-school session. Members use technology to enhance their learning and work collaboratively with their peers and Club staff to develop academically.

Power Hour also includes an extensive focus on the reading and mathematics skills that students need for success after high school, and this Lesson Guide directly addresses that need. Based on the Common Core State Standards – a set of clear, consistent guidelines for what every student should know and be able to do in math and language arts from kindergarten through grade 12 – the lessons included here provide review, practice and reinforcement for youth in essential reading and math skills.

Through their participation in the Power Hour program, Club youth will be more prepared than ever to enter the workforce and higher-education institutions with the skills needed to compete globally and to experience success in their academic and vocational pursuits.

## SECTION 1: INTRODUCTION

# The Power Hour Lesson Guide

The purpose of this Power Hour Lesson Guide is to give Club staff, volunteers, peer mentors and other tutors easy-to-use lessons for reinforcing essential reading and math skills in Club youth.

- Lessons can be completed in 25 to 30 minutes.
- Tutors can work with youth individually or in small groups
- Each lesson can be completed with a minimum of preparation.
- Tutors do not need prior knowledge of the subject in order to facilitate a lesson.
- Individual lessons are designed for youth in grades K-2 or in grades 3-5 and can be used with members in any of those grade levels.
- The content of a lesson may present new learning for members at the lower end of the grade spectrum, or it may offer practice and reinforcement for youth in higher grades.
- Lessons often feature an engaging game to provide skill practice or reinforcement.

## SECTION 1: INTRODUCTION

# Facilitating the Lessons

The following are some simple guidelines for using the lessons effectively with youth.

1. **Become familiar with the lesson format.** Each lesson is structured for ease of use, featuring three simple steps:



**GET READY** – a brief review of a specific topic youth are learning about in school



**GET SET** – a guided practice to give youth a chance to check their understanding



**AND GO!** – a game or independent practice in which youth try the skill on their own

2. **Select an appropriate lesson.** The lessons do not have to be completed in any particular order, but because topics and skills are sequenced from basic to more advanced skills, an order is recommended. There are several options for selecting a lesson:

- Match the lesson to the topic or skill members are working on currently in school.
- Talk to members about areas where they are having trouble or need help, and select a lesson that most closely fits their needs.
- Select an earlier lesson that focuses on basic skills, if you have a mixed group or are unsure about the skill level of members. Choose a lesson at a level where members can work with some success and then move gradually to the next level of difficulty.

3. **Prepare for the lesson.** Once you've selected a lesson, follow these steps to get started:

- Download the lesson materials.
- Complete the basic preparations (such as making copies or gathering materials).
- Read through the lesson quickly to become familiar with the content and process.

4. **Lead the lesson.** In leading the lesson, keep in mind the following:

- Keep the lesson simple, focusing on the one or two skills being reviewed.
- Allow members to complete the independent practice or game on their own.
- Encourage more advanced members to help younger peers or those who need help.

## SECTION 1: INTRODUCTION

# Facilitating the Lessons, cont.

5. **Check for understanding.** At the end of each lesson:

- Check to make sure members understand the concepts and are able to do the skills.
- Walk them through the lesson again if they need additional reinforcement.
- Encourage them to access one of the websites listed (“Additional Resources”) so they can practice on their own through a fun game.
- Take note of where members succeed or need more practice so you can select future lessons to give them more practice or challenge.

## SECTION 1: INTRODUCTION

# General Tutoring Guidelines

The Resource Guide for PowerHour: Recharged for the 21st Century (Elementary Edition) includes detailed guidelines for using volunteers in the program – including what to look for in volunteers, where to find volunteers, strategies for engaging volunteers, interview and assessment techniques and peer-to-peer tutoring (see “PowerHour Staff and Volunteers”).

The following general guidelines are designed to help you in preparing potential tutors to work with Club members in reading and mathematics. You may want to use these guidelines in a formal training session with tutors or have an informal conversation with them.

**Know yourself:** the role of the tutor is to provide experience, guidance and encouragement, but you’re not expected to have all the answers.

- Have a clear idea of your own strengths and limitations and what skills or knowledge you can offer as a tutor.
- Don’t be afraid to show that you don’t know something. You can refer members to other sources, including their teacher. You also can model how to solve a problem – showing that you are in a learning process as well.

**Know your members:** by getting to know individual members, you can discover their strengths and challenges in learning.

- Listen closely to members so you can help them work out the real problem. Read the signals (when they are comfortable, uncomfortable, enjoying themselves) to see how engaged they are and to see if they really understand something.
- Take short breaks when needed. If members seem bored, it may mean they’re having a hard time and would rather do something else.

**Build trust and safety:** if members feel safe not to succeed at first, they’ll see that learning is a process that often involves unsuccessful tries.

- Be aware that all learners are different. Do not try to change the member’s style; since you are the more experienced person, it is your job to adjust or adapt.
- Do not tease or make jokes at the member’s expense. Your job is to support and encourage the member to do his or her best.
- Be a good listener and a positive role model.

## SECTION 1: INTRODUCTION

# General Tutoring Guidelines, cont.

- Give positive feedback but don't exaggerate their accomplishments. If they are incorrect, say so supportively ("No, that's not right, but it's a good guess").
- Celebrate members' achievements.

**Teach members how to learn:** by building confidence and competence, you help members strengthen the ability to learn on their own.

- Make things easy for members to understand. Give different examples or think of alternative ways to explain something.
- Use reflective questions that will help them think through the problem and be self-directed (such as "How do you think we can find an answer to this?"). Partner with them to assist them in finding the answers themselves.
- Build on what members know ("What are some things you already know about this?"). Help them find a connection between new learning and something they know. If they need to repeat a lesson, do it as often as necessary – but use less support with each repetition. This provides scaffolding for members to move to the next level.
- Do not do the work for them; this does not teach or help them.

## SECTION 1: INTRODUCTION

# Tips for Reading Tutors

**Read aloud.** Reading aloud to members is one of the most effective ways to encourage them and support growing reading skills.

**Do read-alongs.** Read a text together as a group, several times if necessary, then ask members to try reading it on their own. This helps members move from being fully supported to reading independently.

**Connect print to pictures.** Help members make the connection between visual images and written words on the page.

**Highlight patterns.** As members read, point out spelling and sound patterns such as cat, pat and hat.

**Be attentive.** Stop members immediately after an error. Show them what to do and provide them a chance to do it correctly (“That word is ‘trouble.’ What word is this?”). Help members read the word correctly.

**Reread after an error.** After a member has stopped to correct a word she or he has read, ask the member to go back and reread the entire sentence from the beginning to make sure she or he understands what the sentence is saying.

**Ask for summaries.** Ask members to tell you in their own words what happened in a story. Before getting to the end of a story, ask members what they think will happen next and why.

**Be precise.** Provide clear and direct instructions (“Say this word” rather than “Can you say it?”).

## SECTION 1: INTRODUCTION

# Tips for Reading Tutors, cont.

**Be innovative.** Keep tutoring sessions lively and dynamic.

**Be positive.** Praise goes a long way with members who struggle in reading. Provide positive feedback when correct responses are made (“Great! The word is Sequoia.”).

**Be patient.** Show members you care through your commitment and encouragement.

### **Sources:**

*U.S. Department of Education. (2008, October). Tips for reading tutors. Retrieved from <http://www2.ed.gov/teachers/how/read/tutors.html>*

*U.S. Department of Education. (2003, May). Homework tips for parents. Office of Intergovernmental and Agency Affairs. Retrieved from <https://www2.ed.gov/parents/academic/involve/homework/homeworktips.pdf>.*

## SECTION 3: CORRELATIONS

# Lessons Correlated to Common Core State Standards

In 2010, states across the country adopted a set of high-quality academic standards in mathematics and English language arts/literacy designed to outline skills young people should be able to master by the end of each grade. The lessons in this guide have been specifically designed to meet the more rigorous academic needs of students in Clubs across the country, and the following chart details which standard each lesson is designed to address.

### *Reading Standards: Foundational Skills*

<b>3-5 Reading Lesson</b>	<b>Correlated Common Core State Standard</b>
<b>Word-Maker</b> decoding multi-syllabic words; identifying common prefixes and root words; blending word parts into words	<b>Phonics and word recognition</b> Use knowledge of letter-sound correspondences, syllable patterns and morphology to read unfamiliar multi-syllabic words in context and out of context (RF.4.3a and RF.5.3a)
<b>Break It Apart!</b> decoding multi-syllabic words; blending word parts into words; reading new words in context	<b>Phonics and word recognition</b> Use knowledge of letter-sound correspondences, syllable patterns and morphology to read unfamiliar multi-syllabic words in context and out of context (RF.4.3a and RF.5.3a)
<b>“Chunky” Texts</b> reading fluently (with proper pace, accuracy, expression)	<b>Fluency</b> Read grade-level text with purpose and understanding (RF.3.4a, RF.4.4a and RF.5.4a) Read grade-level prose orally with accuracy, appropriate rate, expression (RF.3.4b, RF.4.4b and RF.5.4b) Use context to confirm or self-correct word recognition and understanding (RF.3.4c, RF.4.4c and RF.5.4c)

## SECTION 3: CORRELATIONS

# Lessons Correlated to Common Core State Standards, cont.

### *Reading Standards: Informational Texts*

<b>3-5 Reading Lesson</b>	<b>Correlated Common Core State Standard</b>
<p><b>Question Cube</b> asking questions when reading; using captions, photos, and illustrations as clues</p>	<p><b>Key ideas and details</b> Ask and answer questions to demonstrate understanding of a text (RI.3.1)</p> <p><b>Integration of knowledge and ideas</b> Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)</p> <p>Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text (RI.4.7)</p>
<p><b>Text Messages</b> identifying the main idea; using strategies to find the main idea</p>	<p><b>Key ideas and details</b> Determine the main idea of a text, explain how it is supported by key details (RI.3.2, RI.4.2 and RI.5.2)</p>
<p><b>I Can Tell Because</b> making inferences when reading; using context clues</p>	<p><b>Key ideas and details</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (RI.4.1 and RI.5.1)</p>
<p><b>What Comes First?</b> sequencing events in a story; understanding chronological order; using signal words to understand sequence</p>	<p><b>Integration of knowledge and ideas</b> Describe the logical connection between particular sentences and paragraphs in a text (RI.3.8)</p>

## SECTION 3: CORRELATIONS

# Lessons Correlated to Common Core State Standards, cont.

<p><b>Word Sorts</b> identifying parts of speech; identifying common prefixes and suffixes</p>	<p><b>Craft and structure</b> Determine the meaning of general academic words and phrases in a grade-level text (RI.3.4, RI.4.4 and RI.5.4)</p>
<p><b>What's the Signal?</b> understanding author's purpose; identifying text structures; using signal words and special features to determine author purpose</p>	<p><b>Craft and structure</b> Use text features and search tools to locate information relevant to a given topic (RI.3.5) Describe the overall structure of events, ideas, concepts or information in a text (RI.4.5) Integration of knowledge and ideas Use information gained from illustrations and words to demonstrate understanding (RI.3.7) Interpret information presented visually, orally, quantitatively and explain how the information contributes to an understanding of the text (RI.4.7) Explain how an author uses reasons and evidence to support particular points in a text (RI.4.8 and RI.5.8)</p>
<p><b>Who's Speaking?</b> distinguishing primary and secondary accounts; understanding point of view</p>	<p><b>Craft and structure</b> Distinguish their own point of view from that of the author of a text (RI.3.6) Compare and contrast a firsthand and secondhand account of the same event or topic (RI.4.6)</p>
<p><b>Making Connections</b> accessing prior knowledge; making connections between text and self, text, and world</p>	<p><b>Integration of knowledge and ideas</b> Use information gained from illustrations and words to demonstrate understanding (RI.3.7) Interpret information presented visually, orally, quantitatively and explain how the information contributes to an understanding of the text (RI.4.7)</p>

## SECTION 3: CORRELATIONS

# Lessons Correlated to Common Core State Standards, cont.

<p><b>Easy as P.I.E.</b> determining author's purpose; identifying texts to persuade, inform, entertain; using words and phrases to identify author purpose</p>	<p><b>Craft and structure</b> Distinguish their own point of view from that of the author of a text (RI.3.6) Compare and contrast a firsthand and secondhand account of the same event or topic (RI.4.6) Integration of knowledge and ideas Explain how an author uses reasons and evidence to support particular points in a text (RI.4.8 and RI.5.8)</p>
<p><b>Double Bubble</b> comparing and contrasting information; identifying similarities and differences</p>	<p><b>Craft and structure</b> Compare and contrast a firsthand and secondhand account of the same event or topic (RI.4.6) Analyze multiple accounts of the same event or topic, noting important similarities and differences (RI.5.6)</p>
<p><b>Strategy Hunt?</b> using basic strategies to aid comprehension; understanding the text</p>	<p><b>Range of reading and level of text complexity</b> Read and comprehend grade-level appropriate informational texts (including history/social studies, science and technical texts) (RI.3.10, RI.4.10 and RI.5.10)</p>

SECTION

## Lessons Correlated to Common Core State Standards

In 2010, states across the country adopted a set of high-quality academic standards in mathematics and English language arts/literacy designed to outline skills young people should be able to master by the end of each grade. The lessons in this guide have been specifically designed to meet the more rigorous academic needs of students in Clubs across the country, and the following chart details which standard each lesson is designed to address.

Reading Standards for Foundational Skills (3-5): Phonics and Word Recognition			
CCS #	Common Core Standard	Power Hour Lesson	Lesson Content
RF.4.3a RF.5.3a	Use knowledge of letter-sound correspondences, syllable patterns and morphology to read unfamiliar multi-syllabic words in context and out of context.	<b>Lesson 1</b> – Word-Maker	decoding multi-syllabic words; identifying common prefixes and root words; blending word parts into words
		<b>Lesson 2</b> – Break It Apart!	decoding multi-syllabic words; blending word parts into words; reading new words in context

Reading Standards for Foundational Skills (3-5): Phonics and Word Recognition			
CCS #	Common Core Standard	Power Hour Lesson	Lesson Content
RF.3.4a RF.4.4a RF.5.4a	Read grade-level text with purpose and understanding.	<b>Lesson 3</b> – “Chunky” Texts	reading fluently (with proper pace, accuracy, expression)
RF.3.4b RF.4.4b RF.5.4b	Read grade-level prose orally with accuracy, appropriate rate, expression on successive readings.	<b>Lesson 3</b> – “Chunky” Texts	reading fluently (with proper pace, accuracy, expression)
RF.3.4c RF.4.4c RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Lesson 3</b> – “Chunky” Texts	reading fluently (with proper pace, accuracy, expression)

## Reading Standards for Informational Texts (3-5): Key Ideas and Details

CCS #	Common Core Standard	Power Hour Lesson	Lesson Content
RI.3.1 RI.4.1 RI.5.1	Ask and answer questions to demonstrate understanding of a text. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Lesson 4</b> – Question Cube	asking questions when reading; using captions, photos, and illustrations as clues
		<b>Lesson 6</b> – I Can Tell Because	making inferences when reading; using context clues
RI.3.2 RI.4.2 RI.5.2	Determine the main idea of a text, explain how it is supported by key details.)	<b>Lesson 5</b> – Text Messages	describing the real world using integers

## Reading Standards for Informational Texts (3-5): Craft and Structure

CCS #	Common Core Standard	Power Hour Lesson	Lesson Content
RI.3.4 RI.4.4 RI.5.4	Determine the meaning of general academic words and phrases in a grade-level text.	<b>Lesson 8</b> – Word Sorts	identifying parts of speech; identifying common prefixes and suffixes
RI.3.5 RI.4.5	Use text features and search tools to locate information relevant to a given topic. Describe the overall structure of events, ideas, concepts or information in a text.	<b>Lesson 9</b> – What’s the Signal?	understanding author’s purpose; identifying text structures; using signal words and special features to determine author purpose
RI.3.6 RI.4.6 RI.5.6	Distinguish their own point of view from that of text’s author. Compare and contrast a firsthand and secondhand account of the same event or topic. Analyze multiple accounts of the same event or topic, noting important similarities and differences.	<b>Lesson 10</b> – Who’s Speaking?	distinguishing primary and secondary accounts; understanding point of view
		<b>Lesson 12</b> – Easy as P.I.E.	determining author’s purpose; identifying texts to persuade, inform, entertain; using words and phrases to identify author purpose
		<b>Lesson 13</b> – Double Bubble	comparing and contrasting information; identifying similarities and differences

## Reading Standards for Informational Texts (3-5): Integration of Knowledge and Ideas

CCS #	Common Core Standard	Power Hour Lesson	Lesson Content
RI.3.7 RI.4.7	Use information from illustrations and the words in a text to demonstrate understanding. Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text.	<b>Lesson 4</b> – Question Cube	asking questions when reading; using captions, photos, and illustrations as clues
		<b>Lesson 9</b> – What’s the Signal?	understanding author’s purpose; identifying text structures; using signal words and special features to determine author purpose
		<b>Lesson 11</b> – Making Connections	accessing prior knowledge; making connections between text and self, text, and world
RI.3.8 RI.4.8 RI.5.8	Describe the logical connection between particular sentences and paragraphs in a text. Explain how an author uses reasons and evidence to support particular points in a text.	<b>Lesson 7</b> – What Comes First?	sequencing events in a story; understanding chronological order; using signal words to understand sequence
		<b>Lesson 9</b> – What’s the Signal?	understanding author’s purpose; identifying text structures; using signal words and special features to determine author purpose
		<b>Lesson 12</b> – Easy as P.I.E.	determining author’s purpose; identifying texts to persuade, inform, entertain; using words and phrases to identify author purpose

## Reading Standards for Informational Texts (3-5): Integration of Text Complexity

CCS #	Common Core Standard	Power Hour Lesson	Lesson Content
RI.3.10 RI.4.10 RI.5.10	Read and comprehend grade-level appropriate informational texts (including history/social studies, science and technical texts).	<b>Lesson 14</b> – Strategy Hunt?	using basic strategies to aid comprehension; understanding the text

# POWER HOUR

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LESSONS - 3-5 READING

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SECTION 3

## Vocabulary Words for 3-5 Reading Lessons

Pour Hour Lesson	Word	Definiton
<b>Lesson 1</b> – Word-Maker	Word part	one of the separate parts of a word, like <i>break</i> and <i>fast</i> in the word <i>breakfast</i>
<b>Lesson 2</b> – Break It Apart!	Word part	one of the separate parts of a word, like <i>break</i> and <i>fast</i> in the word <i>breakfast</i>
	Multisyllabic word	a word with more than one syllable
	Decode	to identify a new word by sounding it out; to turn printed letters into spoken words
<b>Lesson 3</b> – “Chunky” Texts	Decode	to identify a new word by sounding it out; to turn printed letters into spoken words
	Phrasing	the pausing in certain places that occurs in reading so that it has a rhythm
	Pace	reading at a natural speed, not too fast or too slow
	Expression	reading loud enough and with some feeling in the reader’s voice
<b>Lesson 4</b> – Question Cube	Feature walk	looking at the features of a book or passage before reading, features like the photos, illustrations, captions or other bits of information
<b>Lesson 5</b> – Text Messages	Main idea	what a story or passage is all about; the central message of a reading passage
	Details	the information that describes or tells more about the main idea

Pour Hour Lesson	Word	Definiton
<b>Lesson 6</b> – I Can Tell Because...	Inferences	using clues in a text or from personal experience to understand a text better
<b>Lesson 7</b> – What Comes First?	Sequence	the order of information, the order in which events happen or the order in which something should be done
	Signal words	words that give clues about the sequence of events of ideas in a text, words like <i>first</i> , <i>next</i> , <i>after that</i> or <i>before</i>
<b>Lesson 8</b> – Word Sorts	Prefix	a group of letters placed before the root word that changes its meaning, like the prefix <i>un-</i> combined with the word <i>happy</i> means “unhappy”
	Suffix	a letter or group of letters added to the end of a root word that changes its meaning, like the suffix <i>-ed</i> combined with the word <i>fix</i> means it happened in the past
	Part of speech	a group of words based on function, the way they work in a sentence, like the word <i>run</i> as the verb in a sentence
<b>Lesson 9</b> – What’s the Signal?	Text structure	the way an author organizes or presents ideas in a text, like telling how two things are the same and different (compare and contrast)
	Description	words that tells us the details and qualities of something or someone
	Sequence	the order of information, the order in which events happen or the order in which something should be done
	Cause and effect	sentences that tell <i>why</i> something happens (cause) and <i>what</i> happens (effect)
	Compare	to look at objects and ideas and think about how they are alike
	Contrast	to look at objects and ideas and think about how they are different
	Problem and solution	words that describe a problem and suggest a solution

Pour Hour Lesson	Word	Definiton
<b>Lesson 9</b> – What’s the Signal?	Signal words	words that provide clues about the text structure, words like <i>for example</i> (signals a description); <i>at the same time</i> (signals a sequence); <i>unlike</i> (signals comparing/contrasting); or <i>as a result</i> (signals cause and effect or problem and solution).
<b>Lesson 10</b> – Who’s Speaking?	Non-fiction	writing that tells about real facts, people and events
	Primary source	information created at the same time as an event or by a person directly involved in it
	Secondary source	writing by someone not directly involved in an event who gets information from somewhere else
<b>Lesson 11</b> – Making Connections	Text-to- self connection	making a connection to something in your own life
	Text-to- text connection	making a connection to another text you have read
	Text-to- world connection	making a connection to something in the world
	Primary source	information created at the same time as an event or by a person directly involved in it
	Secondary source	writing by someone not directly involved in an event who gets information from somewhere else
<b>Lesson 12</b> – Easy as P.I.E.	Author purpose	the reason an author writes a text
	Persuade	a type of writing where the author tries to get the reader to do something or see their point of view on a topic
	Inform	a type of writing where the author tries to give the reader information or teach facts
	Entertain	a type of writing where the author tries to tell a story to tries to make the reader laugh, enjoy it or feel a certain way

Pour Hour Lesson	Word	Definiton
<b>Lesson 13</b> – Double Bubble	Compare	to look at objects and ideas and think about how they are alike
	Contrast	to look at objects and ideas and think about how they are different
<b>Lesson 14</b> – Strategy Hunt	Make predictions	to use various clues to guess what a passage might be about before reading it
	Visualize	to imagine events, ideas or processes happening visually
	Summarize	to retell or summarize information after you have read it

**Lesson: Affixes**

# Word-Maker

**Time:** 25 minutes

**Objective:** Children can expand their vocabulary and figure out the meaning of unfamiliar words by learning common prefixes and root words. If they learn, for example, that *micro* means “small” and *scope* means “see,” they can figure out that a microscope is a device that enables us to see small objects. This activity helps members use common word parts to deconstruct and construct words.

**Materials**

- White board
- Dry-erase markers
- Cardstock
- Scissors
- Children’s dictionary, one per pair
- Pens/pencils
- Paper

**Preparation**

Make copies of “Word-Maker Guide” (one per pair). Make copies of “Word-Maker Cards” on card stock and cut apart (one set per pair).

**Additional Resources**

- [Dividing Root Words](#)
- [Prefixes, Suffixes and Root Words](#)



## GET READY

5 min

1. **ASK:** Can you tell me the definition of the word *television*?  
  
 Answer: **a device that receives pictures through the air so they can be seen on a screen**
  
2. **SAY:** The word *television* was created from two word parts – *tele* meaning “distance” and *vision* meaning “see.” A television lets us see events that are taking place in distant places.
  
3. **ASK:** What’s the definition of the word *telephone*?  
  
 Answer: **a device used to send sounds or other signals over long distances**
  
4. **SAY:** The word *telephone* also contains the word part *tele* meaning “distance” and the word part *phone*, which means “sound.” A telephone lets us hear *sound* from a *distance*.



## GET SET

5 min

1. **SAY:** Let's try a few more words together.
2. **ASK:** Do you know the meaning of the word *megaphone*?

Answer: a device shaped like a cone that is used to make a person's voice louder

3. **ASK:** You already know that *phone* means "sound," so what do you think the word part *mega* means?

Answer: mega means "large"

4. **ASK:** What is a *centipede*?

Answer: an insect with a narrow body and 100 legs

5. **ASK:** So what do you think *centi* means?

Answer: It means 100

6. **ASK:** And what do you think *pede* means?

Answer: It means "foot" or "feet"



## AND GO!

15 min

1. **DO:** Have members form pairs.
2. **SAY:** Now that you've taken apart some words to see what they mean, you're going to be "word-makers" and put together word parts to make new words.
3. **DO:** Give each member pair a copy of "Word-Maker Guide," a set of "Word-Maker Cards" and a dictionary.
4. **SAY:** Use the cards to put together as many words as you can. You can use the dictionary to check on the meaning or spelling of a word. Make a list of the new words you form.
5. **DO:** Invite members to share their words with you and others.
6. **SAY:** Knowing the meaning of different word parts helps you figure out new words when you come across them in reading.
7. **CHECK FOR UNDERSTANDING:** If members have trouble with the concept of word parts, walk them through the lesson again or help them access one of the additional resources listed.

## Word-Maker Guide

<b>Word Part</b>	<b>Meaning</b>
auto	self
graph	write
micro	small
mobile	move
phone	sound
re	again
scope	see
scribe	write
sub	under
tele	distance
vision	see
way	move

## Word-Maker Cards

**phone**

**tele**

**scope**

**vision**

**micro**

**graph**

**auto**

**sub**

**mobile**

**way**

**scribe**

**re**

## Lesson: Point of View Who's Speaking?

**Time:** 25 minutes

**Objective:** It is important for readers to determine whether something they are reading is a primary (first-hand account) or a secondary (second-hand account) source – because everything reflects the point of view and biases of the writer (especially history). In this lesson, members practice sorting materials into primary and secondary sources.

### Materials

- White board
- Dry-erase markers
- Cardstock
- Scissors
- Book or article appropriate to grade (from online, library or members' reading assignments)

### Preparation

Select a brief passage for members to read. Make a copy of "Primary and Secondary Sources" and cut and shuffle (1 set per member). Make copy of "Primary and Secondary Sources" to use as an answer key (first column is primary sources; second column is secondary sources).

### Additional Resources

- [Primary and Secondary Sources](#)
- [Primary vs. Secondary Sources](#)



## GET READY

5 min

1. **SAY:** We're going to practice figuring out who's speaking in a non-fiction text. When you read non-fiction, sometimes it's written from the point of view of someone directly involved in the events, and sometimes it's written from the point of view of a person who is describing something that happened to someone else.
2. **SAY:** For example, a victim of Hurricane Katrina might provide a first-hand account of the storm, something she herself experienced. This is called a primary source. It is information created at the same time as an event or by a person directly involved in it.
3. **ASK:** What do you think are some examples of primary sources? Answer: **letters, diaries, interviews, photos, videos, speeches, autobiographies**
4. **SAY:** Someone else writing about Hurricane Katrina in a newspaper or magazine is writing about something that happened to other people. This is called a secondary source. This writer is not directly involved in the event and gets information from somewhere else.
5. **ASK:** What do you think are some examples of secondary sources?

Answer: **magazine articles, newspaper articles, textbooks, legends, histories**



## GET SET

7 min

1. **SAY:** Let's see how well you can tell the difference between primary and secondary sources. Let's pretend you're learning about World War II, which took place many years ago. You're going to look at different sources and decide if they are primary or secondary sources.
2. **DISTRIBUTE:** a set of "Primary and Secondary Sources" to each member.
3. **SAY:** Sort the cards into two piles, one for primary and one for secondary sources.
4. **DISCUSS:** members' sorting and correct any mistakes.



## AND GO!

13 min

1. **DO:** Call attention to the reading passage you selected earlier.
2. **WAIT:** Give members time to read the passage.
3. **ASK:** Do you think this is a primary or secondary source? How can you tell?
4. **CHECK FOR UNDERSTANDING:** If members have trouble distinguishing primary and secondary sources, guide them through the lesson again or help them access one of the additional resources listed.

## Primary or Secondary Sources?

the diary of an American soldier who fought in World War II	a book written in 2007 by a historian who wasn't there
a newspaper article written by a reporter who was on the beaches with the soldiers	a recent magazine article on the generals who led a big battle
an original photograph depicting the fighting	a movie or video showing people "acting out" a World War II battle
a memoir written by one of the American generals	a book about the war written by an author who used many sources
a letter written by a German soldier to his wife	a web site that summarizes present-day opinions about the war
a photograph of a soldier who fought in the war	a television special on World War II
a letter written about the war by a nurse who treated wounded soldiers	a textbook chapter about World War II
a story my great-grandfather told me about his experience in the war	an encyclopedia article on the war

## Lesson: Connections

# Making Connections

**Time:** 25 minutes

**Objective:** Good readers draw on prior knowledge and experiences to connect with whatever they're reading. Because making a connection requires readers to think, they are more engaged in the reading experience. In this lesson, members practice making connections between the text and their own lives (text to self), another text they have read (text to text) or the world around them (text to world).

### Materials

- White board
- Dry-erase markers
- Pens/pencils
- Post-it-notes
- Transparencies & projector
- Book or article appropriate to grade (from online, library or members' reading assignments)

### Preparation

Select a brief passage from the book or article for use during the lesson. Make an overhead transparency of "Making Connections" and "Franny's Journal."

### Additional Resources

[Into the Book](#)  
[Making Connections](#)



## GET READY

5 min

1. **SAY:** We're going to practice the strategy of making connections. When we read, if we can find connections to something we already know, we better understand what we're reading.
2. **SAY:** You've probably already learned the three ways to connect to a text. Let's review:
  - **Text-to-self** – making a connection to something in your own life
  - **Text-to-text** – making a connection to another text you have read
  - **Text-to-world** – making a connection to something in the world
3. **SAY:** It's important to think about the text so it reminds you of something you already know – because this helps you understand the text better and learn more about the topic.



## **GET SET**

8 min

1. **DO:** Show “Franny’s Journal” text on the overhead projector.
2. **SAY:** I’m going to read the passage aloud and, as I do, you should listen for connections.
3. **READ** the journal entry aloud.
4. **DO:** Make a connection to your own life as a model for members.
5. **ASK:** What text-to-text connections did you make? What about text-to-world connections?



## **AND GO!**

12 min

1. **DO:** Call attention to the reading passage you selected earlier.
2. **WAIT:** Give members time to read the passage.
3. **ASK:** Do you think this is a primary or secondary source? How can you tell?
4. **CHECK FOR UNDERSTANDING:** If members have trouble distinguishing primary and secondary sources, guide them through the lesson again or help them access one of the additional resources listed.

## Franny's Journal

I had the scare of my life today. When I stopped by Mrs. Nolan's house, she asked if I would mind taking her dog Buster out for a walk. Are you kidding?

A few minutes later, Buster and I were jogging happily toward the park. We were almost there when this enormous black dog suddenly appeared from out of nowhere. Before I could react, the giant dog attacked Buster and tried to sink its teeth into Buster's neck. I just stood there frozen, unable to move. The next thing I knew, both dogs were rolling around on the ground, snarling and growling and biting each other. It was just awful. I was too scared even to cry out for help.

Thank goodness someone showed up just then. A boy about my age grabbed the black dog's collar and pulled him off Buster. The black beast was his. He said he was really sorry. His dog had yanked the leash right out of his hand and ran away. It wouldn't happen again.

I was still shaking when I got back to Mrs. Nolan's house. Poor Buster was limping. One ear was torn and he was bleeding in several places. Mrs. Nolan took one look at us and gasped. I helped her load Buster into the car, and we drove right over to the animal hospital. Buster was beaten up pretty badly, but the vet says he should be fine in a few days. I'm not so sure about me, though. I still feel it was my fault that Buster got hurt. Mrs. Nolan says, no, no, of course not, there was nothing I could do. But her kind words didn't make me feel any better.

## Making Connections

### Text-to-Self

What does this remind me of in my life?

What is this similar to in my life?

How is this different from my life?

Has something like this ever happened to me?

How does this relate to my life?

What were my feelings when I read this?

### Text-to-Text

What does this remind me of in another book I've read?

How is this text similar to other things I've read?

How is this different from other books I've read?

Have I read about something like this before?

### Text-to-World

What does this remind me of in the real world?

How is this text similar to things that happen in the real world?

How is this different from things that happen in the real world?

How did that part relate to the world around me?

## Lesson: Reasoning Easy as P.I.E

**Time:** 25 minutes

**Objective:** Good readers need to learn to look at the overall text to determine the author’s purpose in writing – to persuade, to inform or to entertain. Children also need to be able to identify the specific words or phrases used by the author that indicate the overall purpose.

### Materials

- White board
- Dry-erase markers
- Cardstock
- Scissors
- Transparency & Projector
- Book or article appropriate to grade level (from online, library or members’ reading assignments)

### Preparation

Make an overhead transparency of “Author’s Purpose P.I.E.” Make copies of “P.I.E. Cards” on card stock and cut apart (one set per member). Select a brief passage to use during the lesson.

### Additional Resources

- [Author’s Purpose Game](#)
- [Author’s Purpose Battleship](#)
- [Author’s Purpose Rags to Riches](#)
- [Did You Know?](#)



## GET READY

5 min

1. **SAY:** Let’s review the reasons authors write. They have many different reasons. Some are trying to get you to try or do something or to make you see their point of view on a topic – to persuade you. An example of this is an opinion column in the newspaper.
2. **ASK:** What are some other types of writing where the author tries to persuade?  
Answer: **commercials, billboards, ads, opinion columns, political ads**
3. **SAY:** Other writers want to give you information or teach you facts, to inform you. You can see writing like this in regular newspaper articles, not opinion columns.
4. **ASK:** What are some other types of writing where the author tries to inform:  
Answer: **textbooks, other non-fiction books, biographies, documentary movies**
5. **SAY:** Another reason an author will write is to entertain the reader. The author is trying to tell a story, make you laugh or enjoy it, make you feel a certain way, hold your attention.
6. **ASK:** What are some other types of writing where the author tries to entertain?  
Answer: **fantasy stories, mysteries, comics/jokes, adventure**
7. **SAY:** These three purposes are sometimes called PIE – persuade, inform and entertain.



## GET SET

10 min

1. **DISTRIBUTE:** Give a set of P.I.E. cards to each member.
2. **SAY:** Now you're going to practice figuring out the author's purpose by reading these cards and sorting them into the P.I.E. categories – to persuade, to inform or to entertain.
3. **WAIT:** Give members 10 minutes to sort the cards.
4. **DO:** Challenge members to identify the words or phrases showing the author's purpose or say how they knew what the author's purpose was.



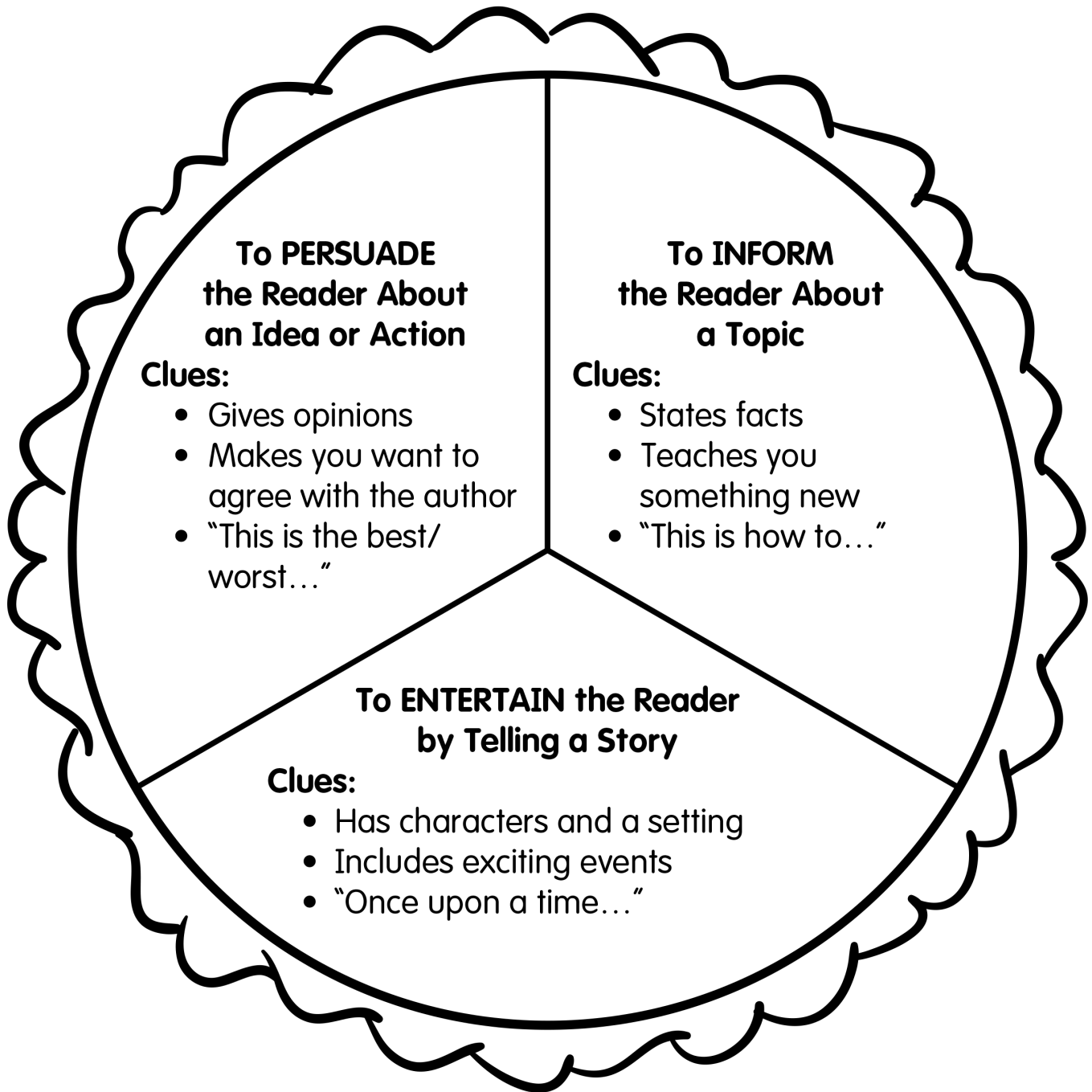
## AND GO!

10 min

1. **DO:** Show the overhead transparency of "Author's Purpose P.I.E."
2. **DO:** Call attention the reading passage you selected earlier.
3. **SAY:** Now read the selected passage and decide what the author's purpose is. As you read, underline any words or phrases that are hints of the author's purpose.
4. **WAIT:** Give members a chance to read the selection.
5. **ASK:** What is the author's purpose? How did you know?
6. **CHECK FOR UNDERSTANDING.** If members have trouble identifying the author's purpose, walk them through the three types again. For online practice and reinforcement, help them access the additional resource listed.

# Author's Purpose PIE

## (What Is the Author's Purpose?)



Source: "Author's Purpose P.I.E.," Lakeshore® Learning,  
[https://www.lakeshorelearning.com/general\\_content/free\\_resources/teachers\\_corner/lesson\\_plans/authorsPurposePieChart.jsp](https://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lesson_plans/authorsPurposePieChart.jsp)

## P.I.E. Cards, 1

If you take a peek inside a baking cabinet, there are a few staple items you will likely find. Sugar, flour, vanilla, and chocolate chips are important ingredients for any baker.

Do you wash your face every night? If you don't, you should! During the day, dirt and grime build up on your face, and water alone won't remove it. Use face soap, water, and a washcloth to clean your face each day.

Are you looking for a great family dog? A golden retriever is an excellent dog for families. They are loyal, friendly, and good with kids. These hyper dogs love the water and are easy to train.

The Titanic was a large ship that sank on its first trip across the Atlantic Ocean. The boat struck an iceberg that scraped the bottom of its hull. When water filled the bottom of the ship, it split in half before sinking.

When you visit areas where rattlesnakes live, wear boots to protect your feet. Do not walk through bushes where you can't see the ground, and never stick your hands under rocks or logs.

There are several different ways to cook chicken. You can bake or broil it in the oven, or you can fry it in a deep fryer or in a pan on the stove. During the summer, try cooking chicken on the grill.

## P.I.E. Cards, 2

Exercising without a gym is as simple as stepping through the front door. Get fit in your very own house by walking (carefully) up and down the stairs, lifting soup cans instead of weights, or doing lunges across the living room floor.

While planning a road trip, a car trip across the country, it's important to have a plan. Find hotels, gas stations, and restaurants that will be on the trip so that there are no unexpected troubles.

Everyone should recycle. Recycling is one of the best things we can do for our planet. It makes less pollution. It also costs less money to recycle than to make something new.

Monkeys, considered by most to be smart animals, are primates. There are 260 different species, or types, of monkeys currently living. Monkeys are often confused with apes, but monkeys have tails and apes do not. Most monkeys live in trees.

A blog is a personal website that its owner posts to often. The owner writes their opinions, stories of their life (similar to a journal or diary), links to other websites, and often posts pictures. Most blogs are public, meaning anyone on the Internet can read them.

Looking to create a document on the computer? The programs Excel, Power Point, and Word are the perfect choice. Excel creates spreadsheets that include data and numbers. Power Point is best for creating presentations, and Word is made for writing papers or reports.

## P.I.E. Cards, 3

I snapped on my helmet. Then I stepped into the space pod. The engines fired, and the pod slowly moved away from the spaceship. Soon, I'd be the first person to travel outside our solar system!

Do you think salads are plain? Think again! You can pile fruits like strawberries, blueberries, or raspberries on your salad for a pop of sweet flavor. Add nuts or sunflower seeds for protein and your favorite dressing for a bold taste!

Thanksgiving occurs on different dates in November, but it is always on the last Thursday of the month. Turkey, pilgrims, and pumpkin pie are common symbols of the holiday. It became a federal holiday in 1863.

Blue Whales are the largest and loudest mammals to have ever existed. During the 1900s, however, hunters have caused the whales to almost become extinct. Even though they are now protected from being killed, they are still hunted.

Summer is the best season. The days are longer, so you can spend more time outside. Since it's warm, you can swim, camp, or enjoy outdoor sports. There also are many tasty fruits to eat, like watermelon.

Someone had stolen my brand-new bike from the front porch. I had left it there for only two minutes! Luckily, the thief left a clue. A trail of muddy footprints led around the side of the house.

Source: "Fluency Task Cards, Set #5: Nonfiction Passages,"  
<https://www.teacherspayteachers.com/Product/Fluency-Task-Cards-656056>.

## Lesson: Comparison Double Bubble

**Time:** 25 minutes

**Objective:** In this lesson, members are introduced to the terms *compare* and *contrast* and asked to find similarities and differences between two common items. They then compare and contrast information in two related texts, using a Venn diagram as a tool to graphically illustrate similarities and differences.

### Materials

- White board
- Dry-erase markers

### Preparation

Make copies of “Ban on Skateboarding,” “Letter to the Editor” and “Double Bubble” (one per member).

### Additional Resources

[Compare and Contrast Tutorial](#)

[Compare and Contrast](#)



## GET READY

3 min

1. **SAY:** Today, we’re going to review compare and contrast. To compare and contrast is to look at objects or ideas and think about how they are alike and how they are different.
2. **ASK:** When you think of two different animals – like dogs and cats:
  - How are they alike?  
Sample Answer: **they both have fur, have four paws, are people’s pets**
  - How are they different?  
Sample Answer: **they are different sizes, act different, eat different foods**
3. **SAY:** When you compare and contrast, you pay attention to these kinds of details.



## GET SET

7 min

1. **WRITE** the words *house* and *nest* on the white board.
2. **WRITE:** Draw two columns – the left for “Compare/Same” and the right for “Contrast/Different.”
3. **ASK:** How are nests and houses alike?

Sample Answer: **both are shelters, birds make nests like humans make homes, both uses trees for material, both can shelter more than one**

4. **WRITE** members’ ideas in the “Compare/Same” column on the white board.
5. **ASK:** How are nests and houses different?  
  
Sample Answer: **nests are smaller, a house has a roof, a nest is a place for a bird to lay an egg, nests are simpler than houses, a bird can live in a house as a pet, but humans can’t live in nests**
6. **WRITE** members’ ideas in the “Contrast/Different” column on the white board.



## AND GO!

15 min

1. **DISTRIBUTE:** Give members copies of “Ban on Skateboarding,” “Letter to the Editor” and the “Double Bubble” diagram.
2. **SAY:** You have two passages here on the same topic. One is a newspaper column and the other is a letter to the editor. Pay attention to the ways they are alike and different.
3. **SAY:** Use the “Double Bubble” diagram to record your ideas. The outside portion of the circles are where you record information that’s different in each of the readings. The middle area, where the circles overlap, is where you make notes about ideas and facts the two readings have in common – that are the same.
4. **CHECK FOR UNDERSTANDING.** If members have trouble with comparison and contrast, guide them through the text. For online practice and reinforcement, help them access one of the additional resources listed.

## Ban on Skateboarding

The Government Board of Tullyville, North Dakota voted last night to not allow children under 12 years old to skateboard. This ruling came after Josie Bellview, age 10, fell on a cement sidewalk in Rutherford Park, fracturing her skull and breaking her arm. Miss Bellview was not wearing a helmet at the time of the accident. Thankfully, we finally have a government that is eager to address an issue that has been ignored for too long.

Mayor Phineus Q. Buzzwell said that this is not the first time this type of accident happened in Rutherford Park. “For the last three years, Tullyville has been seeing an increase in these types of accidents involving young children. If parents will not take the responsibility for making sure that their children are safe from these sorts of mishaps, our government will.” When asked if it was best to pass a helmet-wearing law, Mayor Buzzwell said, “Tullyville tried that a number of years ago and parents and children ignored the ordinance. We are being forced to do more in this area since the problem does not seem to be going away and instead seems to be worsening.” This newspaper stands firmly behind Mayor Buzzwell’s stance. The parents were given the opportunity a while ago to address this issue. They caught the ball, but ultimately fumbled it. It is now our government’s turn to try and fix this egregious situation.

Mayor Buzzwell was referring to the serious accident that occurred on July 4th of this year. Two children, ages 9 and 10, collided on skateboards and are still in rehab at Reese Hospital. This newspaper is eager to see something done immediately. We will no longer tolerate these recurring accidents that can be prevented. We demand that something be done immediately and Mayor Buzzwell seems to be doing it.

Our popular mayor believes that the government should step in when it appears that parents have failed in their duties to protect their children. This newspaper firmly supports the mayor’s right to ensure the safety of all of Tullyville’s citizens. Governments have traditionally acted in place of parents when they have failed to act. It is totally correct of Mayor Buzzwell to do something to stop the high rate of accidents in the park. It must not be forgotten that it will ultimately be the responsibility of the Town of Tullyville for paying money for these frequent accidents. Mayor Buzzwell is not only protecting the children of Tullyville, but also the money of its citizens.

Source: “Lesson 3: Compare and Contrast Editorials,” Readworks.org,  
<http://www.readworks.org/lessons/grade4/compare-and-contrast/lesson-3>.

## Letter to the Editor

Dear Editor,

I read your editorial published on October 13th. As an eleven-year-old skateboarder, I want to say that I think the mayor is wrong. Kids should be allowed to skateboard in Rutherford Park. Just because one girl did not follow the rules, why should the rest of us be punished?

I have been a skateboarder since I was eight years old. I do most of my skateboarding at the park or at the Southerland School. I skateboard with my friends and we all wear helmets. Our parents do not have to remind us to put our helmets on. We have been skateboarding for three years and have not had an accident. If we did collide, we are not only wearing helmets, but also knee and shoulder pads. We do everything right to make sure that we and others are safe.

Just because some wild kids did not follow the rules, does not mean that all of us should not be allowed to skateboard. There is not a lot to do in Tullyville. Skateboarding keeps us busy and healthy. We are not sitting around watching television and eating junk food to get obese. The U.S. Government said that overweight children are a big health problem for this country. We eleven-year-olds in Tullyville are doing something to solve this problem. We are exercising in a safe way.

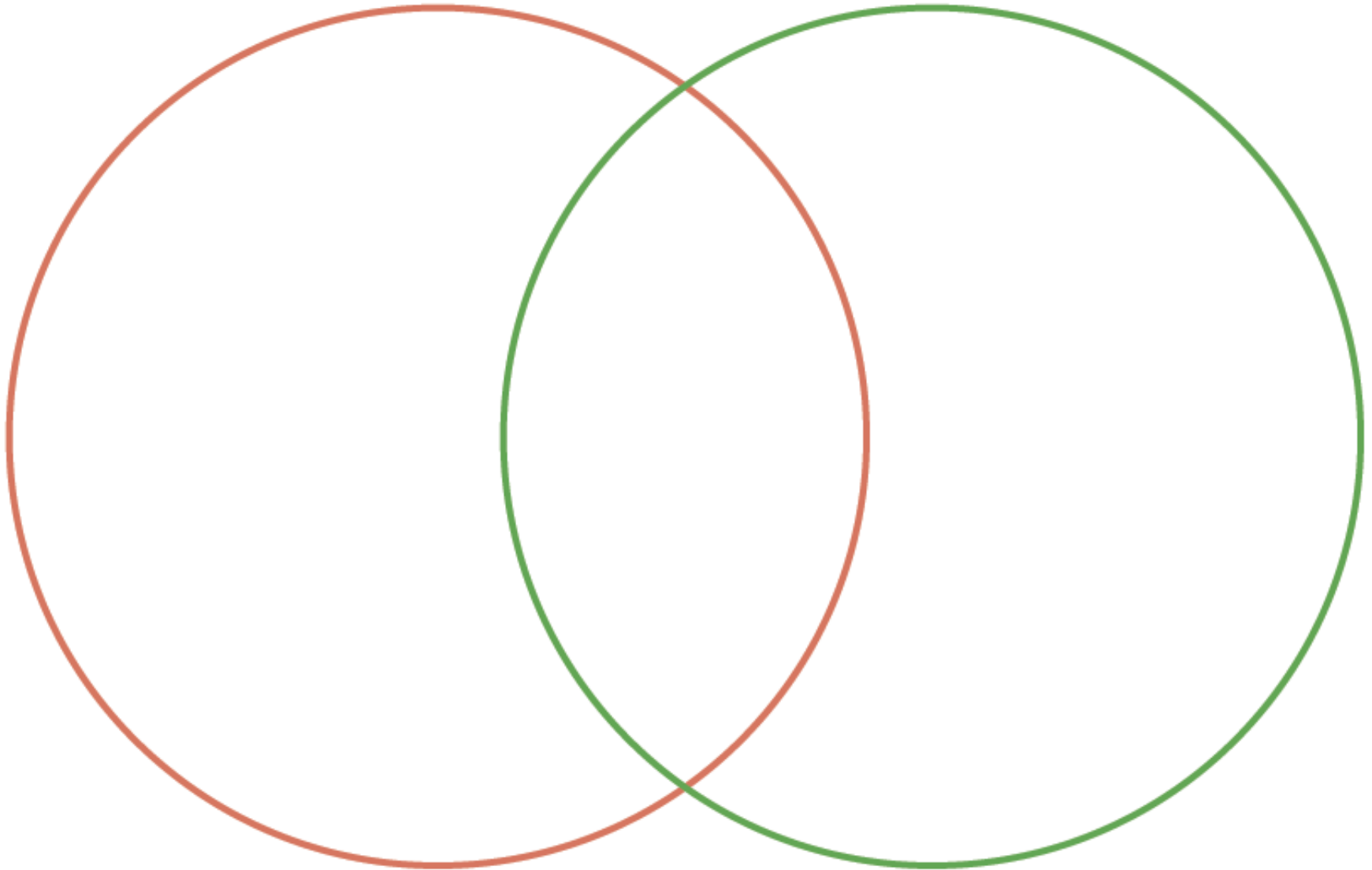
We should be allowed to keep skateboarding. If the mayor is really concerned, he should raise the fine for not wearing a helmet. Then maybe the parents will pay attention.

Sincerely,

*Sara Jones*

Sara Jones,  
Sixth grader at Southerland School

## Double Bubble Diagram



## Lesson: Comprehension **Strategy Hunt**

**Time:** 25 minutes

**Objective:** Without comprehension, reading is a frustrating experience, and how well children develop the ability to comprehend what they read can have a profound impact on their lives. Good readers use a number of comprehension strategies to help them understand and recall what they've read, so a major goal of reading instruction is to help children practice various strategies that will move them toward more competence. In this lesson, members review basic comprehension strategies and choose one to use in an assigned reading.

### **Materials**

- Whiteboard & dry-erase markers
- Coins or markers
- Pens/pencils & paper
- Post-it-notes
- Transparency & Projector

### **Preparation**

Make an overhead transparency of “Strategy Tic-Tac-Toe” and enough copies for each member to have a card (vary cards among members)

### **Additional Resources**

[Reading Comprehension](#)  
[Reading Comprehension \(Reading for Facts\)](#)  
[Reading \(Finding the Main Idea\)](#)  
[Inferences and Drawing Conclusions](#)



## **GET READY**

5 min

1. **SAY:** Let's review different strategies to help you understand what you're reading.
2. **DO:** Show the “Strategy Tic-Tac-Toe” graphic on the overhead projector.
3. **SAY:** These are different strategies to help you understand your reading. You've probably learned about these before, but we'll review them.
4. **DO:** Review the nine strategies briefly.



## GET SET

5 min

1. **DISTRIBUTE** copies of “Strategy Tic-Tac-Toe” and coins/markers to members.
2. **SAY:** We’re going to play a game of tic-tac-toe. I’ll call out the names of the different strategies and you place a coin or marker on that space. The winner is the first person to get three across in a row, three down in a row, or three diagonally.
3. **READ** the strategies at random until one member wins.



## AND GO!

15 min

1. **DISTRIBUTE:** Give members pens/pencils, paper and post-it-notes.
2. **SAY:** Now choose one of the strategies and copy it onto a post-it note. You’ll use this strategy as you read the text.
3. **WAIT:** Give members 10 minutes to read the text.
4. **ASK:** How did the strategy help you? Did you understand and remember better?
5. **CHECK FOR UNDERSTANDING.** If members have trouble choosing or using a strategy, walk them through the strategies again. For online practice and reinforcement, help them access one of the additional resources listed.

## Strategy Tic-Tac-Toe – Board #1

<p><b>Make Predictions</b></p> <p>Predict what the reading might be about – based on what you already know and what you’ve read before.</p>	<p><b>Visualize</b></p> <p>Imagine events, ideas and processes happening visually. Make sketches or diagrams to lay out the information.</p>	<p><b>Ask Questions</b></p> <p>Before you read, note what you’re curious about. While reading, pause and note questions. Are the answers in the text, something you have to think about, or do they come from other sources?</p>
<p><b>Summarize</b></p> <p>After reading, retell or summarize the information. What is the main idea? And what are the important points that support it?</p>	<p><b>Connect the Text</b></p> <p>Relate the text to your own experience, to something else you have read, or to something going on in the world.</p>	<p><b>Read for the Gist</b></p> <p>As you read, jot down answers to the questions <i>who, what, where, when, why</i> and <i>how</i>.</p>
<p><b>Review Text Features</b></p> <p>Look at the pictures, headings, maps, diagrams and other features. What clues do they provide about what this reading is about?</p>	<p><b>Find the Main Idea</b></p> <p>While reading, ask <i>who</i> or <i>what</i> the text about. What is the most important thing about the <i>who</i> or <i>what</i>? What words are repeated over and over?</p>	<p><b>Use Your Knowledge</b></p> <p>As you read, remember what you already know about the subject. Have you learned about this from school, home or other experiences?</p>

## Strategy Tic-Tac-Toe – Board #2

<p><b>Find the Main Idea</b></p> <p>While reading, ask <i>who</i> or <i>what</i> the text about. What is the most important thing about the <i>who</i> or <i>what</i>? What words are repeated over and over?</p>	<p><b>Summarize</b></p> <p>After reading, retell or summarize the information. What is the main idea? And what are the important points that support it?</p>	<p><b>Review Text Features</b></p> <p>Look at the pictures, headings, maps, diagrams and other features. What clues do they provide about what this reading is about?</p>
<p><b>Connect the Text</b></p> <p>Relate the text to your own experience, to something else you have read, or to something going on in the world.</p>	<p><b>Ask Questions</b></p> <p>Before you read, note what you're curious about. While reading, pause and note questions. Are the answers in the text, something you have to think about, or do they come from other sources?</p>	<p><b>Make Predictions</b></p> <p>Predict what the reading might be about – based on what you already know and what you've read before.</p>
<p><b>Visualize</b></p> <p>Imagine events, ideas and processes happening visually. Make sketches or diagrams to lay out the information.</p>	<p><b>Use Your Knowledge</b></p> <p>As you read, remember what you already know about the subject. Have you learned about this from school, home or other experiences?</p>	<p><b>Read for the Gist</b></p> <p>As you read, jot down answers to the questions <i>who, what, where, when, why</i> and <i>how</i>.</p>

## Strategy Tic-Tac-Toe – Board #3

<p><b>Make Predictions</b></p> <p>Predict what the reading might be about – based on what you already know and what you’ve read before.</p>	<p><b>Read for the Gist</b></p> <p>As you read, jot down answers to the questions <i>who, what, where, when, why</i> and <i>how</i>.</p>	<p><b>Find the Main Idea</b></p> <p>While reading, ask <i>who</i> or <i>what</i> the text about. What is the most important thing about the <i>who</i> or <i>what</i>? What words are repeated over and over?</p>
<p><b>Summarize</b></p> <p>After reading, retell or summarize the information. What is the main idea? And what are the important points that support it?</p>	<p><b>Use Your Knowledge</b></p> <p>As you read, remember what you already know about the subject. Have you learned about this from school, home or other experiences?</p>	<p><b>Visualize</b></p> <p>Imagine events, ideas and processes happening visually. Make sketches or diagrams to lay out the information.</p>
<p><b>Review Text Features</b></p> <p>Look at the pictures, headings, maps, diagrams and other features. What clues do they provide about what this reading is about?</p>	<p><b>Ask Questions</b></p> <p>Before you read, note what you’re curious about. While reading, pause and note questions. Are the answers in the text, something you have to think about, or do they come from other sources?</p>	<p><b>Connect the Text</b></p> <p>Relate the text to your own experience, to something else you have read, or to something going on in the world.</p>

## Strategy Tic-Tac-Toe – Board #4

<p><b>Visualize</b></p> <p>Imagine events, ideas and processes happening visually. Make sketches or diagrams to lay out the information.</p>	<p><b>Use Your Knowledge</b></p> <p>As you read, remember what you already know about the subject. Have you learned about this from school, home or other experiences?</p>	<p><b>Summarize</b></p> <p>After reading, retell or summarize the information. What is the main idea? And what are the important points that support it?</p>
<p><b>Find the Main Idea</b></p> <p>While reading, ask <i>who</i> or <i>what</i> the text about. What is the most important thing about the <i>who</i> or <i>what</i>? What words are repeated over and over?</p>	<p><b>Make Predictions</b></p> <p>Predict what the reading might be about – based on what you already know and what you’ve read before.</p>	<p><b>Connect the Text</b></p> <p>Relate the text to your own experience, to something else you have read, or to something going on in the world.</p>
<p><b>Read for the Gist</b></p> <p>As you read, jot down answers to the questions <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i> and <i>how</i>.</p>	<p><b>Review Text Features</b></p> <p>Look at the pictures, headings, maps, diagrams and other features. What clues do they provide about what this reading is about?</p>	<p><b>Ask Questions</b></p> <p>Before you read, note what you’re curious about. While reading, pause and note questions. Are the answers in the text, something you have to think about, or do they come from other sources?</p>

## Lesson: Multisyllables

# Break It Apart!

**Time:** 25 minutes

**Objective:** When children begin to learn how to read, they encounter simple, known words such as *cat*, *mom* or *like*. But, as they move through elementary school, they are faced with more and more multisyllabic words. In order to develop fluency in reading, they need to learn how to recognize the various word parts so they can decode longer, unfamiliar words. In this activity, members practice a simple strategy for taking words apart, then they put them back together and, finally, they read the words in simple sentences.

### Materials

- White board
- Dry-erase markers
- Cardstock
- Scissors
- “Multisyllabic Words” and “Reading Long Words”, 1 per member

### Preparation

Write these words on the board: *performance*, *propeller*, *construction*, *infection*, *commitment*, *consultant*, *instruction*, *container*, *effective*, *expansion*, *artistic* and *disturbance*.

### Additional Resources

[Syllable Split Reading Game](#)



## GET READY

5 min

1. **SAY:** Today, we’re going to learn a strategy for figuring out how to read longer words. Watch me as I show you how to use this strategy.
2. **WRITE:** the word *mistaken* on the white board.
3. **READ:** these steps out loud as you demonstrate them:
  - First, I circle word parts at the beginning and end of the word. [Circle *mis-* and *-en*]
  - Next, I underline the vowel sounds in the rest of the word. [Underline the *a* in *tak*]
  - Next, I say the parts in the word. [Loop under each part and say it – mis tak en]
  - Finally, I say the parts fast and make it into a real word. [*mistaken*]



## GET SET

10 min

1. **SAY:** Now you're going to try the strategy yourselves with some long words.
2. **SAY:** Let's look at these longer words that I've already written.
3. **DO:** Have members come up and take turns using the strategy on each new word.
4. **DO:** Guide them through the steps as they try each new word.



## AND GO!

10 min

1. **DO:** Give each member a set of "Multisyllabic Word" cards (mixed up).
2. **SAY:** You've just taken apart these words to "decode" them. Now put them back together using the word parts on the cards.
3. **DO:** Give members seven to eight minutes to re-assemble the words.
4. **DO:** Give each a copy of "Reading Long Words in Sentences," and ask them to read the sentences.
5. **CHECK FOR UNDERSTANDING:** If members have trouble using the strategy or decoding longer words, walk them through the lesson again or help them access one of the additional resources for more reading practice.

## Reading Long Words in Sentences

1 The performance was very artistic.

2 Our new plan propeller is very effective.

3 When construction is finished, we can move into the house.

4 Everyone is sick because the infection spread.

5 Did you make a commitment to finish your homework?

6 The food consultant will help the people plan their dinner.

7 The woman gave them instructions about how to drive the car.

8 The container leaked; it was not effective for holding water.

9 The new construction will result in an expansion of the school.

10 The students caused a disturbance in the library.

## Word-Maker Cards, 1

**per**

**for**

**mance**

**pro**

**pel**

**ler**

**con**

**struc**

**tion**

**in**

**fec**

**tion**

## Word-Maker Cards, 2

**com**

**mit**

**ment**

**con**

**sul**

**tant**

**in**

**struc**

**tion**

**con**

**tain**

**er**

## Word-Maker Cards, 3

**ef**

**fec**

**tive**

**ex**

**pan**

**sion**

**ar**

**tis**

**tic**

**dis**

**tur**

**bance**

**Lesson: Fluency**  
**“Chunky” Texts**

**Time:** 25 minutes

**Objective:** Fluency is the ability to read with proper phrasing, pace and expression. Fluent readers recognize words automatically and can focus on comprehension. Members’ fluency improves when they practice reading text that has been divided into meaningful “chunks” and then reread it fluently without the separations.

**Materials**

- White board
- Dry-erase markers

**Preparation**

Make copies of “Cooking Up Trouble (Chunked)” and “Cooking Up Trouble” (one per member).

**Additional Resources**

[Mrs. Warner's 4th Grade Classroom](#)



**GET READY**

5 min

1. **SAY:** While we’re learning to read, we still have to sound out or decode words we don’t know. This means that sometimes reading can sound a little choppy.
2. **SAY:** Today we’re going to practice reading so it sounds more smooth and natural, the way people talk. There are three things to pay attention to as you practice reading:

Phrasing	this is about pausing in certain places so your reading has a rhythm
Pace	this has to do with reading at a natural speed, not too fast and not too slow
Expression	this is about reading loud enough and with some feeling in your voice

3. **SAY:** Listen while I read and see if you can spot these.
4. **READ:** a short passage aloud, modeling good phrasing, pace and expression.



## GET SET

10 min

1. **SAY:** We’re going to try a strategy to help you practice reading this way.
2. **DO:** Give members copies of “Cooking Up Trouble (Chunked).”
3. **DO:** Call attention to the way the story is on the page.
4. **SAY:** that this is to help readers know where to pause and how to read at the right speed.
5. **DO:** Have members practice reading the passage.



## AND GO!

10 min

1. **DO:** Give members copies of “Cooking Up Trouble.”
2. **SAY:** Here’s the passage written in a normal way. Read it again, and pay attention to the three guidelines as you read.
  - *Phrasing* – read with pauses in the right spots so your reading has a rhythm
  - *Pace* – read at a natural speed, not too fast and not too slow
  - *Expression* – read loud enough and with some feeling in your voice
3. **CHECK FOR UNDERSTANDING:** If members have trouble using the strategy or reading with good phrasing, intonation and expression, walk them through the lesson again or help them access one of the additional resources.

## Cooking Up Trouble (Chunked)

Jill and her dad  
went to the bakery  
for breakfast.  
Jill could see the baker  
placing trays  
in the massive oven.  
The baker asked Jill  
if she would like  
a tour of the kitchen.  
Jill smiled  
and said, “Yes!”  
The baker demonstrated  
how the large mixer worked,  
showed them the oven,  
and the huge baker’s  
preparation table.  
Then the baker told them  
how he combines the ingredients  
to make the dough.  
As Jill listened,  
the glistening switch  
on the giant mixing machine  
caught her eye.  
She extended her hand  
and flipped the switch.  
“Whir!” went the machine.  
The baker, Jill, and her dad  
tried to dart  
out of the way.  
Chocolate cake batter splattered  
around the room

and all over Jill.  
The baker lunged  
toward the machine  
and turned it off.  
Jill wanted to cry  
and was afraid  
to look at her dad  
or the baker.  
Unexpectedly the baker  
started to laugh.  
Then, Jill’s dad  
started to laugh.  
Jill still felt dreadful,  
but she began to giggle too.  
Jill’s dad sat  
and had a cup of coffee  
while Jill cleaned up  
the chocolate cake batter.  
When she had completed the job,  
she asked the baker  
to accept her apology  
for making the mess.  
He smiled and said,  
“That’s okay.”  
Then, he offered her a box  
to take with her.  
When she got outside the bakery,  
she peered in the box  
to see a huge piece  
of chocolate cake.  
Jill smiled.

## Cooking Up Trouble

Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the massive oven. The baker asked Jill if she would like a tour of the kitchen. Jill smiled and said, “Yes!”

The baker demonstrated how the large mixer worked, showed them the oven, and the huge baker’s preparation table. Then the baker told them how he combines the ingredients to make the dough. As Jill listened, the glistening switch on the giant mixing machine caught her eye. She extended her hand and flipped the switch. “Whir!” went the machine.

The baker, Jill, and her dad tried to dart out of the way. Chocolate cake batter splattered around the room and all over Jill. The baker lunged toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Unexpectedly the baker started to laugh. Then, Jill’s dad started to laugh. Jill still felt dreadful, but she began to giggle too.

Jill’s dad sat and had a cup of coffee while Jill cleaned up the chocolate cake batter. When she had completed the job, she asked the baker to accept her apology for making the mess. He smiled and said, “That’s okay.” Then, he offered her a box to take with her. When she got outside the bakery, she peered in the box to see a huge piece of chocolate cake. Jill smiled.

**Lesson: Questions**

# Question Cube

**Time:** 25 minutes

**Objective:** Asking questions plays a key role in the process of learning how to read. There are so many questions that children may have about any text they encounter – questions about the author’s purpose, new vocabulary or the main idea. Members need to first begin to feel comfortable asking questions, then learn to ask the important questions that will clear up any confusion.

**Materials**

- White board
- Dry-erase markers
- Pens/pencils
- Paper
- Cardstock
- Scissors
- Colored markers
- Tape
- Short non-fiction passage appropriate to grade level

**Preparation**

Cut the Question Cube Template and tape into a cube.

**Additional Resources**

[The Questioning Cube Game](#)



## GET READY

2 min

1. **SAY:** Asking questions is important for any kind of learning, but it’s especially important for reading. Today, we’re going to review how to ask and answer questions when we read.
2. **SAY:** Good readers ask questions before, during and after reading.



## GET SET

10 min

1. **SAY:** Before you read, it’s a good idea to find out what the text is about and also think of any questions you may have.
2. **SAY:** One way to do this is to take a “feature walk.” As we flip through the text, let’s look at the illustrations or photos, quickly read the captions and other bits of information.
3. **SAY:** What questions do you have that you think might be answered in the reading?
4. **WRITE:** All the questions, including yours, on the white board.
5. **SAY:** Now I’m going to read the text aloud. Think about questions that come to mind as I read. Your questions could be about things that will help you understand the text better – or they may just be things you’re curious about. Either way, write them down.
6. **READ** the text aloud, stopping occasionally when a question comes to mind.

7. **ASK:** What questions came up for you when I read the text?
8. **WRITE** all the questions, including yours, on the white board.
9. **ASK:** What questions do you have now that you've heard the text read?

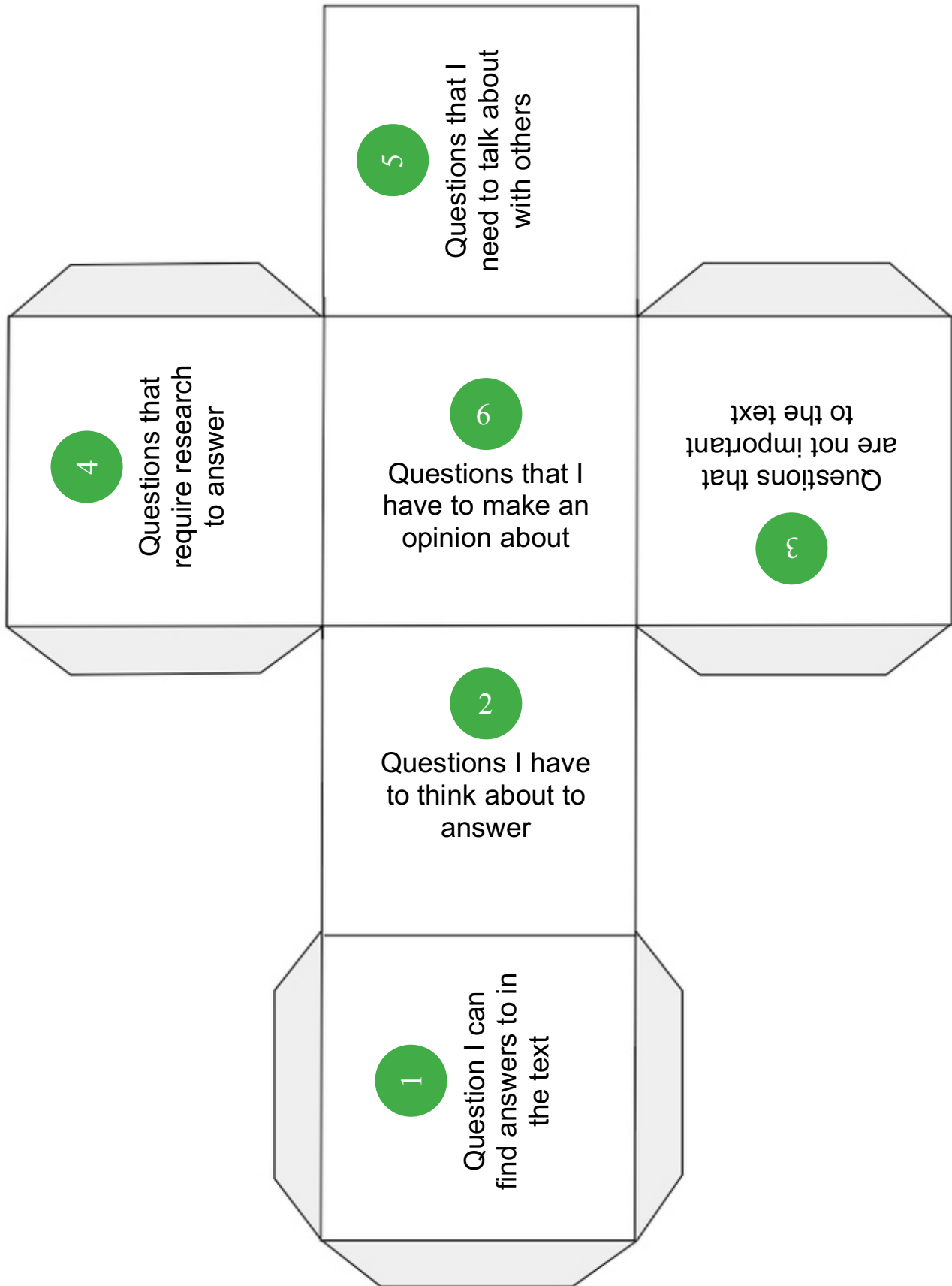


## AND GO!

13 min

1. **SAY:** The questions we've all come up with are different kinds of questions. We're going to look at them and decide what kinds of questions they are and how to find the answer.
2. **DO:** Call attention to the "Question Cube" you created.
3. **SAY:** The "Question Cube" has six different types of questions on it. When you roll the cube, you then have to find a question on our big list that is in that type of question.
4. **DO:** Have members to take turns rolling the cube and identifying a question for the category rolled.
5. **CHECK FOR UNDERSTANDING:** If members have trouble understanding the concept of asking questions while reading, walk them through the lesson again or help them access one of the additional resources.

## Question Cube Template



**Lesson: Main Idea**

# Text Messages

**Time:** 25 minutes

**Objective:** An important task of reading is to find the main idea of a text. The **main idea** is not the same as the topic, theme or details. The *topic* is the subject, what the text is about, and this can be expressed in one word – such as trees. A *theme* is an idea that’s repeated through a text or collection of texts, and it might be something like “the importance of family.” The main idea is what the text (or paragraph or story) is mostly about. This is expressed in a sentence and could be something like, “Recycling is the responsibility of all citizens.” As readers begin to grasp main ideas, they better understand the purpose of the *details*, which support the main idea and further their understanding of it.

**Materials**

- White board
- Dry-erase markers
- Pens/pencils

**Preparation**

Make copies of Breaking the Food Chain and Main Idea Text Messages (1 per member).

**Additional Resources**

- [Main Idea Quiz](#)
- [Room Recess Main Idea Game](#)
- [Identify the Main Idea](#)



## GET READY

2 min

1. **SAY:** When you’re reading a text, especially in school, it’s important to find the main idea.
2. **SAY:** Knowing the main idea helps you remember important information about what you’ve read. Details are what describe or tell more about the main idea.
3. **SAY:** We’re going to practice finding the main idea using a simple strategy.



## GET SET

10 min

1. **READ** aloud “Breaking the Food Chain.”
2. **ASK:** *Who* or *what* is this text about?  
Answer: **the food chain**
3. **ASK:** What is the most important thing about the *who* or *what*?  
Answer: **animals depend on it to live**
4. **ASK:** What does the title say that it’s about?  
Answer: **what happens when we break the food chain**
5. **ASK:** What words are repeated?  
Answer: **food, plants, animals, herbivores, birds, system, web, die**
6. **READ** the first and last sentences again.
7. **ASK:** What do these tell you about the main idea?  
Answer: **killing one plant breaks the food chain**



## AND GO!

13 min

1. **DO:** Give members copies of “Breaking the Food Chain” and “Main Idea Text Messages.”
2. **SAY:** Read the passage again and come up with one sentence that describes the main idea. Write this as your first text message. Then, for your second text message, write two or three important pieces of information from the reading.
3. **SAY:** Now “deliver” your text messages by trading with each other.
4. **Check FOR UNDERSTANDING:** If members have trouble finding the main idea, walk them through the lesson again or help them access one of the additional resources.

## Breaking the Food Chain

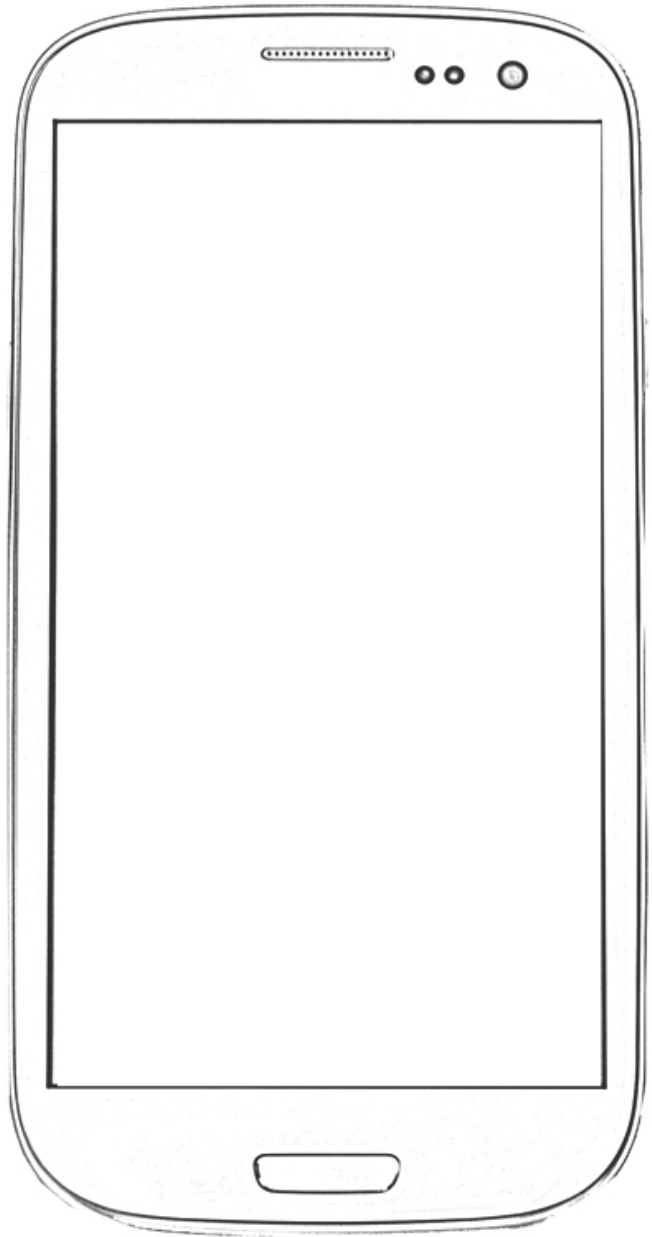
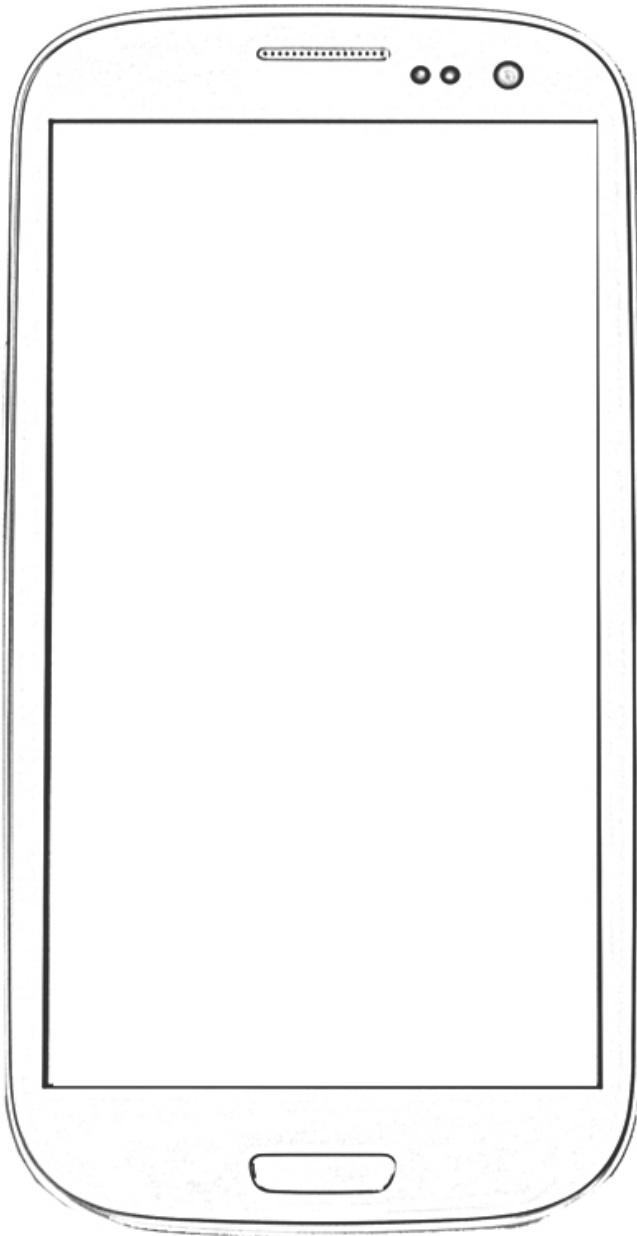
A food chain is a link between plants and animals. It starts with a plant. The next part of the link is a plant eater. When the prairie plants were uprooted, the animals that depended on them lost their food source. So while the farmers produced more food for people, they broke the animals' food chain. For example, if a bird needs seeds to eat and the plant is gone, that bird will not be able to survive. And the animals that ate that bird won't have any food, either.

A food chain is part of a bigger system called a food web. That web links the living things in an environment. The herbivores in that system depend on the plants. If the plants are removed, the herbivores cannot survive. Herbivores in Chicago include rabbits, squirrels, and many insects. Long ago, they used to include bison and deer. Today you will find some deer in some parts of this area, but you won't find them in the city.

When herbivores lose their food, they die out. Then the carnivores, the animals that eat other animals, lose their food, too. Wolves used to depend on the deer for their food. Without deer, the wolves lost their food. Foxes died out, too. They had hunted birds, even catching ducks when they were on the side of ponds.

Remove just one kind of plant from an environment and you disrupt a food chain. Plow up the land and you destroy the whole system.

## Main Idea Text Messages



**Lesson: Inferences**

# I Can Tell Because...

**Time:** 25 minutes

**Objective:** Observations occur when we can see something happening. In contrast, inferences are what we figure out based on an experience. Helping children understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies.

**Materials**

- White board
- Dry-erase markers
- Cardstock
- Scissors

**Preparation**

Make copies of “I Can Tell Because . . . Cards” on cardstock and cut apart (one set per pair).

**Additional Resources**

[Inference](#)

[Drawing Inferences and Conclusions](#)

[Inferring: Use the Clues](#)



## GET READY

5 min

1. **SAY:** Today we’re going to practice how to make inferences when reading. Authors don’t tell us everything when we read, so sometimes we have to figure clues out like detectives.
2. **SAY:** When readers use clues, it is called “making inferences.”
3. **ASK:** Have you ever had to use clues to figure out something when you read? For example, if an author says that the house has chipped paint, that windows are broken and boarded up, that cobwebs cover the front of the house – what do these clues say about the house?
4. **SAY:** Good readers make inferences (or infer) all the time when they read by using clues from the text and clues from their own experiences. When you infer, first look for clues in the book, and then think about clues in your head to come up with an idea about the text.



## GET SET

5 min

1. **READ** aloud this scenario:

“Hand me the flour and sugar,” Mr. Parker said to his son, Rob.

“Okay, what color candles should I use?” Rob asked.

“Your mom’s favorite color is blue,” replied Mr. Parker.

“She is going to be so surprised!” Rob cheered.

2. **ASK:** What are Mr. Parker and his son doing?

Answer: **baking a cake for the mom’s birthday**

3. **READ** aloud this scenario:

Caitlin tried to sleep but she was too excited. Every hour she would jump out of bed and look at the window hopefully. When it was finally morning she turned on the radio hoping for good news that she could jump out of bed and grab her new sled.

4. **ASK:** What is Caitlin hoping for?

Answer: **a snowy day**



## AND GO!

15 min

1. **DO:** Have members place the “I Can Tell Because . . . Cards” face down in a stack between them.
2. **SAY:** Take turns drawing cards. One person draws a card and reads the story and the question at the end. The other answers it by making an inference.
3. **DO:** Have members to decide together if the inference makes sense to both of them.
4. **CHECK FOR UNDERSTANDING:** If members have trouble making inferences when reading, walk them through the lesson again or help them access one of the additional resources.

## I Can Tell Because...Cards, 1

A person takes your temperature. Another person listens to your heart and asks how you are feeling.

**Where are you?**

You watch the screen. You see a man telling what the weather will be tomorrow. You switch the channel to watch a cartoon.

**What are you doing?**

The girl changed her clothes. She grabbed a towel and sunscreen. When she got there she walked to the edge, took a deep breath, and jumped in.

**What is the girl doing?**

Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games.

**What is going on?**

The boy looked at the cover and read the title. He looked at the pictures and some of the words. He went back to the beginning and began.

**What is the boy doing?**

My brother woke up early and got dressed. After he ate breakfast, he waited for the bus. He and all the other children arrived as the bell was ringing.

**What is my brother doing?**

## I Can Tell Because...Cards, 2

Dad put the tent and sleeping bags in the back of the car. Mom put the food in a cooler. The family got in the car and headed for the mountains.

**What is the family doing?**

The family took a cart and pushed it to the first row. They chose vegetables and fruit, then meat and tomato sauce. Then they paid for it all and a lady put it in bags.

**Where did the family go?**

The children read the directions. They got out a bowl and pans. They put sugar, flour, and butter in a bowl. They rolled it into balls, and put them in the oven.

**What are they making?**

The family saw many animals. First, they saw the giraffes. Then they went to the bear den. They thought the monkeys were very fun to watch.

**Where is this family?**

You have to give it plenty of food and water. It needs to go outside and get fresh air and sunshine. You need to pet it and play with it.

**What do you have?**

It was very quiet when we entered. There were people at tables. Others stood at shelves. We saw many books.

**What building were you in?**

## I Can Tell Because...Cards, 2

She cried and cried. She made a poster and offered a reward. She wasn't sure when it had happened. She did not know if it had just fallen off or if she dropped it when she put it on.

**Why is she crying?**

It was the night before. He was excited and could not sleep. His uniform lay on the bed. He had practiced with his bat and ball. The coach said this was going to be a great season.

**What's happening tomorrow?**

The man made rows and put one type in each. He covered them and watered the rows every day. Soon he saw sprouts and he was able to pick them.

**What is the man doing?**

The boy ran to the water. He called Skippy. Skippy hopped in and splashed. He got the soap, scrubbed Skippy, and rinsed him off. Skippy barked and shook himself off.

**What was happening?**

We have tickets. We go to our seat and strap ourselves in. The cars start to move very slowly up the hill. Finally, we are at the top and then we quickly race down.

**Where are we?**

The children lined up at the door. Some took a ball and others took jump ropes. They ran out and began playing games.

**Where did the children go?**

## Lesson: Sequencing What Comes First?

**Time:** 25 minutes

**Objective:** Sequencing is the process of putting events, ideas, and objects in a logical order. For some children, sequencing can be a hard concept to grasp, especially when they are trying to tell a story. In this lesson, members become familiar with key words such as “first,” “next,” “then,” and “finally” that cue readers as to what is coming next. They see how to sequence events in a brief story, then practice on their own with a longer passage by putting a series of events in chronological order. The use of a visual structure – such as these story cards – improves comprehension by providing members with a concrete representation of the ideas.

### Materials

- White board & dry-erase markers
- Overhead transparency, projector
- Cardstock, construction paper, markers, scissors

### Preparation

Make an overhead transparency of “Roasting Hot Dogs.” Make copies of “Star Swimmer” (one per pair). Make copies of “What Comes First? Cards” on cardstock and cut (one per pair).

### Additional Resources

[Sequence: Putting Things in Order](#)  
[Comic Book Sequence](#)  
[Story Scramble](#)



## GET READY

3 min

1. **SAY:** When we’re reading a story, we know that events happen in a certain order. This is true also for non-fiction readings – like science, for example. The ideas in non-fiction texts come in a certain order, too.
2. **SAY:** This is called “sequencing.” It’s helpful to know how events or ideas in a reading are sequenced, because it helps us understand better. It also helps us remember what we’ve read so we can talk about it or summarize it later.
3. **SAY:** Usually, an author uses certain words to help us out – something like “When Rob woke up Saturday morning, the first thing he did was check the weather.”
4. **ASK:** What are some other “signal” words that give clues about the sequence of events or ideas in a text?

Sample Answers: *next, then, after that, second, third, before, last, finally*



## GET SET

10 min

1. **DO:** Tell members they are going to make a book square to help them practice sequencing events in a story.
2. **DO:** Walk them through the instructions:
  - Cut an 8½ x 11 piece of paper into a square, so it measures 8½ x 8½.
  - Fold the paper into four parts and open it up again.
  - Fold each corner of the paper in toward the center.
  - Write the numbers 1 through 4 on the pointed parts of the flaps.
3. **DO:** Show the overhead transparency with the “Roasting Hot Dogs” story.
4. **READ** it aloud to members.
5. **DO:** Instruct members to open their books squares and, on the inside, write one sentence describing the main idea of the passage. Answer: **These are the steps for roasting hot dogs**
6. **DO:** Tell them to now, under the flap #1 of the book square, write a step or event that happens in the beginning of the story. Answer: **Janie puts a hot dog on a stick**
7. **DO:** Ask them to, under flaps #2 and #3, write steps or events that happen in the middle of the story. Answer: **Janie holds the hot dog above the fire, Janie turns the hot dog over**
8. **DO:** Tell them to write, under flap #4, a step or event that happens at the end of the story. Answer: **Janie removes the hot dog and puts it in a bun**



## AND GO!

15 min

1. **DO:** Have members work in pairs.
2. **DO:** Give each pair a copy of “Star Swimmer” and a set of “What Comes First?” cards.
3. **DO:** Tell members to read the passage and then decide the sequence of events by putting the cards in order.
4. **CHECK FOR UNDERSTANDING:** If members have trouble following the sequence of events or ideas when reading, walk them through the lesson again or help them access one of the additional resources.

## Roasting Hot Dogs

Janie helped her father roast hot dogs on the campfire. First, she put a hot dog on a long stick. Next, she held the stick so the hot dog was just above the fire. After a few minutes, she turned the hot dog over. Finally, she removed the hot dog from the fire and placed it in a bun.

## Star Swimmer

Cameron was a star swimmer at Eldred Middle School. He had been swimming competitively since he was five years old. He was to swim in three events and one relay at the meet Tuesday.

As always, Cameron had his signature bowl of spaghetti and meatballs before preparing for the meet. He also always has a Rice Krispies bar immediately following his warm up routine.

When he prepares for a meet, the first thing that he does is stretch his muscles and then, immediately after stretching, he warms up by running in place. Then, he does ten push-ups followed by a run up and down the middle school bleachers.

Cameron swam well. He placed first twice and got a third place in the 500-meter butterfly stroke. He truly dominated the relay getting his team a two-lap lead by the time he finished.

## What Comes First? Cards

Cameron did pushups.

Cameron ate a Rice Krispies bar.

Cameron swam well.

Cameron ate meatballs and spaghetti.

Cameron warmed up by running in place.

Cameron won his first swimming event.

Cameron ran up and down the bleachers.

Cameron stretched his muscles.

**Lesson: Word Recognition**  
**Word Sorts**

**Time:** 20 minutes

**Objective:** Word parts are the building blocks of words. Prefixes and suffixes change the meaning of the root or base word, so emerging readers need to understand the meanings of affixes and how they affect the words they're attached to. In this lesson, members become familiar with a family of common suffixes, better equipping them to recognize words in their reading.

**Materials**

- White board
- Dry-erase markers
- Poster paper
- Overhead transparencies
- Projector
- Colored markers

**Preparation**

Write these words on the board: *calculate, communicate, concentrate, congratulate* and *demonstrate*. Make copies of "Word Sort List" (1 per member) OR an overhead transparency. Post three pieces of poster-paper on the wall. At the top of each write one category: *-er words, -ar words, -or words*.

**Additional Resources**

[Occupations: Suffixes -er and -or](#)



**GET READY**

2 min

1. **SAY:** Sometimes, when we're reading and come across words we don't know, we can figure out what it means by looking at its parts – especially prefixes and suffixes.
  
2. **DO:** Call attention to the words I've written on the white board.
  
3. **ASK:** What part of speech do you think these words are?  
  
 Answer: **verbs**
  
4. **ASK:** What do the words have in common?  
  
 Answer: **they all end in -ate**
  
5. **SAY:** So the suffix *-ate* sometimes indicates an action a person takes.



## GET SET

3 min

1. **SAY:** If we look at several word endings, we can see a pattern. Look at these words:

- *dreamer*
- *creator*
- *burglar*

2. **ASK:** How is the ending of these words different?

Answer: *each has either -er, -or and -ar*

3. **ASK:** What do they have in common?

Answer: *they all are names of people who do things*



## AND GO!

15 min

1. **DISTRIBUTE:** To each member a copy of “Word Sort List” (or project it on an overhead transparency) and a different-colored marker.
2. **SAY:** This is a list of the *-er*, *-or* and *-ar* words that are all the names of people who do things. You’re going to sort them into the right categories as quickly as you can by writing them on the appropriate wall charts. You each have a different color marker so we can tell who wrote which words and add them up at the end.
3. **DO:** Call attention to the three poster-pages you’ve posted on the walls.
4. **WAIT:** Give members 10 minutes to write as many words as they can on the charts.
5. **DO:** Add up the words by color and declare a winner.
6. **CHECK FOR UNDERSTANDING:** If members have trouble separating the words into categories, walk them through the lesson again or help them access one of the additional resources.

## Word Sort List

liar	protector	butcher
doctor	preacher	spectator
owner	director	inspector
friar	baker	grocer
minor	senator	partner
waiter	sponsor	commentator
burglar	jogger	investigator
sailor	sculptor	carpenter
painter	operator	agitator
beggar	swimmer	sailor
tailor	survivor	employer
helper	runner	cashier
registrar	professor	traveler
mayor	drummer	worker
writer	educator	author
scholar	gardener	teacher
pastor	prowler	inventor
singer	governor	conductor
visitor	shopper	

**Lesson: Text Structures**

# What's the Signal?

**Time:** 25 minutes

**Objective:** In this lesson, members review text structures, which helps them understand the specific purpose of the author and their purpose for reading. This understanding also allows them to organize their thinking about the details of a reading so they can recall them in summarizing or retelling. Members also review various text features so they can use these tools for pre-reading and reading – and practice using them with a non-fiction passage.

**Materials**

- White board
- Dry-erase markers
- Overhead transparencies
- Projector

**Preparation**

Make an overhead transparency of “Text Structures” and “The Toppling Tower, pages 1 and 2.” Make copies of “Reading Tools” and “The Toppling Tower, pages 1 and 2” (one copy per member).

**Additional Resources**

- [Study Zone](#)
- [Write the Caption](#)
- [Non-Fiction Game for Kids](#)
- [Circle Plot Diagram](#)
- [Non-Fiction Quiz](#)



## GET READY

5 min

1. **SAY:** Let's talk about text structures. Remember that text structure is the way an author organizes information in a text.
2. **DO:** Show members the overhead transparency of the “Text Structures” chart.
3. **DO:** Point to each structure and briefly review:
  - **Description:** explains what something is.
  - **Sequence and order:** tells how to make or do something.
  - **Compare and contrast:** describes how two things/ideas are alike and different.
  - **Cause and effect:** tells why something happens (cause) and what happens (effect).
  - **Problem and solution:** describes a problem and suggests a solution.
4. **DO:** Call attention to the signal words on the chart.



## GET SET

5 min

1. **DO:** Show the “The Toppling Tower” text on the overhead projector.
2. **DO:** call attention to the title, headings and numbers – all in different sizes – and other special features such as the photograph and illustration.
3. **SAY:** When you read non-fiction, these features give clues to help you understand.
4. **ASK:** As you look at these special features, what do you think the reading is about?

Answer: **It seems like it's about a tower that might fall**




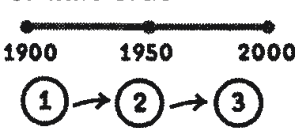
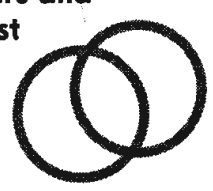



## AND GO!

15 min

1. **DISTRIBUTE:** copies of “Reading Tools” and “The Toppling Tower” to members.
2. **SAY:** Now read the passage to yourself. Pay attention to the special features.
3. **WAIT:** Give members a chance to read the selection.
4. **ASK:**
  - What is the reading or text about?  
Answer: **It's about a tower that is slowly sinking and leaning**
  - What type of text structure is this?  
Answer: **It's cause and effect and problem and solution**
  - How do you know?  
Answer: **It gives causes (why it leans) and effects (leaning/sinking); in addition to describing a problem, there are possible solutions given**
5. **CHECK FOR UNDERSTANDING.** If members have trouble identifying text structures or using the text features, guide them through the text. For online practice and reinforcement, help them access the additional resource listed.

## Text Structures Table

Text Structures		
Text Structure	 Signal Words	 Signal to Reader
<b>Description or list</b> 	<i>such as, for example, for instance, most important, in front, beside, near</i>	A list or set of characteristics will follow.
<b>Sequence or time order</b> 	<i>first, second, third, before, on (date), not long after, after that, next, at the same time, finally, then</i>	A sequence of events or steps in a process is being described.
<b>Compare and contrast</b> 	<i>like, unlike, but, in contrast, on the other hand, however, both, also, too, as well as</i>	Likenesses and differences are being presented and/or discussed.
<b>Cause and effect</b> <b>Problem and solution</b> 	<i>therefore, so, this led to, as a result, because, if ... then</i>	Evidence of cause(s) and effect(s) will be given or problems and solutions will be described.

Source: [http://www.scholastic.com/teachers/lesson-plan/collateral\\_resources/pdf/r/reading\\_bestpractices\\_nonfiction\\_fiveTextStructures.pdf](http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/r/reading_bestpractices_nonfiction_fiveTextStructures.pdf)

## Reading Tools

Use these tools when reading non-fiction text

Read the **title**. It tells you the big topic, what the reading is about.

Read the **introduction** and **headings**. They give you clues about the main ideas in the reading.

As you read the passage, try to remember the words in **boldfaced type**. These are important new vocabulary words.

A **pronunciation** after a word tells you how to say it.

Read the text **in order**. Read the list that says “The Problem” first. Then go on to the list that says “The Solution.”

Study the **photograph** and **diagram**. They give more information.

## Toppling Tower

# Stopping A Toppling Tower

by Mary Kay Carson

*Every year, the Leaning Tower of Pisa (PEA-zuh) tilts a fraction of an inch farther! If it tilts too far, this famous Italian building could topple or crash to the ground. Scientists had to find a way to save the tower—without making it a “Straight Tower of Pisa.”*

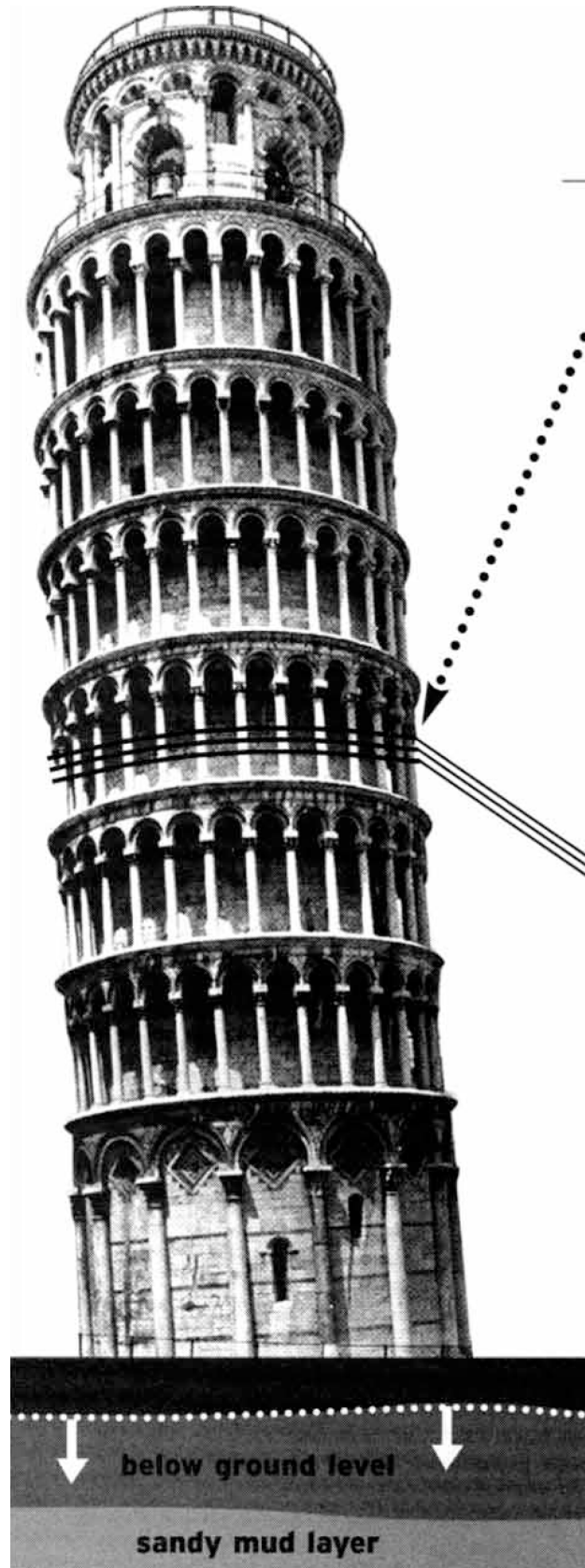
It's amazing but true that the tower has been tilted ever since it was built more than 900 years ago. The problem is that each year it leans a tiny bit more. In 1990 **engineers** said that the tower was in danger of toppling. The building was no longer safe. It had to be closed to visitors.

For years, engineers and scientists had been thinking about how to stop the tower from falling over. After considering many ideas, they agreed on a possible solution. In 1998, engineers started work to save the **landmark**.

### **The Problem**

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1. The tower weighs 14,000 tons. Wind pushes from the sides. Sometimes there are small earthquakes that rattle the building. These forces weaken the slanted tower.
2. Tall, skinny shapes are hard to balance. A skinny tower has a small **foundation**. That makes it easy for it to tilt too far to one side. Then—TIMBER!
3. The tower is built on soft sand and clay. The heavy building squishes the soft soil beneath it. That makes the tower slowly sink. Why does it lean? The soil is softest under the tower's low side, so that side sinks more.
4. As the tower leans, more of its weight rests on the lower side. That **compression**, or squeezing, could cause the tower to tip over.



## The Solution

1. First, workers wrapped steel **cables** around the tower. The cables were heavy ropes made of steel wire. Workers hooked the ends of the cables to heavy weights. If the tower started to topple, the cables would hold it up.
2. The workers started to dig under the high side of the tower (the right side in the photo). They slowly and carefully took away some of the soil. They hoped that the tower would sink a little on that side. It did—by one inch! That may not sound like much, but it was enough to make the tower straighter.
3. No one can see the change in the tilt of the tower, but now it's safe. It was reopened in January 2002. Once again, visitors come from all over the world to see it and climb to the top. Engineers expect that the tower will stand—tilted—for centuries to come.

## Thanks, But No Thanks...

People have sent hundreds of tower-fixing ideas to the Italian government. Why do you think these four ideas were rejected? What ideas do you have?

1. Freeze the ground under the tower.
2. Slice off the top to make the tower lighter.
3. Hitch a car to the tower and pull the tower straight.
4. Stuff rice and beans under the low side. When the foods absorb water, they will swell and push up the tower.

Source: Adapted from "Learning to Read Nonfiction and Its Text Features," Scholastic.com, <http://www.scholastic.com/teachers/lesson-plan/learning-read-nonfiction-and-its-text-features>.