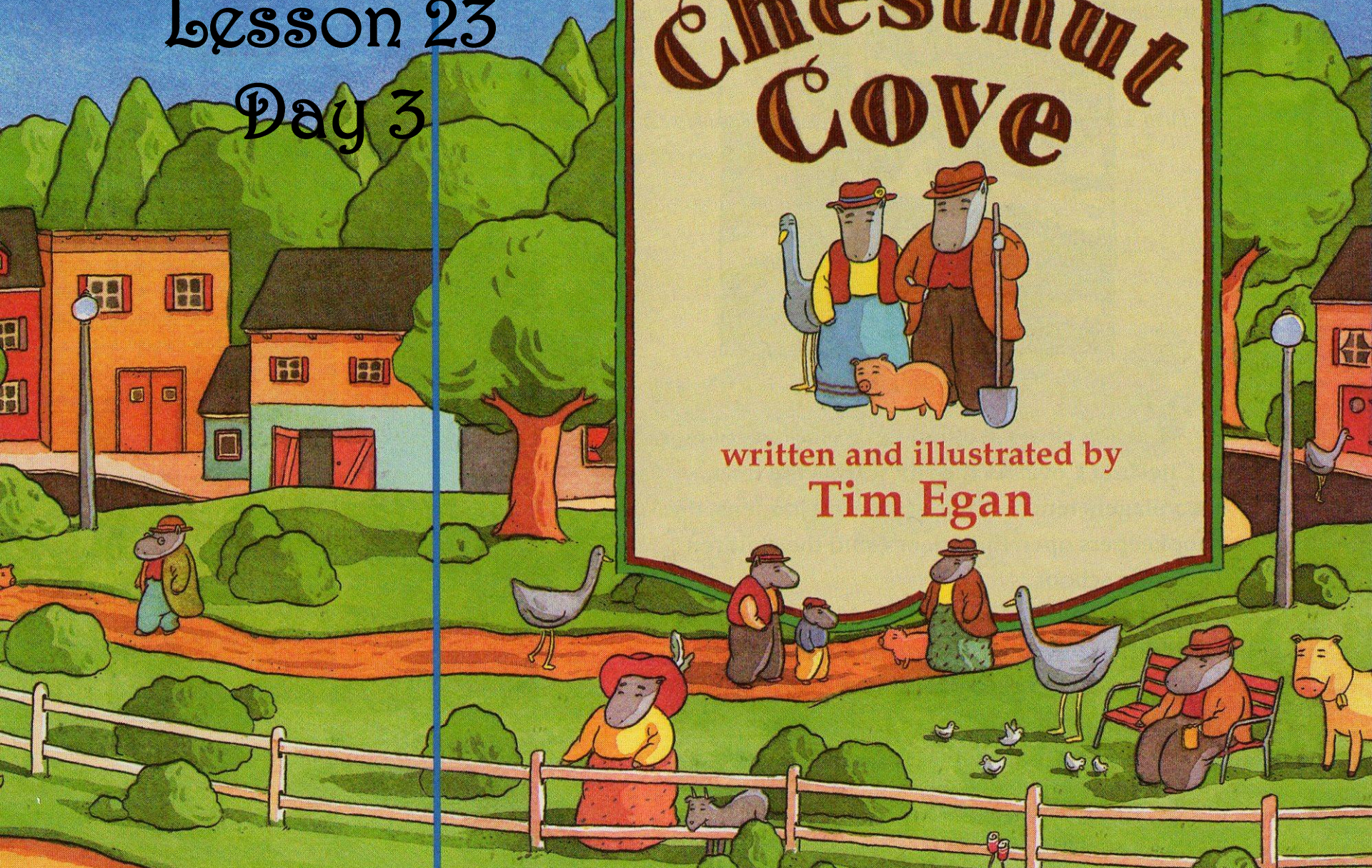


Theme 5  
Lesson 23  
Day 3

# Chestnut Cove



written and illustrated by  
**Tim Egan**



# *Question of the Day*

If you could talk with any fantasy character, who would it be? Why?

What character would you talk with?  
Tell why you chose that character  
and what you would like to talk  
about.

# Today's Read Aloud

- Set a purpose - Why would someone want to read or listen to a poem more than once?

For enjoyment, to practice fluency.

- Listen and follow along as I read the poem aloud. Listen carefully to how the poet compares the plant to a person in the fifth and sixth stanzas.

# A Special Sprout

Inside a seed, a little plant  
Is waiting to come out.

With soil, water, and some sun  
The plant begins to sprout.



The sprout is small and starts to grow,  
With tiny leaves of green.

The flowers, fruit, or branches tall  
Are waiting to be seen.

Then suddenly, without a sound,  
It bursts to twice its size.

The little plant just grows and grows,  
Right before my eyes!

I stand amazed and watch the plant  
Stretch up, up to my knees,  
Then stand up even taller still  
And reach up toward the trees.

Suddenly two arms reach out,  
And much to my surprise,  
My giant plant now has a face,  
A smile, and big bright eyes!



We start to talk, and soon, I know,  
A friendship has begun.  
My plant and I now spend our days  
Talking in the sun.

Now, read the poem aloud with a partner. Remember to adjust your reading rate when necessary.

Prefixes: pre-, mis-, in-

preheat    misprint    inexact

What are the prefixes in these words?

Prefixes have their own meanings and, when they are added to words, new words with meanings are formed.

# Prefixes

misunderstand

Students can use their knowledge of prefixes to break this word into parts and decode it. What is the prefix in this word? What is the root word? What does this word mean?

# Prefixes

1. misjudge \_\_\_\_\_
2. inaccurate \_\_\_\_\_
3. prepaid \_\_\_\_\_
4. mislabel \_\_\_\_\_
5. inattention \_\_\_\_\_
6. misuse \_\_\_\_\_
7. presort \_\_\_\_\_
8. mismatch \_\_\_\_\_
9. inactive \_\_\_\_\_
10. misbehave \_\_\_\_\_
11. misprint \_\_\_\_\_
12. preclean \_\_\_\_\_

What are the prefixes and new word meanings of each of these words?



# Prefixes

Place each of the following words into one of the three categories.

Input    preset    misuse    inside    preview  
incorrect    pretest    mislead    preheat  
indoors    misplace    preschool    misread  
                mismatch    misspell

pre-

mis-

in-

# Fluency – Expression

When good readers read aloud, they use their voices to express the emotions and actions that are part of the story. Reading with expression makes a story more interesting and more fun both to read and to hear. Good readers:

- Think about what is happening in the story
- Change volume and tone to match the events or feelings
- Pay attention to punctuation

# Fluency

I am going to read page 230 of "Chestnut Cove." I will pay attention to what is happening so I can make my voice match. I will watch for punctuation marks to tell me when to pause. I see that one sentence begins and ends with *and*. Usually *and* is in the middle of a sentence.

Now, echo read each sentence after me.

Look at page 233. Look at the punctuation marks and unusual sentences on this page. Notice the commas on either side of *Thelma* and the comma in the last sentence. The second sentence begins with the word *like*. The author wrote this way to make the story sound like someone talking.

Now, read pages 234-235 aloud with a partner. Use appropriate expression as you read. Offer feedback to one another about your reading.

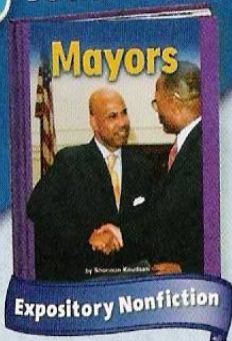
# Cause and Effect

A cause is why something happens and an effect is what happens as a result of a cause. Asking “why” questions can help identify a cause and asking “what” questions can help identify an effect. Identifying cause-and-effect relationships can help readers determine what causes the characters’ actions and what the results of those actions are.

# Cause and Effect

Pages 243-245 Joe Morgan lets himself be lowered alongside the cliff to save Eloise. Why does he do that?

Page 245-246 Mrs. Lark says she thinks the whole contest is silly. What happens after she makes this comment?



# MAYORS

by Shannon Knudsen



Who is the leader of your community? Many communities have a leader called a mayor. Mayors work to make their communities better places to live. Mayors in different cities and towns do different jobs.

### What are some jobs that mayors do?

Some mayors run groups of workers called departments. Each department helps the community in different ways. The police department fights crime. The fire department fights fires.

Mayors work to make schools better. Mayors talk to principals, teachers, and kids about how to help kids learn.



Mayors also help make laws. They meet with a group called the city council. The council talks about new laws. It decides how to spend the community's money.

Mayors help make a community a nice place to live. When important visitors come to a city, the mayor may show them around town.

Mayors honor people who have helped the community. They give awards for jobs well done. Mayors help people celebrate, too. A mayor might attend a special school event.

### How does someone become a mayor?

In most places, the mayor is chosen by the adults who live there. The people who run for mayor are called candidates. Candidates make speeches. They tell people their ideas about how to run the community. Candidates also meet people and talk with them. Sometimes they meet to talk about how their ideas are different.

It is election day! Adults vote for the person they want to become the mayor. Then the votes are counted. The candidate who gets the most votes wins the election. That person becomes the new mayor.

Mayors lead our communities in many ways. Someday you can help choose your mayor by voting. Maybe you will run for mayor yourself!



# Vocabulary

- If your bedroom was in **disgraceful** shape, what might it look like?
- If your coach said that you are a **decent** soccer player, would you be pleased? Why or why not?
- How would you feel if you **inherited** a lot of money?
- Would you let friends in your bedroom if you were not **contented** with how your room looked? Explain.
- On what activities do you like to **collaborate** with others?

# Vocabulary

- If someone **eagerly** did a task, were they happy about doing it? Explain.
- If you helped your parents clear the table, what items would be **transferred** to the kitchen?
- Imagine someone who has a **fondness** for the outdoors. Would this person spend their time hiking or watching TV?
- What **emotion** might you feel if you did not get a gift that you had been hoping for?
- What costume might make you feel **ridiculous**?



# Homophones

bee/be    I/eye    for/four

Compare and contrast the words in each pair.  
How are they alike and different?

The pairs of words are homophones.

Homophones are two or more words that sound the same but have different meanings and different spellings. What are the meanings of the words in each pair?

# Homophones

When you read, you can use context to confirm which word is intended. When you write, you need to think carefully about the spelling you are using. You may need to check in a dictionary to see that you are using the correct spelling for the word.

# Homophones

Ashley stroked the hare's ears. hair

Their books are on the desk. there, they're

Do you know him? no

In the first sentence, *hare* is an animal, but *hair* sounds just the same.

# Homophones

What are some other homophone pairs you can think of?

Write these sentences in your notebook and underline the homophones.

1. The wind blew our blue sailboat across the lake.
2. Our family ate dinner at eight o'clock.
3. We will go to the store at two o'clock, too.
4. Is your mail carrier a male or female?
5. Be careful not to tie a knot in your shoelaces.

# Grammar

## DOL

Write these sentences correctly.

1. The villagers of chestnut cove will grew watermelons.
2. king millford like watermelons.

# Present-Tense Verbs

Most verbs show action and verb tense tells the time of the action.

Mrs. Lark is growing watermelons.

This sentence is correct because the subject (Mrs. Lark) and the verb (is growing) agree.

\_\_\_\_\_ grow watermelons.

Would it be correct to put *Mrs. Lark* in the blank?

What word could be put in the blank to make it correct?

We Eloise live run

Write four sentences, two using *we* as the subject and two using *Eloise* as the subject. Two sentences will use a form of the verb *live* and two will use the verb *run*. Be sure to show subject-verb agreement. Share your sentences with a partner.

# Writing – Fantasy

Open your *Student Edition* to “Chestnut Cove,” page 233. This is a good example of fantasy writing. Follow with me as I read the page aloud. What parts could not happen in real life?

## Fantasy:

- Could not happen in real life
- Often has animal characters that behave like people
- Contains characters who may or may not be realistic
- Has events that cause other events to take place



# Fantasy

Use your graphic organizers from Day 2 to draft a fantasy story. Use the list of characteristics of a fantasy as a guide while writing. Remember to use transitions to move the narrative forward in time and to connect ideas and events between sentences and paragraphs.