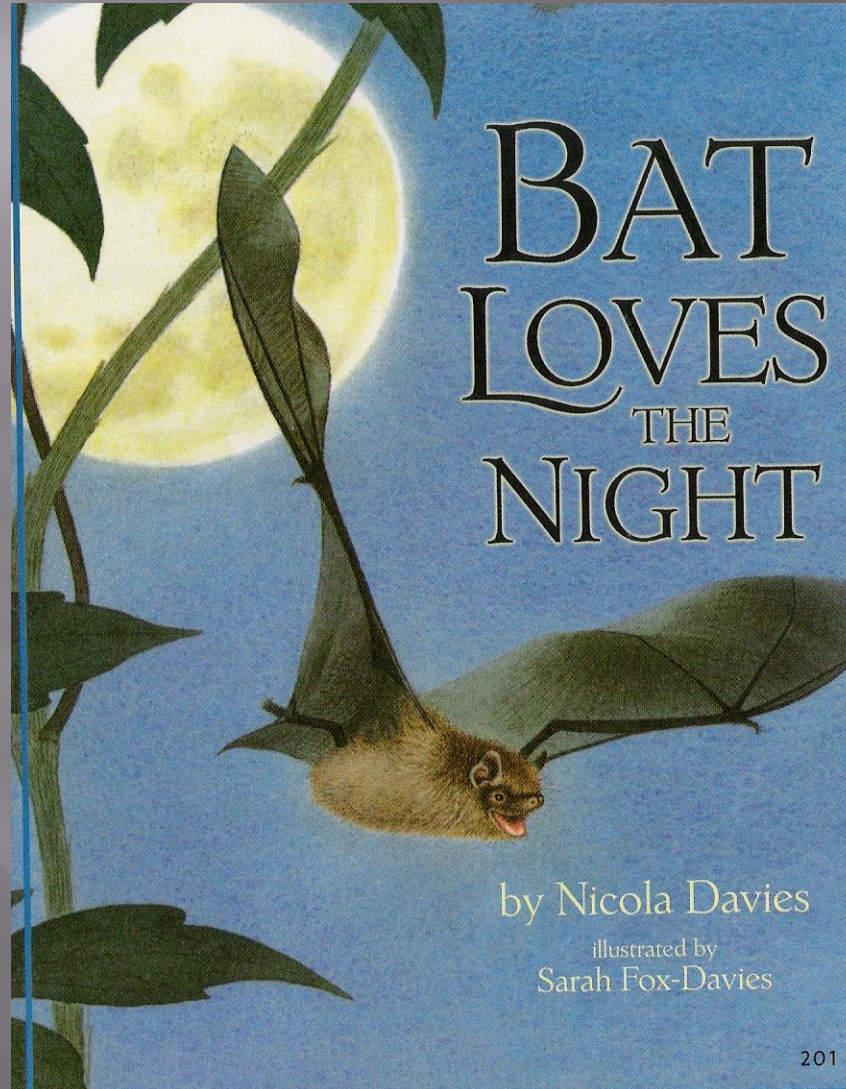




You
will
need
your
book,
workbo
ok,
journal,
and
pencil.



LESSON 22 DAY 4

Question of the Day

What is your favorite
wild animal?

Why do you like it?

Read Aloud

Alligator waited in the shallow pool of water. Quietly she watched the birds. They hopped on the ground, looking for bugs and seeds. Then slowly she moved closer. Suddenly, she dashed out of the water on her short legs. They flapped away as fast as they could. Alligator ran after them. She was not fast enough, though. She was too late. At last she gave up and slid back into the water.

- ▣ What happened first?
- ▣ Alligator waited in the water.
- ▣ What did Alligator want?
- ▣ She wanted to eat the birds.
- ▣ What happened last in the selection?
- ▣ Alligator went back into the water.



Vowel Variant /o/o, au (gh), aw, a(l). ough

- ▣ a (l) and o are two of the ways to spell the sound /o/, as in the words lawful and tougher.
- ▣ talk moss cost stalk
- ▣ Read these sentences and find the words that make the a(l) sound.
- ▣ I think it is almost time for the show to start.
- ▣ almost
- ▣ Yoko cannot sleep without a soft pillow.
- ▣ soft
- ▣ Fritz is great at baseball, and he is also a strong soccer player.
- ▣ also
- ▣ We were so lost that it took us four hours to get home.
- ▣ lost

Fluency

- ▣ **Good readers ...**
- ▣ adjust their reading rate depending on the text and their purpose for reading.
- ▣ Should you read more slowly or quickly when reading...
- ▣ to find information for a research report
- ▣ more slowly
- ▣ to learn what happens next in a story
- ▣ more quickly
- ▣ to study for a test
- ▣ more slowly
- ▣ Turn to page 206 and listen as I read.
- ▣ Now turn to your partner and read your favorite part of “Bat Loves the Night”. Be sure to adjust your reading rate

Sequence

Bear Snacks

Usually, bears eat fish, berries, fruits, or honey that they find in wild beehives. There are times, though, when they look for other things to eat. Sometimes bears go to the homes of people who live near big forests or national parks. These bears want a snack, but they do not want fish or honey. They want birdseed, and some of these bears do not let plastic birdfeeders stop them from getting to their snack.

First, they knock over the birdfeeders, spilling seeds onto the ground. Then, they can eat the seeds they like from the pile on the ground. Next, they might pull the birdfeeder poles out of the ground and bend them. Finally, when they have finished their meals, they walk back to their homes in the woods.

- ▣ What is sequence?
- ▣ the order of events
- ▣ What would the bears do first?
- ▣ The bears might knock over two birdfeeders.
- ▣ What would the bears do after they bent the birdfeeder poles?
- ▣ They would finish their meals.
- ▣ What happens last?
- ▣ The bears walk back to their homes.

Prefixes and Suffixes

- ▣ **Prefixes** and **suffixes** are letters in syllables that may be added to a root word to change its meaning.
- ▣ **Prefixes** are added to the beginning of the root word.
- ▣ **Suffixes** are added to the end of a root word.

Prefixes and Suffixes

- Promethean Lesson : Prefixes and Suffixes



Prefixes and Suffixes

- dis-
- not or opposite of
- re-
- again
- un-
- not
- -ful
- full of
- -less
- without
- -er
- more
- -est
- most
- -ly
- in a way that is
- -in
- not
- -im
- not

Prefixes and Suffixes

- ▣ What prefix or suffix could be added to these words?
- ▣ happy
- ▣ **un**happy –not happy or happily – in a way that is happy
- ▣ write
- ▣ **re**write – write again
- ▣ cold
- ▣ colder**er** – more cold or coldest**est** – most cold
- ▣ fear
- ▣ fear**ful** – full of fear or fear**less** – without fear

Prefixes and Suffixes

- ▣ Add a prefix or suffix to these words and write them in your journal.
- ▣ wonder
- ▣ trust
- ▣ loud

Speaking and Listening

Speaking Strategies

- ❖ Use your voice to emphasize the main idea and important details.
- ❖ Speak slowly when reading information.

Listening Strategies

- Concentrate on the speaker by looking at him or her.
- Take notes on the topic.
- Save comments until the reading is over.

Organizing Content

- ▣ Remember to read you first sentence clearly so that your audience knows what the summary is about.
- ▣ Underline the connective words and phrases so that you remember to emphasize them when you speak. Emphasizing connective words will help your audience understand how ideas connect to one another.
- ▣ Write on index cards notes explaining details so that you can refer to them while you are speaking.

blanketed

- ▣ If an area is **blanketed** in fog or snow, it is covered.
- ▣ If a street was **blanketed** with streamers after a parade, how would it look?



Think!!!!

surroundings

- ▣ The area around you is your **surroundings**.
- ▣ If you were at the beach, what would you **surroundings** look like?



Think!!!!

nocturnal

- ▣ An animal that is **nocturnal** sleeps during the day and is active at night.
- ▣ What would a **nocturnal** animal probably be doing while you are at school?



Think!!!!

effort

- ▣ When you work hard, you use **effort**.
- ▣ If you wanted to make an **effort** to get a god grade on a test, what would you do?



Think!!!!

dozes

- ▣ Someone who **dozes** takes short naps.
- ▣ Is a person who **dozes** feeling tired or energized?



Think!!!!

swoops

- ▣ When something **swoops**, it dives or dips downward.
- ▣ If a bird that **swoops** moving quickly or slowly?



Think!!!!

detail

- ▣ A **detail** is a small piece of information that is part of a larger whole.
- ▣ What is a **detail** about your classroom?



Think!!!!

fluttering

- ▣ When something moves through the air lightly and quickly, it is **fluttering**.
- ▣ If a butterfly is **fluttering**, what parts of it are moving?



Think!!!!

plummet

- ▣ If you drop suddenly from a great height, you **plummet**.
- ▣ If you dropped a rock, would it **plummet** or fall slowly?



Think!!!!

inverted

- ▣ Something that is turned upside-down or inside-out is **inverted**.
- ▣ Are you **inverted** when you do a headstand or when you do a jumping jack?



Think!!!!

Vocabulary Work

Work with your group and think about an animal that you can associate with each Vocabulary word. Write the animal and the word in your journal. Be ready to share your ideas with the class. Make sure you can explain your reason for choosing the animal.

Example:

blanketed: sheep, blanketed in wool

Grammar

- ▣ Helping verbs work with main verbs to tell when actions take place.
- ▣ I _____ a party.
- ▣ All my friends _____.
- ▣ It _____ fun.

DOL

are

night

▣ 9. Bats have flying through the nite sky.

will

tomorrow

▣ 10. I was look for bats tomorrow night.

Writing

Summaries

- ▣ Include the most important ideas.
- ▣ Use connectives, including time-order words
- ▣ Include details that support the important ideas.
- ▣ Begin with a sentence that tells what the summary is about.
- ▣ Use main verbs and helping verbs correctly.