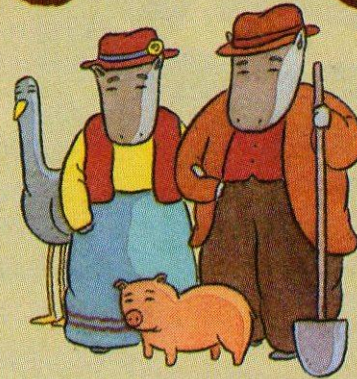


Theme 5

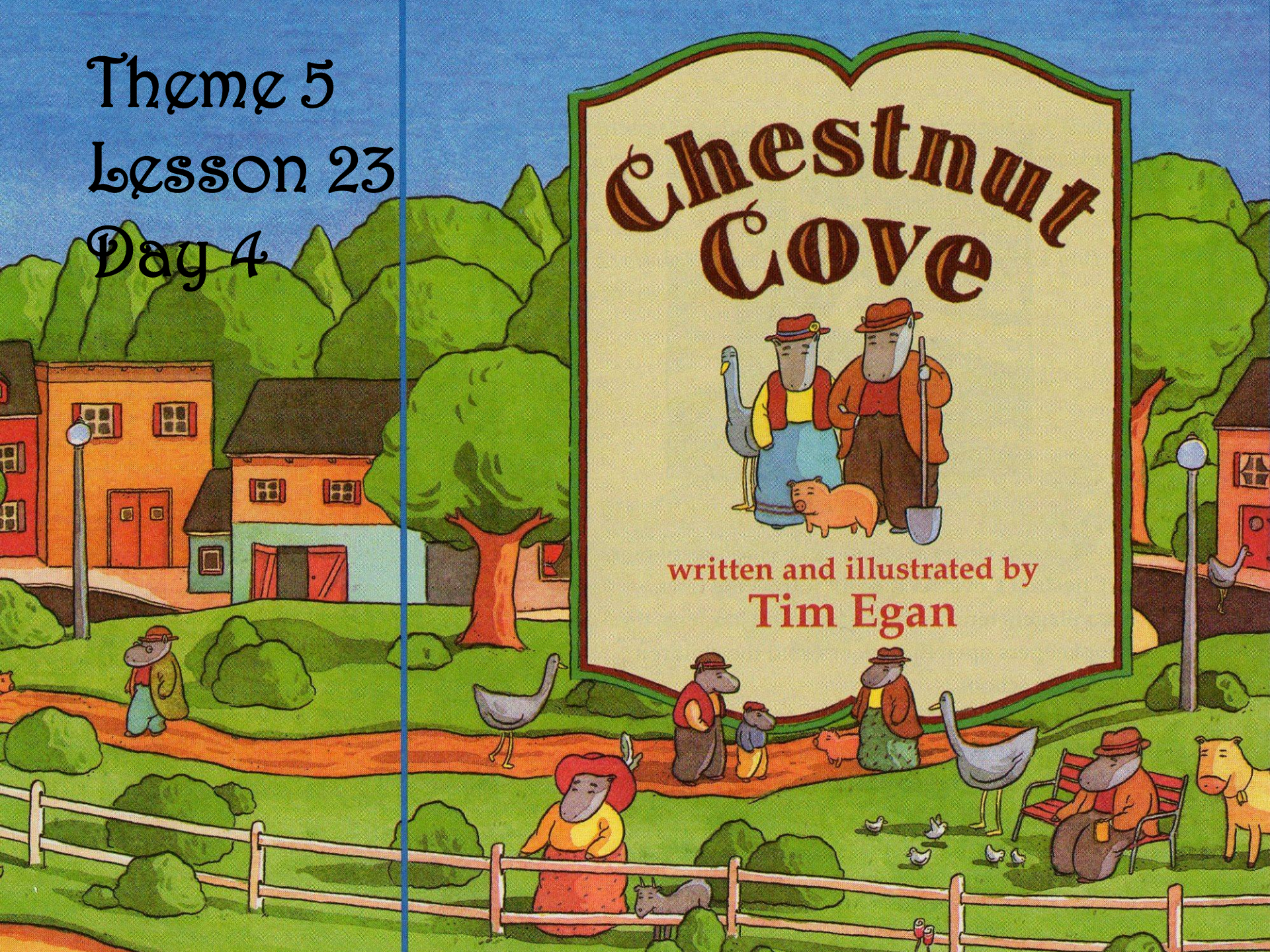
Lesson 23

Day 4

Chestnut Cove



written and illustrated by
Tim Egan



Question of the Day



What responsibilities do you have at home?

Some of my responsibilities at home are _____.

Write several sentences to answer the prompt above.

Remember to use a capital letter at the beginning and punctuation at the end of each sentence.

Read Aloud

Listen as I read aloud the story

“Responsibility Reward”



What purpose might you have for reading or listening to a story called “Responsibility Reward?”

For enjoyment.

Listen and follow along to enjoy and understand the story.

Responsibility Reward



When I asked if I could have a pet, my parents said pets are a big responsibility. They said I would have to prove that I was ready to take care of something. So I planted a garden. I thought a garden would show my parents that I was responsible enough to take care of a pet.

Responsibility Reward



I marked out a garden in our backyard. I planted vegetable seeds. I watered my garden and pulled weeds every day. Soon my seeds began to grow. Soon I had plants.

One day, I noticed that some of the leaves had been eaten. What could have eaten them? Then I saw a little rabbit chewing on the lettuce leaves. Slowly I walked toward him. The rabbit sat very still, and soon the rabbit came over and began eating the carrot.

Responsibility Reward

After that, I fed the rabbit every day. Soon I realized that being responsible for my garden had worked. Now I had a pet rabbit!



Responsibility Reward

Discussion Questions:

- ❑ What responsibility did the child in the story take on?

Planting and taking care of a garden

- ❑ What reward did the child get as a result of caring for the garden?

A pet rabbit

Prefixes *pre-, mis- in-*

A **prefix** is a word part that is added to the beginning of a root word to form a new word with its own meaning.

Let's review the meaning of these prefixes.

pre- mis- in-

- ✓ **pre** - means *before*
- ✓ **mis** - means *badly, wrongly*
- ✓ **in** - means *not, or the opposite of*

Prefixes *pre-, mis- in-*



Looking for word parts such as prefixes can help you decode longer words.

Also, knowing the meanings of prefixes can help you figure out the meanings of unfamiliar words.

What is the prefix in each word below?

prehistoric

misfortune

inaccurate

pre/historic

mis/fortune

in/accurate

Prefixes *pre-, mis- in-*



What does prehistoric mean?

Before historic

What does misfortune mean?

Bad fortune

What does inaccurate mean?

Not accurate

Notice that the words *misfortune* and *inaccurate* both have the letters *or* that stand for /or/. Remember *ore*, *our* and *are* can also stand for /or/.

Prefixes *pre-, mis- in-*



The prefix **in-** has two meanings, **not** and **inside, the opposite of out.**

What are the meanings of the following words?

inexact
not exact

misunderstand
understand wrongly

invisible
not visible

prearrange
arrange before

Prefixes *pre-, mis- in-*

Let's read the following sentences aloud.

Now, copy the sentences below into your notebook and write the meaning of the underlined word.

1. A cow is incapable of climbing a tree.

What does incapable mean?

not capable

2. It is not necessary to mislead the contest losers.

What does mislead mean?

Lead wrongly

3. It is inaccurate to say that pigs can fly.

What does inaccurate mean?

not accurate

Prefixes *pre-, mis- in-*



Writing Tip

Using words with multiple syllables can make your writing more interesting than using all simple, one-syllable words.

For example, saying "We could not see it" is not as interesting as saying "it was invisible."

Invisible is more exact and improves the sound of the sentence.

Remember - many times there are words with prefixes that you could substitute for phrases which use several words to express the same meaning.

Fluency – Expression

Good readers adjust the tone and volume of their voices to express emotions and meaning. When you read, think about how different feelings and emotions would sound.



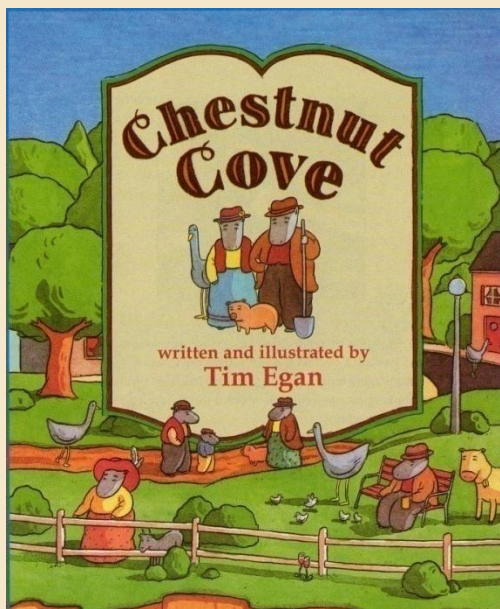
THINK

- If you were angry, would you yell or whisper?
- If you were scared, would you yell or whisper?
- How would your voice sound if you were excited?
- How does your voice change if you are asking a question?

Fluency - Expression

Read aloud:

As I read page 236 of "Chestnut Cove," I'm going to think about how a king would sound when he is making a royal announcement. He would probably be loud and sound very important. When Mrs. Phillips is imagining what she would buy with the king's riches, she is probably thinking quietly to herself. I'll read that part of the page quietly and try to sound thoughtful. The Johnsons would be excited about having a bigger ranch, so I'll sound excited.



Echo-read the king's announcement and the final two paragraphs on the page.

Fluency - Expression

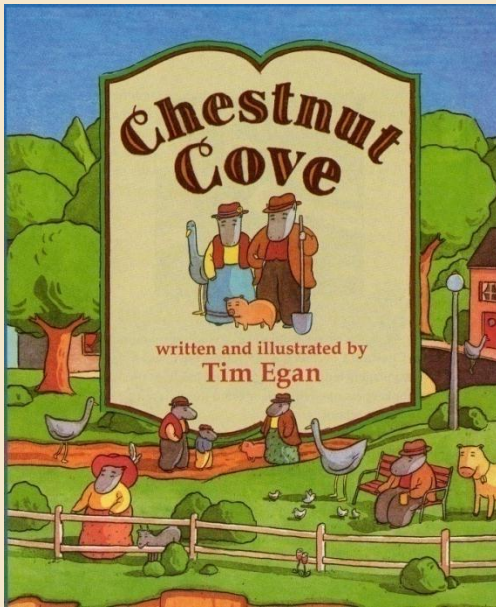


Group Reading

Now you will read in groups.

Each group will read part of page 236 of "Chestnut Cove."

Remember to change the tone and volume of your voices depending upon what is happening in the story.



COMPREHENSION – Cause and Effect



What is Cause and Effect?

The cause is why something happens; the effect is what happens as a result.

Good readers look for cause-and-effect relationships in a story to help them understand what they are reading.

Clue words such as if/then, because, as a result, for this reason, and since, can be helpful in determining cause and effect.

Let's reread the passage, "Melon Mountain," and look for cause-and-effect relationships in the story.

COMPREHENSION – Cause-and-Effect

Melon Mountain

On the other side of Berryville is a hill called Melon Mountain. That has not always been the name of the hill. A few years back, something unusual happened so the name of the hill was changed.



COMPREHENSION – Cause-and-Effect



Farmer McMelon and his daughter, Marcy, tended a small watermelon patch on the side of the hill. Each summer, they grew just enough for every family in town to have one delicious, ripe melon. One summer day, however, the McMelon family cut into a melon and saw something unusual. The seeds inside the melon sparkled in bright shiny colors.

COMPREHENSION – Cause-and-Effect



Marcy thought the seeds were very beautiful, so she planted them on the hill and waited to see what would happen.

The next morning, the entire hill was covered in watermelons! Everyone came and picked as many as they wanted. The morning after that, the hill was covered again. This happened over and over. So the people began making watermelon ice cream, watermelon jelly, and watermelon punch. After that, they all quit their jobs and began selling wonderful watermelon products. And to this day, people come from miles around to get delicious things to eat from Melon Mountain.



COMPREHENSION – Cause-and-Effect



What happens after Marcy plants the sparkling seeds?

The hill is covered with watermelons every morning.

Why does everyone quit his or her job?

There are so many watermelons that the people begin making and selling things that are made from watermelons.

Why is the name of the town changed to Melon Mountain?

Because the whole town is known for its watermelons.

What clue words in the last paragraph are used to show cause-and-effect?

so; after that; and



COMPREHENSION – Cause-and-Effect

Reread page
238 of "Chestnut
Cove."

Look for clue
words which show
cause-and-effect.

Joe Morgan could buy the nicest wagon in the land. He was suddenly tired of his old wagon, even though he had built it himself.



And Mr. Ferguson could buy his own ship, which he and his family could sail away on. It was endless how much they didn't have.

The following week was quieter than usual. Everyone was busy gardening, turning the soil and planting watermelons.

As the weeks went by and the melons began to grow, the villagers of Chestnut Cove began to change. They didn't talk to each other as much because they were all so busy. Some of them even built fences around their gardens so that no one could touch their watermelons.

1 2

COMPREHENSION – Cause and Effect



What clue words are used to show cause and effect on page 238 of Chestnut Cove?

because; so that

What cause-and-effect relationships do the clue words indicate?

cause: *being busy*

/ effect: *the people do not talk to each other;*

cause: *they do not want people to touch the watermelons around their gardens*

/ effect: *they build fences*

COMPREHENSION – Theme



Remember, the theme of a story is the idea or message that the author is trying to communicate.

Sometimes the idea is stated, usually it is not. Readers must figure out the theme by thinking about what the characters do and say and what events happen in the story.

Let's review p. 228 of "Chestnut Cove."

Think Aloud.

"Chestnut Cove" is about a close community that is affected for the worse by a competition in which the winner will become rich. *The story seemed to be saying that it is better to have friends than to have money.* I think this is the theme.

COMPREHENSION – Theme



Think back to the story "The Empty Pot." What are the events in the story? Let's come up with a sentence that states the theme of the story.

Honesty is the quality of good leaders.

Nonfiction can have a theme as well. Read "Mayors" on p. 250-251 of your books. Then write a phrase or sentence that states the theme.

Mayors work hard to fulfill their responsibilities.

Building Vocabulary- Extend Word Meanings



1. Which would you be waiting for more **eagerly**, a trip to the beach or a trip to the hospital? Explain.
2. How would you feel if someone **transferred** all of your belongings from your bedroom to the bathroom?
3. Why would a zookeeper probably have a **fondness** for animals?
4. What **emotion** would you feel if you spent a whole day at the playground?
5. What would you do if you saw a friend doing something **ridiculous**?

Building Vocabulary – Extend Word Meanings



6. If someone told you your actions were **disgraceful**, how would you feel?
7. Would a **decent** person be someone you would like to have as a friend? Explain.
8. Why would you be more likely to **inherit** something from a relative than a stranger?
9. Why might you feel **contented** after a good meal?
10. For which activity would you be more likely to need someone to **collaborate**, completing a large jigsaw puzzle or tying your shoes? Why?

Building Vocabulary – Shades of Meaning



The following words mean almost the same thing. Each word has a particular meaning and writers and speakers can choose the one that gives the meaning they want.

liking

fondness

love

liking means you have an interest in something

fondness means that you really like something

love means that you would really miss something if it was taken away.

What are some words that give shades of meaning for the following?

emotion

feeling

ridiculous

silly, funny

disgraceful

terrible, unworthy

contented

happy, peaceful

Grammar – Daily Proofreading



Daily Proofreading:

- **Is Mr. Ferguson bought a hat today**
Is Mr. Ferguson buying a hat today?
- **the villagers are happy to lived in Chestnut Cove**
The villagers are happy to live in Chestnut Cove.

Grammar – Present-Tense Verbs

Present-tense verbs tell about an action that is *happening now*. Verbs must agree with the subject of the sentence.

Guidelines for forming a verb in the present tense.

✓ *I, you, and plural nouns do not add endings to most verbs.*

Other singular nouns

✓ **Add –s to the end of a regular verb**

✓ **Add –es to regular verbs ending with s, ss, ch, x, or z**

✓ **If a verb ends in a consonant and y, change the y to i and add –es.**

Grammar – Present-Tense Verbs



Write the correct form of the present tense of the verb in parentheses into your notebook for each of the following sentences.

Nick _____ every day. (run)

Nick runs every day.

Maria _____ the dishes each night. (wash)

Maria washes the dishes every night.

Marcus always _____ his best at everything. (try)

Marcus always tries his best at everything.

Grammar – Present-Tense Verbs



In your notebook write a present-tense paragraph about living in an imaginary place. Underline the present-tense verbs. Read your finished paragraph to yourself, then we will share with the class.

Writing – Fantasy



Continue to write your fantasies, using your graphic organizer to guide you. After you are done, you will share with a partner. Remember the following characteristics of fantasy.

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

Today we will focus on transitions.

Transitions are words that are used to connect ideas between sentences and paragraphs.

What are transitions that could be used to show cause-and-effect?

Because, for, due to, since

Which transitions could be used to show time or sequence?

After, before, next, second, soon, later