

# Lesson 24

## Materials Needed

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- Lesson 24 from the *Student Book*
  - Overhead Transparencies 36, 37, and 38
  - Washable overhead transparency pen
  - Paper or cardboard to use when covering the overhead transparencies
  - Paper or cardboard for each student to use during spelling dictation
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ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 96.)

1.	u - e	ea	au	oa	o - e
2.	ay	ou	oo	ow	ur

**Activity Procedure:** Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

**Note:**

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
  2. Point to the first letters in Line 1. What sound? \_\_ Boxed letters. What sound would you try first? \_\_ What sound would you try next? \_\_ Next sound? \_\_ Next sound? \_\_ Next sound? \_\_
  3. (Continue Step 2 for letters in Line 2.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 96.)

o	i	e	u	a
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**Activity Procedure:** Have students review saying the sound, then the name for each letter.

1. Find Activity B. When you are reading words and see these letters, what would you try first, the sound or the name? \_\_
2. Point to the first letter. What sound? \_\_ What name? \_\_
3. Next letter. What sound? \_\_ What name? \_\_
4. Next letter. What sound? \_\_ What name? \_\_
5. Next letter. What sound? \_\_ What name? \_\_
6. Next letter. What sound? \_\_ What name? \_\_

ACTIVITY C: **Prefixes and Suffixes Review** (See the *Student Book*, page 96.)

<b>Prefixes</b>					
1.	mis	in	con	pre	pro
2.	a	im	re	com	ad

<b>Suffixes</b>					
3.	ness	ing	ist	est	ant
4.	ance	ture	ible	ize	ent
5.	sive	ish	al	or	tion

**Activity Procedure:** Have students review saying prefixes and suffixes aloud.

1. Find Activity C.
2. Point to the first prefix in Line 1. What prefix? \_\_ Next? \_\_ Next? \_\_ Next? \_\_ Next? \_\_
3. (Repeat Step 2 for prefixes in Line 2.)
4. Point to the first suffix in Line 3. What suffix? \_\_ Next? \_\_ Next? \_\_ Next? \_\_ Next? \_\_
5. (Repeat Step 4 for suffixes in Lines 4 and 5.)

ACTIVITY D: **Strategy Practice** (See the *Student Book*, page 97.)

1.	productivity	escalator
2.	unmistakable	imperfectly
3.	tantalize	redundantly
4.	unavoidable	unmanageable

**Activity Procedure:** Have students circle prefixes and suffixes and underline the vowels. Have students say the word part by part to themselves and then as a whole word aloud.



Use Overhead 36: Activity D

1. Find Activity D.
2. Circle prefixes and suffixes and underline the vowels. Look up when you are done. \_\_
3. (Show the overhead transparency.) Now check and fix any mistakes. \_\_
4. Go back to the first word. \_\_ Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word. \_\_What word? \_\_
5. Next word. (Pause.) What word? \_\_
6. (Repeat Step 5 with all words in Activity D.)

**Note:**

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Independent Strategy Practice** (See the *Student Book*, page 97.)

1.	unattractiveness	exceptionality
2.	preparation	disagreements
3.	meaningfulness	publicize
4.	dramatically	radiant
5.	inconsistence	reactionary

**Activity Procedure:** Have students look carefully at each word; locate prefixes, suffixes, and vowels; and figure out the word to themselves. Then, have students say the word aloud.



Use Overhead 36: Activity E

1. Find Activity E.
2. Find the first word in Line 1. Without circling and underlining, look carefully for prefixes and suffixes. Look for vowels in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put your thumb up when you can say the word. \_\_ (Give ample thinking time.)
3. (When students have decoded the word, ask...) What word? \_\_
4. Next word. Put your thumb up when you can say the word. \_\_ (Give ample thinking time.) What word? \_\_
5. (Repeat Step 4 for the remaining words.)

**Note:**

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Families** (See the *Student Book*, page 98.)

A	B
continue—to keep doing something	consist—to be made up of
continued	consistent
continuing	consistently
continuation	consistence
continual	consistency
continually	inconsistent
continuous	inconsistence

**Activity Procedure:** Tell students the meaning of the first word in Column A. Have students read words in the first column to themselves, and then twice with the teacher. Then, have students read Column A to their partners. Repeat these procedures for the words in Column B, with opposite partners reading.



Use Overhead 37: Activity F

1. Find Activity F.
2. Find the Column A word family. The first word is continue. Continue means “to keep doing something.” The words in Column A have similar meanings to the word continue. Say each word in Column A to yourself until I say “Stop.” \_\_\_
3. Now let’s read the words together. Touch under the first word and read each word with me. (Read the list of words with students.)
4. Let’s read those words together again. Touch under the first word and read with me. (Read the list of words with students.)
5. Touch under the first word in Column A again. Partner 1, read the list to your partner. Look up when you are done. \_\_\_ (Monitor partner reading.)
6. Find the Column B word family. The first word is consist. Consist means “to be made up of.” The words in Column B have similar meanings to the word consist. Say each word in Column B to yourself until I say “Stop.” \_\_\_
7. (Repeat Steps 3–5 with words in Column B. In Step 5, have Partner 2 read.)

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 98.)

1. imperfectly	2. unavoidable
3. publicize	4. disagreements

**Activity Procedure:** For each word, tell students the word, then have students say the parts of the word with you. Have them say the parts to themselves as they write the word. Then, have students compare their words with your word and cross out and rewrite any misspelled words.

**Note:**

- Distribute a piece of light cardboard to each of the students.
1. Find Activity G.
  2. The first word is **imperfectly**. What word? \_\_ Fist in the air. Say the parts of **imperfectly** with me. First part? \_\_ Next part? \_\_ Next part? \_\_ Next part? \_\_ Say the parts in **imperfectly** to yourself as you write the word. (Pause and monitor.)
  3. (Write **imperfectly** on the board or overhead transparency.) Check **imperfectly**. If you misspelled it, cross it out and write it correctly.
  4. The second word is **unavoidable**. What word? \_\_ Fist in the air. Say the parts of **unavoidable** with me. First part? \_\_ Next part? \_\_ Next part? \_\_ Next part? \_\_ Say the parts in **unavoidable** to yourself as you write the word. (Pause and monitor.)
  5. (Write **unavoidable** on the board or overhead transparency.) Check **unavoidable**. If you misspelled it, cross it out and write it correctly.
  6. (Repeat the procedures for the words **publicize** and **disagreements**.)

ACTIVITY H: **Vocabulary** (See the *Student Book*, page 98.)

- a. the state of being productive or making a lot (Activity D) productivity
- b. not able to be managed or controlled (Activity D) unmanageable
- c. the act of preparing something or making something ready for use (Activity E)  
preparation

1. Find Activity H.
2. Listen to the first definition, “the state of being productive or making a lot.” Look back at the words in Activity D. Find the word and write it. (Pause and monitor.) What word means “the state of being productive or making a lot”? \_\_ (*productivity*)
3. Listen to the next definition, “not able to be managed or controlled.” Look back at the words in Activity D. Find the word and write it. (Pause and monitor.) What word means “not able to be managed or controlled”? \_\_ (*unmanageable*)
4. Next definition. “The act of preparing something or making something ready for use.” Look back at the words in Activity E. Find the word and write it. (Pause and monitor.) What word means “the act of preparing something or making something ready for use”? \_\_ (*preparation*)

ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 99.)**Part 1—Tell**

*1.	record breaker	<i>n.</i>	someone or something that beats a previous record
2.	measured	<i>v.</i>	figured out the amount in inches, meters, miles, etc.
3.	koala bear	<i>n.</i>	an animal of Australia
4.	eucalyptus	<i>n.</i>	a tree of Australia
5.	Galapagos Islands	<i>n.</i>	islands of South America
6.	tortoise	<i>n.</i>	a turtle
7.	endangered species	<i>n.</i>	a species of animal or plant that may die out
8.	Thailand	<i>n.</i>	a country

**Part 2—Strategy Practice**

9.	explorers	<i>n.</i>	people who travel to new places to learn about them
*10.	category	<i>n.</i>	a group of ideas or things
*11.	feature	<i>n.</i>	a distinct part of something, such as a part of your face
12.	imaginable	<i>adj.</i>	able to be imagined
13.	contrast	<i>n.</i>	a difference
*14.	amazing	<i>adj.</i>	surprising
15.	hibernate	<i>v.</i>	to sleep through the winter
16.	caterpillar	<i>n.</i>	wormlike animal that becomes a butterfly or moth
17.	multitude	<i>n.</i>	a very large number of people or things
18.	host	<i>n.</i>	a very large number of people or things

**Activity Procedure:** For the first set of words, tell students each word and have them read its definition. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle prefixes and suffixes, then underline the vowels. Using the overhead transparency, assist students in checking their work. Next, have students figure out each word to themselves, then say it aloud. Have them read the part of speech and definition aloud. Finally, use the scripted wording to introduce the four starred vocabulary words that provide a preview of the passage.





Use Overhead 38: Activity I

### Part 1—Tell

1. (Show the top half of Overhead 38.) Before we read the first passage, let's read the difficult words. (Point to **record breaker**.) The first words are **record breaker**. What words? \_\_\_ Now read the definition with me. "Someone or something that beats a previous record."
2. (Point to **measured**.) The next word is **measured**. What word? \_\_\_ Read the definition with me. "Figured out the amount in inches, meters, miles, etc."
3. (Pronounce each word in Part 1, and then have students repeat each word and read the definition with you.)
4. Find Activity I, Part 1, in your book. Let's read the words again. First word. \_\_\_ Next word. \_\_\_ (Continue for all words in Part 1.)

### Part 2—Strategy Practice

1. Find Part 2. For each word, circle the prefixes and suffixes and underline the vowels. Look up when you are done. \_\_\_
2. (Show the bottom half of Overhead 38.) Now check and fix any mistakes. \_\_\_
3. Go back to the first word. \_\_\_ Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word. \_\_\_ What word? \_\_\_ Now, read the definition. \_\_\_
4. (Continue Step 3 with all remaining words in Part 2.)

#### Note:

- You may wish to provide additional practice by having students read words to a partner.

### Part 3—Starred Vocabulary

1. Let's study some of the words in Activity I. Find word #1. \_\_\_ What words? (*record breaker*) When someone or something beats a previous record, they would be called a \_\_\_\_\_. (*record breaker*) If you ran faster than anyone else, you would be a \_\_\_\_\_. (*record breaker*) If an animal was larger than any other animal, it would be a \_\_\_\_\_. (*record breaker*) This fascinating passage is about animals that are \_\_\_\_\_. (*record breakers*)
2. Find #10. \_\_\_ What word? (*category*) A group of ideas or things can be called a \_\_\_\_\_. (*category*) When you think of humans, women form one group or \_\_\_\_\_. (*category*) Men form another group or \_\_\_\_\_. (*category*) Ones, tell your partner some categories of animals. \_\_\_
3. Find #11. \_\_\_ What word? (*feature*) A distinct part of something such as your face is called a \_\_\_\_\_. (*feature*) A nice smile, dark brown eyes, dimples, and large ears are all \_\_\_\_\_. (*features*) For a dog, soft fur, a long snout, a pink nose, and a fuzzy tail would be called \_\_\_\_\_. (*features*) Twos, tell your partner some features of a turtle.

4. Find #14. \_\_\_ What word? (*amazing*) When something is very surprising, it is sometimes called \_\_\_\_\_. (*amazing*) For example, the huge size of the tortoise on the Galapagos Islands is so surprising, we would say it is \_\_\_\_\_. (*amazing*) The amount that some caterpillars eat is so surprising, we would say it is \_\_\_\_\_. (*amazing*) In this passage, you will learn about some amazing animals.

ACTIVITY J: **Passage Reading and Comprehension** (See the *Student Book*, pages 100 and 101.)

	<b>Record Breakers in the Animal World</b>
<p>9 17 28 38 45 53 60 69 79 89 98 108 119 129 130 139 149 160 171 175 184 193 205 217 219 228 236 248 256 260 269</p>	<p>In the animal world, record breakers exist in every category imaginable. People could tell you which animal is the biggest, the tallest, the smallest, and the heaviest of all animals. People could tell you which animal is fussiest, hungriest, thirstiest, and quietest. Animals hold records for shouting the loudest, diving the deepest, hibernating the longest, and digging the biggest burrows. (#1)</p> <p>Record breakers in the animal world live on every continent on earth. Some live on only one continent, and some live on every continent. The fussiest eater, the koala bear, lives only in Australia. (#2) Even though more than 100 types of eucalyptus trees grow in Australia, the koala bear eats leaves from only 12 types. In fact, the koala bear is so fussy, it cannot eat anything except eucalyptus leaves. (#3)</p> <p>The hungriest animal on earth lives on all continents. Perhaps you have heard of the hungry caterpillar. It eats constantly. From the time it hatches until it turns into a butterfly, it eats so much that its weight can increase as much as 3,000 times. (#4)</p> <p>The longest earthworm in the world lives in southern Africa. Someone actually measured the biggest one he or she found, and it was more than 6 meters (20 feet) long. That is longer than three tall men lying on the ground head to toe. (#5)</p> <p>In contrast, the world's smallest mammal is no bigger than a human's thumb. Thailand's bumblebee bat weighs less than a penny. Bumblebee bats are one of the 12 most endangered species. At last count, the Thai government could find only 160. (#6)</p> <p>A multitude of howler monkeys still exist, though, in Central and South America. The male howlers have the</p>

278	distinction of being the world's noisiest land animal.
286	A special box in their throat makes their shouts so loud,
297	they can be heard almost 10 miles away! (#7)
305	The tortoise that lives on the Galapagos Islands is the
315	largest tortoise found anywhere. (#8) The word <i>galápagos</i>
322	is Spanish for "tortoise," which is why explorers gave the
332	islands that name. A mature Galapagos tortoise can weigh
341	as much as 700 pounds, measure 4 feet in length, and live
353	as long as 200 years. (#9)
358	Most humans never tire of finding out which animals
367	break records for speed, size, amount they eat or drink,
377	number of offspring they bring into the world at one time,
388	or a host of other animal features. Whether they are the
399	oldest, loudest, or most endangered, animals are quite
407	amazing. (#10)
408	

- |    |                          |  |
|----|--------------------------|--|
| A. | <input type="checkbox"/> | <b>Total number of words read</b>                  |
| B. | <input type="checkbox"/> | <b>Total number of underlined words (mistakes)</b> |
| C. | <input type="checkbox"/> | <b>Total number of words read correctly</b>        |

**Activity Procedure:** Have students work on accuracy by having them read the passage silently to each embedded number, and then reread the same section orally to a partner, together as a group, or individually. When students finish reading a section orally, ask the corresponding comprehension question. When the passage has been read, have students work on fluency by having them read the passage first to themselves twice, and then to a partner. Have students determine the number of words read correctly and graph it (if you have chosen this option).

### Passage Reading—Accuracy

1. Find Activity J. You are going to read a passage and answer questions about what you've read. Today's passage is about some amazing animals. You will learn about the fussiest, the hungriest, and the longest animals, as well as other record breakers. Read the title with me. "Record Breakers in the Animal World."
2. Read down to #1 silently. Look up when you are done. \_\_
3. (When students finish reading, have them reread the section orally to a partner, together orally as a group, or aloud individually.)
4. (Ask the question associated with the number. Provide feedback for students' answers.)
5. (Repeat Steps 2, 3, and 4 for all sections of the passage.)

### Comprehension Questions

(Numbers corresponding to these questions are placed throughout the passage at points at which they should be asked during oral reading.)

1. What are some records held by animals? (*Biggest, tallest, smallest, heaviest, fussiest, hungriest, thirstiest, quietest. Shouting the loudest, diving the deepest, hibernating the longest, digging the biggest burrows.*)
2. Where do the fussiest eaters of the animal kingdom live? (*In Australia.*)
3. Why are koalas called the fussiest eaters of the animal world? (*They eat only eucalyptus leaves; of those available, they eat leaves from only 12 types of eucalyptus trees.*)
4. Which animal is the hungriest on earth? (*The caterpillar.*)
5. How long is the longest earthworm on earth? (*More than 6 meters or 20 feet long; longer than three tall men lying head to toe.*)
6. Why are Thailand's bumblebee bats considered to be among the 12 most endangered species? (*The Thai government could find only 160 of them at last count.*)
7. What makes howler monkeys the noisiest land animal? (*They have a special box in their throats; they are so loud, they can be heard 10 miles away.*)
8. Where is the largest tortoise in the world found? (*On the Galapagos Islands.*)
9. Describe a mature Galapagos tortoise. (*It can weigh up to 700 pounds, measure 4 feet in length, and live up to 200 years.*)

#### Summative Question

10. Which record were you the most amazed by? Why? First Ones and then Twos.

### Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the passage. (Pause.) Whisper-read. See how many words you can read in a minute. Begin. \_\_ (Time students for one minute.) Stop. Circle the last word that you read. \_\_
3. Let's practice again. Return to the beginning of the passage. (Pause.) See if you can read more words. Begin. \_\_ (Time students for one minute.) Stop. Put a box around the last word that you read. \_\_
4. Please exchange books with your partner. \_\_ Partner 1, you are going to read first. Partner 2, listen and underline any mistakes or words left out. Ones, begin. \_\_ (Time students for one minute.) Stop. Twos, cross out the last word that your partner read. \_\_
5. Partner 2, you are going to read next. Partner 1, listen and underline any mistakes or words left out. Twos, begin. \_\_ (Time students for one minute.) Stop. Ones, cross out the last word that your partner read. \_\_
6. Please return your partner's book. \_\_ Figure out the total number of words you read correctly and write it in Box C. \_\_ (Optional: Have students graph it.)