Table of Contents

[Language Arts 4 B Unit 1: Seriously Funny 2](#_Toc188950529)

[Lesson 1: Seriously Funny: Genre 2](#_Toc188950530)

[Objective: In this lesson, you will make inferences using details in a poem. 3](#_Toc188950531)

[Objective: In this lesson, you will identify similes, metaphors, and analogies. 4](#_Toc188950532)

[Objective: In this lesson, you will identify words with the **prefixes** *mis-, re-, pre-, dis-,* and *un-.* 5](#_Toc188950533)

[Objective: In this lesson, you will write uppercase **A** and **O** in cursive. 8](#_Toc188950534)

[Lesson 2: Seriously Funny: Comprehension 9](#_Toc188950535)

[Objective: In this lesson, you will use context clues to determine the meanings of unknown words and phrases. 9](#_Toc188950536)

[Objective: In this lesson, you will explain the importance of being able to adapt to change. 10](#_Toc188950537)

[Objective: In this lesson, you will explain how similes and metaphors are used. 11](#_Toc188950538)

[Objective: In this section, you will write uppercase **C** and **E** in cursive. 12](#_Toc188950539)

[Objective: In this lesson, you will pronounce words with the **prefixes** *mis-, re-, pre-, dis-,* and *un-.* 13](#_Toc188950540)

[Lesson 3: Seriously Funny: Speak/Listen 16](#_Toc188950541)

[Objective: In this lesson, you will identify structural elements of poetry. 16](#_Toc188950542)

[Objective: In this lesson, you will identify structural elements after listening to poetry. 17](#_Toc188950543)

[Objective: In this lesson, you will determine the meanings of similes and metaphors in context. 18](#_Toc188950544)

[Objective: In this lesson, you will practice reading fluently. 19](#_Toc188950545)

[Lesson 4: Seriously Funny: Fluency 20](#_Toc188950546)

[Objective: In this lesson, you will determine a theme of a poem from details in the text. 20](#_Toc188950547)

[Objective: In this lesson, you will determine how teamwork can help you understand diversity. 21](#_Toc188950548)

[Objective: In this lesson, you will read poems to determine elements and themes. 22](#_Toc188950549)

[Objective: In this lesson, you will spell words with the **prefixes** *mis-, re-, pre-, dis-,*and*un-.* 24](#_Toc188950550)

[Lesson 5: Seriously Funny: Synthesize 26](#_Toc188950551)

[Objective: In this lesson, you will describe how structural elements affect a poem’s meaning. 26](#_Toc188950552)

[Objective: In this lesson, you will explain how innovation is used in poetry. 28](#_Toc188950553)

[Objective: In this lesson, you will practice reading fluently. 29](#_Toc188950554)

# Language Arts 4 B Unit 1: Seriously Funny

## Lesson 1: Seriously Funny: Genre

Introduction

#### Learning Goals:

In “Seriously Funny,” your student will read humorous poems about a pet rock and a fantastic invention. Your student also will build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 15 learning goals:

1. From listening, refer to details in a poem when drawing inferences about the poem.
2. Identify similes and metaphors.
3. Identify words with prefixes.
4. Fluently write uppercase A and O in cursive.
5. Determine meaning of words and phrases in poetry by using context clues.
6. Explain how similes and metaphors are used.
7. Fluently write uppercase C and E in cursive.
8. Pronounce words with prefixes.
9. Identify the structural elements of poetry (e.g., verse, rhythm, meter).
10. Determine the meaning of similes and metaphors in context.
11. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
12. Determine the theme of a poem from details in the text.
13. Read poetry orally with sufficient accuracy on successive readings.
14. Spell words with prefixes.
15. Describe how the structural elements of poetry (e.g., verse, rhythm, meter) affect meaning.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guides for that section.

Your student’s learning within “Seriously Funny” will be assessed with the following items:

Seriously Funny: Genre Quick Check

Seriously Funny: Comprehension Quick Check

Seriously Funny: Speak/Listen Quick Check

Seriously Funny: Fluency Quick Check

Seriously Funny: Synthesize Quick Check

#### Spark

* Have your student read the title aloud. Ask your student if anything about the title is funny. (They may note the contradiction between serious and funny.)
* Have your student begin reading. Then, take turns reading each line of the joke. Then, have your student answer the question. Make sure your student understands what makes the joke funny.
* Then, discuss how substituting one word or phrase for another might add humor to something. Then, talk about how adding humor reveals how people see words, language, or connections in the world.
* Have your student read the final paragraph. Ask if they have ever read or listened to something with a surprise ending. Ask guiding questions such as: Was it funny or serious? Guide your student to understand that surprise endings can reveal people’s expectations about the world. When events do not happen as expected, people might see them as ridiculous and funny.

#### Activate Prior Knowledge

1. Have your student read the first paragraph. Discuss with them what they think is funny. If necessary, help them connect it to something in the world. You may wish to share something you find funny, too, and how it connects to your life or how you see the world.
2. Have your student read the second paragraph and complete the activity. Review the cartoon, poem, or joke and check for accuracy. Point out that the humor shows the audience why your student thought the event was funny and how your student sees the world.
3. Read the remaining text and bulleted items with your student. Tell your student that the list explains what they will do and learn about over the next few days. Discuss with your student what they are most interested in learning about, what they already know about any of the topics in the list, and which topics are unfamiliar.

### Objective: In this lesson, you will make inferences using details in a poem.

#### Key Words:

* **inference** – an educated guess based on clues in the text

#### Explain

Your student will listen to a poem with many academic vocabulary words about rocks and earth science. Have a dictionary on hand for your student to look up words they hear whose meanings they do not know.

1. Read the opening paragraph, key word, and definition with your student. Explain that an important part of reading or listening to a text is making inferences—where readers figure out something about the characters or events that the writer did not directly explain. Explain that careful readers and listeners are flexible and keep an open mind, and sometimes their thinking will change.
2. Read aloud or play the recording of the title “[Iggy Flint.”](https://cite-media.pearson.com/legacy_paths/eac28e4b-39eb-4cb9-a1fc-98b11543a335/IggyFlint-1.pdf)
3. Have your student answer the question based on what they think. Remind them to explain their thinking. Then, have them listen to the poem to find out if their prediction was correct and to learn more.

#### Check-In

1. Read aloud or play the recording of the rest of the poem “[Iggy Flint](https://cite-media.pearson.com/legacy_paths/eac28e4b-39eb-4cb9-a1fc-98b11543a335/IggyFlint-1.pdf).”
2. Tell your student to listen for words in the poem whose meanings they do not know. Ask your student to sound out the words and write them in their notebook. Have them look up the words and their meanings in a dictionary. **IF** your student has difficulty sounding out and writing an unknown word, **THEN** ask them to raise their hand when they hear a word they do not know. Repeat those words for them slowly and enunciate each syllable to help your student sound out and write the words. When they have finished, help them correct any misspellings.
3. Then, have your student answer the questions aloud about what they hear in the poem.

#### Practice

1. Encourage your student to think more deeply about the poem. If needed, read aloud or play the recording of “Iggy Flint” again as your student prepares to answer the questions.
2. Have your student answer the questions in their notebook.
3. When they have finished, listen as your student shares their responses aloud. **IF** your student has trouble coming up with wordplay, **THEN** point out phrases such as “stony silence,” “pebbly shale,” “really rocks,” and “for granite.”
4. Then, have a conversation with your student about inferences they make about the poet and the text.

### Objective: In this lesson, you will identify similes, metaphors, and analogies.

#### Key Words:

* **analogy**– a comparison between two things that have something in common and uses the words as or like
* **figurative language** – words used outside of their literal, or ordinary, meaning
* **metaphor** – a comparison between two unlike things
* **simile**– a comparison between two unlike things that uses the words as or like

#### Explain

Make sure your student understands that a comparison is a way to describe how something is similar to something else. Before beginning the lesson, you may wish to talk about how two items in your house are alike and different, such as a fork and a spoon.

1. Have your student read the introduction, and point out that comparisons help us express our thoughts and feelings.
2. Then, have them read the example of a simile using as. Discuss how the sound of horses galloping can be loud and rumbling, as thunder is loud and rumbling.
3. Have your student read the example of a simile using like, and discuss how galloping horses can sound like a beating drum.
4. Then ask your student to read the example of a metaphor. Make sure your student understands that a metaphor compares two things but does not include the words like or as.
5. Finally, read the analogy to speeding cars. Ask your student to explain how this is different from a simile.

#### Check-In

1. Have your student read the directions for the first activity.
2. **IF** your student is not sure how to proceed, **THEN** guide your student to notice that the word like is a clue that the comparison is a simile or analogy
3. Continue with the other sentences, and review the feedback. **IF** your student answers correctly, **THEN** ask them to name the two things that are being compared (teeth/knives; house/palace).

#### Practice

1. Ask your student to read the directions. Then, have them read each sentence to identify whether the comparison is a simile or a metaphor.
2. Review your student’s answers. **IF** your student had difficulty identifying the comparison as a simile or a metaphor, **THEN** have your student review the definitions and examples from the beginning of the lesson, and complete the Practice activities again.
3. **IF** your student answers correctly, **THEN** ask them to explain how they were able to identify the comparison as a simile or a metaphor.

### Objective: In this lesson, you will identify words with the **prefixes** *mis-, re-, pre-, dis-,* and *un-.*

#### Key Words:

* **prefix** – a word part added to the beginning of a base word to change its meaning

#### Learning Coach Tip:

A prefix is a word part that is added to the beginning of a word. When a prefix is added to a base word, it changes the word’s meaning and adds a syllable to the base word. For example, the prefix un- added to the word happy becomes unhappy, which means “not happy.”

Some common prefixes listed:

* the prefix mis-, which means “wrongly”
* the prefix re-, which means “again”
* the prefix pre-, which means “before”
* the prefix dis-, which means “not” or “opposite of”
* the prefix un-, which means “not” or “opposite of”

**A Note about the Lesson**

In the Check-In section of this lesson, your student will use a [chart](https://cite-media.pearson.com/legacy_paths/fb79498e-341f-4d60-ac27-0e7d2d33cfab/ELA_4_0229_N_U2_D1_spelling_GO_Chart_4_Column.pdf) to sort words. You can have your student copy the [chart](https://cite-media.pearson.com/legacy_paths/fb79498e-341f-4d60-ac27-0e7d2d33cfab/ELA_4_0229_N_U2_D1_spelling_GO_Chart_4_Column.pdf), or you can print the [chart](https://cite-media.pearson.com/legacy_paths/fb79498e-341f-4d60-ac27-0e7d2d33cfab/ELA_4_0229_N_U2_D1_spelling_GO_Chart_4_Column.pdf) for your student to use. If you plan to use the provided [chart](https://cite-media.pearson.com/legacy_paths/fb79498e-341f-4d60-ac27-0e7d2d33cfab/ELA_4_0229_N_U2_D1_spelling_GO_Chart_4_Column.pdf), you may want to print it before beginning the lesson.

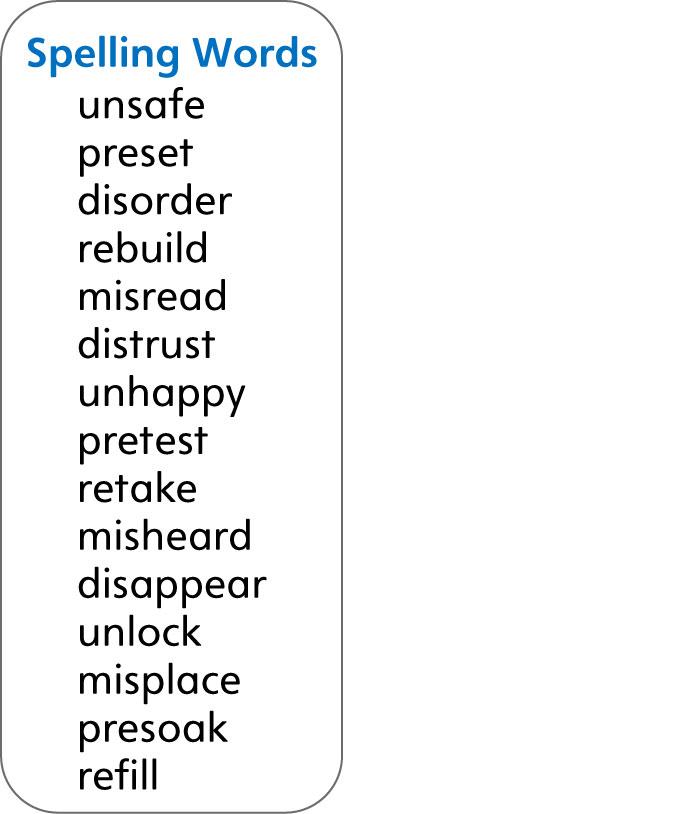
**Words with Prefixes mis-, re-, pre-, dis-, un-**

1. Read the introduction and explain that some words have a prefix, which is a word part that is added to the beginning of a word. Have your student read the meanings of the prefixes in the chart. Examine the words behave and misbehave with your student to identify how a prefix can be added to the beginning of a word and how the prefix changes the meaning of the base word.
2. Continue by having your student read the words preheat, retell, disobey, and unable. Use the questions and answers to guide your student in identifying the prefix in each word and using the meaning of the prefix to determine the meaning of each word. **IF** your student has difficulty identifying how a prefix changes the meaning of a base word, **THEN** read the prefix and its meaning in the chart. Work with your student to apply the meaning of the prefix to the meaning of the base word to determine the meaning of the word with the prefix.

**Two- and Three-Syllable Words with Prefixes mis-, re-, pre-, dis-, un-**

1. Help your student apply what they have learned about prefixes to reading two- or three-syllable words. Tell your student that words with a prefix have two or more syllables, and the prefix is always the first syllable of the word. Have your student examine the word unwrap. Then, have your student answer the questions to identify the prefix un- as the first syllable of the word and the vowel sounds in the word.
2. Continue by having your student apply what they have learned to reading the three-syllable word dislocate. Have your student answer the questions to identify the prefix as the first syllable of the word and the vowel sounds in each syllable.

**Introduce Spelling Words**



Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter makes in the word. Ask your student to name each letter to spell the words.

#### Check-In

Listen as your student reads the words in the box. Then, have your student use the four-column chart to sort the words by the meaning of the prefix in each word. **IF** your student has difficulty sorting words, **THEN** use the chart on the slide in the lesson to review the meaning of each prefix. Guide your student in recognizing that the prefixes dis- and un- have the same meaning, “not” or “opposite of,” and words with these prefixes should be listed in the same column of the chart.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word in their notebook. Ask your student to underline the letters of the prefix in each word.

1. We will **rebuild** our fort if the wind knocks it down. (rebuild)
2. She always tells the truth, so I have no reason to **distrust**her. (distrust)
3. Running with scissors is **unsafe**. (unsafe)
4. He takes the **pretest** before he takes the exam. (pretest)
5. I **misheard** the time and arrived an hour early. (misheard)
6. She uses her key to **unlock** the door. (unlock)
7. Marcy will **presoak** the wood chips before using them on the grill. (presoak)
8. My room is in **disorder**, and my clothes are all across my bed. (disorder)
9. I **misplaced** my library book and cannot find it. (misplaced)
10. We **refill** our glasses with water. (refill)
11. I **misread** the recipe and added too much salt. (misread)
12. They **preset** their alarm clocks before they go to bed. (preset)
13. The magician makes the rabbit **disappear** in the show. (disappear)
14. Do you want to **retake** the photo because this one is blurry? (retake)
15. They are **unhappy** that the concert was canceled. (unhappy)

### Objective: In this lesson, you will write uppercase **A** and **O** in cursive.

#### Explain

A Note About this Lesson: In previous lessons, your student learned to write lowercase letters in cursive. Beginning with this lesson, your student will practice fluently writing uppercase letters in cursive. This lesson focuses on cursive uppercase cursive A and O.

1. Have your student read the introduction and study the cursive letters A and O.
2. Then, have your student answer the questions and discuss the visual ways the letters are alike and different.
3. Point out the closed lines for both letters, distinguishing the A for its leaner, more slanted shape.

**How to Write Cursive Uppercase A**

1. Have your student watch the video to learn the strokes to write cursive uppercase A and practice writing it in the air.
2. Ask your student to review the letter model and read through the steps to write uppercase A.
3. Ask your student to notice the joining line where uppercase A connects to a letter.

**How to Write Cursive Uppercase O**

1. Have your student watch the video to learn how to write cursive uppercase O and form the strokes in the air.
2. Point out the loop and return stroke which almost touches the top line.
3. Be sure your student knows uppercase O will not connect to another letter.

#### Check-In

1. Print the [worksheet](https://cite-media.pearson.com/legacy_paths/d0a9ad85-f716-403c-b59f-e96e1fa704c0/cur_cap_A_O.pdf) for cursive uppercase A and O, and ask your student to read the directions. If you do not have access to a printer, have your student read the directions on their screen. Then, have your student use a lined sheet of paper to practice writing the letters.
2. Discuss the letter models that are on the worksheet, and review the steps to forming the two letters.
3. Review your student’s tracing and writing. **IF** your student has trouble forming cursive uppercase A or O, **THEN** have them retrace the letters before moving on to practice on their own.

#### Practice

One area which impacts handwriting legibility is spacing between words. Small smiley stickers can be used so you or your student can assess word spacing. A small sticker can fit between their words when they have been spaced properly.

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf) page. Ask your student to read the directions. If you do not have access to a printer, have your student read the directions on their screen. Then, have your student use a lined sheet of paper to practice writing the letters. Remind your student that cursive uppercase O does not connect to the next letter.
2. Assess your student’s progress as they practice. **IF** your student has trouble forming the uppercase A or O, **THEN** review the tracing models or read over the steps to follow.

## Lesson 2: Seriously Funny: Comprehension

### Objective: In this lesson, you will use context clues to determine the meanings of unknown words and phrases.

#### Key Words:

* **context clue** – a hint in a text that helps readers determine the meaning of an unknown word

#### Explain

At the end of this lesson, your student will write a poem. Go online to find some examples of different styles of poems. Tell your student that the poem in the lesson sample is an acrostic. Point out that each line of the poem begins with a capital letter that, when read from top to bottom, spells a word that tells what the poem is about.

1. Read the opening paragraph, key word, and definition with your student. Explain that context clues are helpful hints that let readers learn the meanings of unknown words. Context clues are the words in and near the sentence with the unknown word.
2. Watch the video with your student. Have them explain what they learn about context clues.

**Read the Text**

1. Talk about the vocabulary words and definitions with your student. Have them create a notebook to track the meanings of any unknown words they encounter. Remind your student to always look for context clues.
2. Read the multiple meanings sidebar together. Then, have your student answer the questions.
3. Access the link as your student previews the poem “[Iggy Flint](https://cite-media.pearson.com/legacy_paths/eac28e4b-39eb-4cb9-a1fc-98b11543a335/IggyFlint-1.pdf).” Listen as they set a purpose for reading.
4. Have your student answer the questions.

#### Check-In

1. Have your student read the poem.
2. Then, have your student complete the activities. Tell your student to identify the context clues used to answer the activity questions.

#### Practice

1. Discuss examples you found of different types of poems. Point out that the sample poem is an acrostic in which the first letter of each line spells out the word snake.
2. Have your student write a poem about a pet they would like to have. Encourage them to experiment with wordplay. **IF** your student has difficulty getting started writing their poem, **THEN** reinforce that their poem does not have to rhyme. Encourage them to just have fun with words.
3. Tell your student to use some challenging words in their poem and provide context clues for readers to figure out the meanings of these difficult words.

### Objective: In this lesson, you will explain the importance of being able to adapt to change.

#### Explain

In this lesson, your student will read a haiku poem. Haiku is a type of poem that is often about nature. It only has three lines. The first line has five syllables, the second line has seven syllables, and the third line has five syllables. If time allows, challenge your student to write their own haiku poem following these guidelines.

1. Read the opening paragraph with your student. Explain that being able to adapt to change is important because unplanned events happen, and when they do, people need to be able to reprioritize plans and tasks.
2. Have your student answer the question. Talk about their response with them.

#### Check-In

1. Have your student read the scenario and poem.
2. Then, have your student answer the questions. **IF** your student does not know another word for adapts in Question 1, **THEN** remind them that context clues in nearby words may help them figure out its meaning.
3. Discuss your student’s responses with them.

#### Practice

1. Print a copy of the [two-column chart](https://cite-media.pearson.com/legacy_paths/ae297c71-a2e1-45fc-a72e-7f36fd0a2985/ELA_4B_0231_21C_U2_D2_Core_GO_Chart_2_Column_Page_si.pdf) for your student. Or, have them copy the chart in their notebook. **IF** your student has trouble getting started filling In the chart, **THEN** model the activity by providing an example of your own.
2. When they finish the first activity, have them compare their chart to the one provided with answers.
3. After they finish the second activity, listen as they read aloud their written response. Reinforce the importance of being able to adapt.

### Objective: In this lesson, you will explain how similes and metaphors are used.

#### Key Words

* **metaphor** – figurative language that uses one idea or object in place of another to make a comparison
* **simile**– figurative language that uses the words like or as to compare two unlike things

#### Explain

1. Have your student read the introduction and explain the difference between a simile and a metaphor.
2. Then, have them read the first example and explanation. Discuss how the simile helps the reader understand more about how James feels.
3. Ask your student to read the remaining examples and explanations. Point out that each example is used in a different way: to explain more about a person, to describe what something sounds like, and to paint a picture of what something looks like.

#### Check-In

1. Have your student read the directions and complete the first activity.
2. **IF** your student has difficulty with the first activity, **THEN** ask what Amy is being compared to (a child at the circus).
3. Continue with the other activities. **IF** your student answers correctly, **THEN** ask them to name the two things that are being compared (pile of clothing/towering mountain; Noah/the wind).

#### Practice

1. Have your student read the directions. Clarify that they will explain how each simile or metaphor is used. This is similar to the Check-In, but the activities do not include multiple-choice answers.
2. Review your student’s responses. **IF** your student had difficulty explaining how the comparison is used, **THEN** reread each simile or metaphor aloud and ask guiding questions such as: What does this simile compare? What does the simile tell the reader more about? Does it describe how the waves look, sound, or feel?
3. **IF** your student answers correctly, **THEN** ask them to describe what they picture or think about when they read each comparison.

### Objective: In this section, you will write uppercase **C** and **E** in cursive.

#### Explain

1. Have your student read the introduction and study the cursive letters C and E.
2. Ask your student to answer the questions and talk about similarities and differences they notice with cursive letters C and E.
3. Point out the short, slanted line which begins both letters.

**How to Write Cursive Uppercase C**

1. Ask your student to watch the video which teaches how to form the cursive letter C. Have your student practice writing the letter in the air.
2. Have your student review the letter model and read the steps for writing cursive uppercase C.
3. Reinforce how uppercase C connects to the letter next to it.

**How to Write Cursive Uppercase E**

1. Have your student watch the video to learn the strokes for writing cursive uppercase E. Ask your student to follow along by forming uppercase E in the air.
2. Point out the small loop at the middle line.
3. Be sure your student remembers uppercase E will connect to the letter beside it.

#### Check-In

*Learning Coach Tip*: Make sure your student is not pressing down too hard when writing. Pressing down too hard can cause your student’s muscles to tire more quickly. Tired muscles can slow the amount of practice your student can do and diminish the quality of the practice.

1. Print the [worksheet for Cursive Uppercase C and E](https://cite-media.pearson.com/legacy_paths/44521c24-0f09-4a4a-a396-ea8726a7185a/cur_cap_C_E.pdf)and have your student read the directions. If you do not have access to a printer, have your student read the directions on their screen. Then, have your student use a lined sheet of paper to practice writing the letters.
2. Review how both cursive uppercase letters will connect to the next lowercase letter when it is written in a word.
3. Assess your student’s progress as they trace and write. **IF** your student has trouble forming cursive uppercase C or E, **THEN** have them review the video or the steps to follow before practicing on their own.

#### Practice

1. Print the [Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf) page. Have your student read the directions. If you do not have access to a printer, have your student read the directions on their screen. Have your student use a lined sheet of paper to practice writing the letters.
2. Assess your student’s progress as they practice. **IF** your student has trouble forming cursive uppercase **C** or **E**, **THEN** review the tracing models again.

### Objective: In this lesson, you will pronounce words with the **prefixes** *mis-, re-, pre-, dis-,* and *un-.*

#### Key Word

***prefix****– a word part added to the beginning of a base word to change its meaning*

#### A Note about the Lesson

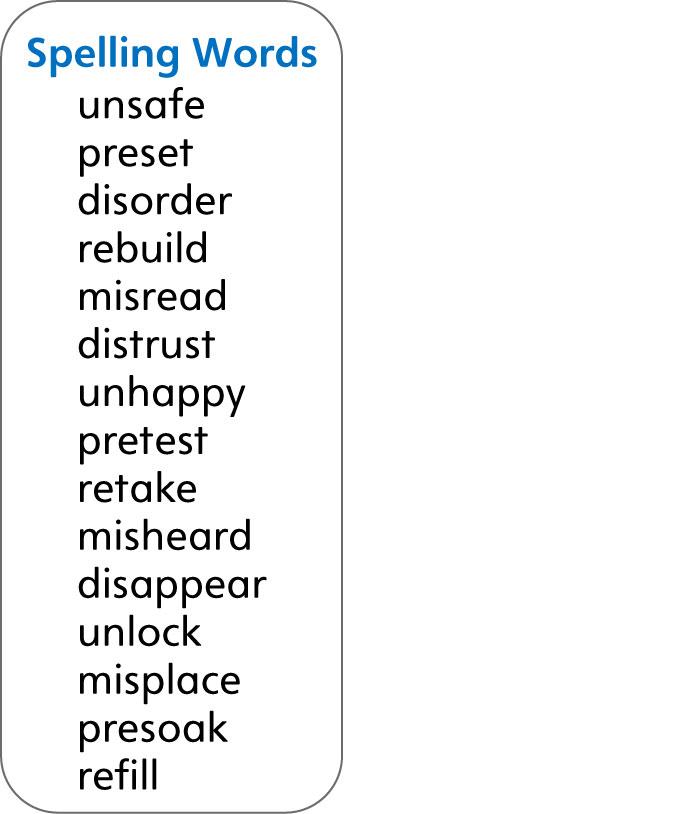
Helping your student see patterns in words will help them pronounce words with prefixes. Words with prefixes always have two or more syllables, and the prefix will always be the first syllable of the word. The spelling and the vowel and consonant sounds of a base word do not usually change when a prefix is added.

#### Explain – Words with Closed Syllables

#### Pronounce Words with Prefixes mis-, re-, pre-, dis, un-

1. Use the introduction and the chart to review prefixes and their meanings. Then, have your student identify the prefix and base word in each example word in the chart. Use the word misspell and the questions to review the prefix and to recognize that adding a prefix does not change the spelling or the vowel and consonant sounds of the base word.
2. Continue by having your student say the words reappear and untidy. Have him or her answer the questions to help in saying longer words with prefixes. Note that your student is saying the words correctly.
3. Then, have your student use syllables to say the multisyllabic words mismatch, presort, revisit, discolor, and uninvite correctly. IF your student is not saying the words correctly, THEN work with your student to identify the prefix and vowel sounds in each syllable. Then, say the words together with your student.

#### Read Spelling Words



Have your student continue to practice spelling this week’s spelling words. Read the spelling words together. Then, have your student write each word in their notebook. Have your student underline the prefix in each spelling word. Then, have your student sort the words by the number of syllables in each word.

|  |  |
| --- | --- |
| **2 Syllables** | **3 Syllables** |
| unsafe  preset  rebuild  misread  distrust  pretest  retake  misheard  unlock  misplace  presoak  refill | disorder  unhappy  disappear |

#### Check-In

Have your student read the directions. Then, have your student underline the prefix and divide the word into syllables. **IF** your student has difficulty dividing a multisyllabic word, **THEN** work together to identify the prefix as the first syllable of the word. Then, guide your student in dividing the base word by identifying the vowel sound in each syllable.

1. **un-wise**
2. **re-fresh**
3. **dis-hon-est**
4. **mis-trust**
5. **pre-sea-son**

#### Practice

Use the activity to confirm that your student can say words with a prefix. Have your student say the first word in each row and identify two words in the row that have the same prefix. IF your student has difficulty identifying the words with the same prefix, THEN work together to say each syllable of the words in the row. Guide your student in recognizing that the prefix is the first syllable of a word and is added to a base word.

## Lesson 3: Seriously Funny: Speak/Listen

### Objective: In this lesson, you will identify structural elements of poetry.

#### Key Words

* meter – the pattern of stressed syllables in a line of poetry
* rhyme – words that have the same end sound
* rhythm – the beat or repeating sound of a poem
* stanza – a group of lines in a poem
* tempo – how fast or how slow the poem is
* verse – each line within a poem

#### Explain

1. This lesson talks about elements of poetry. One element is verse. The term verse can refer to one line or one section of a poem. In this lesson, verse refers to “one line of a poem.” The term stanza refers to “a group of lines, or a section of a poem.”
2. Read the opening paragraph and bullet points, key word, and definitions with your student. Explain that there are elements that characterize the feeling and language of poetry.
3. Have your student answer the questions about elements of poetry. IF your student has trouble understanding elements of poetry, THEN have them watch the video before they answer the questions.
4. Watch the video with your student. Have them explain what they learn about elements of poetry.

#### Check-In

1. Access the text link and have your student read the poem “[Iggy Flint](https://cite-media.pearson.com/legacy_paths/eac28e4b-39eb-4cb9-a1fc-98b11543a335/IggyFlint-1.pdf).”
2. Then, have them answer the questions about the poem. IF your student struggles to answer the questions, have them reread the poem aloud slowly. If needed, demonstrate how to focus on the stressed syllables of the meter, rhythm, and rhyming words.

#### Practice

1. Have your student listen to the conversation in the video.
2. Tell your student to pay attention to the comparisons and contrasts between poetry and music.
3. When the video is finished, have your student write a paragraph in their notebook about how poetry and music are alike. Remind your student to use complete sentences and include an introduction, a conclusion, and reasons to support their thinking.
4. After your student finishes the activity, have them read aloud their paragraph.
5. Provide your student with feedback about their speaking skills and use of eye contact. IF your student does not speak clearly or make eye contact, THEN allow them to try again while incorporating your feedback.

### Objective: In this lesson, you will identify structural elements after listening to poetry.

#### Key Words

* meter – the pattern of stressed syllables in a line of poetry
* rhyme – words that have the same end sound
* rhythm – the beat or repeating sound of a poem
* stanza – a group of lines in a poem
* tempo – how fast or how slow the poem is
* verse – each line within a poem

#### Explain

1. Listen as your student reads aloud the opening paragraph. Explain that there are characteristics of poetry that make it different from stories. Some of these elements include meter, rhythm, tempo, and verse.
2. Tell your student to keep in mind the elements of poetry as they prepare to listen to and talk about a text.
3. Then, have your student answer the question.

#### Check-In

1. Access the text link for “[Iggy Flint](https://cite-media.pearson.com/legacy_paths/eac28e4b-39eb-4cb9-a1fc-98b11543a335/IggyFlint-1.pdf)” and have your student listen to a recording of the poem.
2. Tell your student to answer the questions aloud. IF your student speaks softly or mumbles, THEN remind them to enunciate and speak at an appropriate volume, so you will be able to listen well.

#### Practice

1. Have your student listen again to the recording of “Iggy Flint.”
2. Tell your student to pay attention to the elements of poetry as they listen.
3. Now have your student answer the questions aloud. As a teaching-and-learning team, use their responses as starting points to conversations about elements of poetry.

### Objective: In this lesson, you will determine the meanings of similes and metaphors in context.

#### Key Words

* metaphor – a figure of speech that uses one idea or object in place of another to make a comparison
* simile – a figure of speech that uses the words like or as to compare two unlike things

#### Explain

1. Have your student read the introduction and explain the difference between a simile and a metaphor.
2. Then, have them read the caption and the text about spiders. Ask them to answer the first question by identifying the simile. IF your student has difficulty identifying the simile, THEN remind them to look for the words like or as.
3. Have your student continue to read the explanation and then, answer the second question. Discuss the difference between the sentence with and without the simile. Emphasize that the simile helps the reader make a connection to the information about spider silk. The context helps provide meaning.

#### Check-In

1. Have your student read the directions and answer the first question.
2. IF your student has difficulty, THEN discuss the meaning of the simile. Emphasize that a wink is a very quick movement. Help them make the connection to a quick movement and the phrase “in seconds.”
3. Have your student continue with the other questions. IF your student needs support, THEN help them analyze the language in the simile or metaphor. Guide them to see that kangaroos are animals that hop and that a monster would most likely be frightening to a person.

#### Practice

1. Have your student read the directions. Ask them to read the paragraph, noting similes and metaphors.
2. Have your student read the first activity. IF your student needs support, THEN ask them to describe an apartment building (usually a tall building where many people live in different homes). Guide them to make a connection between an apartment building and a tree where animals live.
3. Then, have your student complete the activities and review their responses. IF your student needs support, THEN continue to help them analyze the meaning of each comparison in relationship to the rest of the sentence.

### Objective: In this lesson, you will practice reading fluently.

#### Practice

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

**Simultaneous Oral Reading**

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

**Repeated Readings**

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

**Partner Reading**

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

## Lesson 4: Seriously Funny: Fluency

### Objective: In this lesson, you will determine a theme of a poem from details in the text.

#### Key Word

* theme – the lesson or message the author wants readers to learn

#### Explain

1. Listen as your student reads aloud the opening paragraph, key words, and definition. Explain that all texts have a theme, or big-picture idea, but unless the text is a fable with a moral directly stated in the text, readers often have to use clues from the text with what they already know to infer the text’s theme.
2. Access the text link of “The Latest Thing” to preview the illustration with your student and answer the question based on details in the art.

*Using Leveled Readers to Support Student Reading*

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[The Latest Thing (A)](https://cite-media.pearson.com/legacy_paths/963610bb-e2ed-4cdf-9b80-682541fef0c5/TheLatestThing_A.pdf)

[The Latest Thing](https://cite-media.pearson.com/legacy_paths/c489672c-c1b7-4427-a569-4b33ac8cc60b/TheLatestThing-1.pdf)

[The Latest Thing (B)](https://cite-media.pearson.com/legacy_paths/4beff156-62c5-4c6e-a3e8-e6bf9e419290/TheLatestThing_B.pdf)

Then, have your student watch the video. Discuss with them what they learn about theme.

#### Check-In

1. Have your student read aloud the poem “The Latest Thing.” Tell your student to practice reading at a natural pace, so the rhythm of the poem sounds smooth as they read. **IF** your student’s reading sounds choppy, **THEN** provide helpful feedback and let them read aloud again.
2. After they read aloud, have your student answer the multiple choice questions aloud in the activities.

#### Practice

1. Have your student refer back to the poem and answer the questions about details and theme. Tell your student to answer the questions in their notebook.
2. When they finish answering, listen as your student reads aloud their responses. If time allows, talk with your student in detail about their thoughts and ideas.

### Objective: In this lesson, you will determine how teamwork can help you understand diversity.

#### Key Words:

* diversity – differences among people
* theme – the lesson or message the author wants readers to learn

#### Explain

1. Read the opening paragraph with your student. Explain that a theme is a big idea. Just as all texts have a theme, there are life themes too. Introduce the lesson by having a conversation with your student about some valuable life themes. Explain the importance of working with others, as it teaches respect, compassion, and understanding.
2. Listen as your student answers the questions aloud.

#### Check-In

1. Have your student think about Dori’s goals from the beginning of the lesson.
2. Then, have them answer the questions. If time permits, have a more detailed conversation about Question 2. Talk about respect, compassion, and understanding.

#### Practice

1. Tell your student to brainstorm times when they have worked with others. Explain that diversity means “differences among people.” When working with others, it is both interesting and important to learn about each other’s cultures.
2. Have your student write a paragraph in their notebook about a time that working with someone gave them knowledge and appreciation about a culture different from their own.
3. Remind your student to write in complete sentences and give reasons to support their response.
4. Listen as your student reads aloud their finished paragraph. IF your student’s reading does not sound fluent and natural, THEN provide feedback and let them try again to improve.

### Objective: In this lesson, you will read poems to determine elements and themes.

#### Review

Have your student explain what rhyme and meter are in a poem. (Rhyme refers to words that have the same end sound. Meter is the pattern of stressed syllables in each line of a poem.) Review the meaning of *theme* (“the lesson or message the author wants readers to learn”).

1. Read the introduction.
2. Explain that the illustration shows a famous American poet, Henry Wadsworth Longfellow. Your student will have a chance to read one of his poems.

#### Show What You Know

* Have your student read “Song” aloud. **IF** your student has trouble with words or punctuation, **THEN** read the poem together so that your student can hear the correct pronunciation and rate. Then, have them read it aloud again.

Song

Stay, stay at home, my heart, and rest;

Home-keeping hearts are happiest,

For those that wander they know not where

Are full of trouble and full of care;

To stay at home is best.

Weary and homesick and distressed,

They wander east, they wander west,

And are baffled and beaten and blown about

By the winds of the wilderness of doubt;

To stay at home is best.

Then stay at home, my heart, and rest;

The bird is safest in its nest;

O’er all that flutter their wings and fly

A hawk is hovering in the sky; To stay at home is best.

* Ask your student to respond to the questions independently.

Assess how successful your student was in completing the activity by considering the following:

* Very Successful – My student was able to answer all questions completely and without help.
* Moderately Successful – My student was able to answer most questions without help.
* Less Successful – My student needed significant help to answer the questions.

#### Try This

Read aloud each set of directions as your student builds the words independently. Have your student read each new word aloud. Then, have your student use the letter tiles to build spelling words.

Use your assessment of your student’s performance in the Show What You Know activity to guide your student's approach to completing the Try This section.

* **Less Successful** – Review the Core Reading lessons for Days 3 and 4. Then, give your student a poem you have selected and allow them to complete Activity 1 orally.
* **Moderately Successful** – Give your student time to select a poem. Listen to the poem and have your student complete Activity 1 orally.
* **Very Successful** – Read the prompt with your student, and listen as your student reads the poem. Then, allow them to complete Activity B independently. Encourage them to reread the poem with the new stanza attached.

**Activity 1**

1. Read the directions with your student. Offer two or three online sites or have books of poetry available.
2. Give your student time to locate a poem and to read it silently. Then, listen as your student reads the poem aloud and have them respond to the prompt orally, naming some rhyming words and explaining a key theme. **IF** your student has trouble finding a poem, **THEN** provide one that is appropriate for your student’s reading ability.

**Activity 2**

1. If your student is ready for Activity 2, review the prompt and let them read the poem aloud before beginning to write. Have your student write a stanza that uses the form of the existing stanzas.
2. Judge the response primarily on how well your student echoes the meter, rhyme scheme, and focus of the existing stanzas.

### Objective: In this lesson, you will spell words with the **prefixes** *mis-, re-, pre-, dis-,*and*un-.*

#### Key word

* prefix – a word part added to the beginning of a base word to change its meaning

#### Explain

1. In this lesson, your student will focus on spelling words with the prefixes mis-, pre-, re-, dis-, and un-. Review the spelling tips with your student. Explain that the tips will help your student correctly spell words with prefixes.
2. Use the questions to apply the tips to the spelling words. IF your student has difficulty categorizing words by spelling patterns, THEN have your student identify the prefix in the word and study the spelling of the base word. Work with your student to discover the similarities and differences in the base words of the spelling words.

#### Check-In

Read the directions with your student. Explain that your student will add a prefix to each bold word to complete the sentences. Direct your student to write each word with the prefix in their notebook. **IF** your student has difficulty identifying the prefix that can be added to a base word, **THEN** have your student reread the sentence and guide them in finding context clues that help to identify the meaning of the missing word. Then, review the prefixes and their meanings. Help your student in identifying the prefix with a meaning that fits with the meaning of the sentence.

#### Practice

Review the directions with your student before your student completes the activity independently. Have your student identify and spell the prefix in each word. Then, have your student write a new word with the same prefix. Explain that there are many words your student could choose to spell for each word. **IF** your student has difficulty spelling a new word with the same prefix, **THEN** help your student think of a word and use a dictionary to verify it.

**Weekly Spelling Test:** Use the following sentences to test the week’s spelling words.

|  |  |
| --- | --- |
| * **misread** | * I **misread** the directions and did not do the activity correctly. |
| * **unhappy** | * She is **unhappy** that the puppy chewed her shoe. |
| * **retake** | * I will **retake** the test to see if I can get a higher score. |
| * **disappear** | * The spots**disappear** when I wipe the glass. |
| * **unlock** | * I press a button to **unlock**the car doors. |
| * **rebuild** | * We **rebuild** the tower by stacking the blocks again. |
| * **misplace** | * I **misplace** my homework and cannot find it. |
| * **refill** | * We r**efill** our water bottles after the hike. |
| * **distrust** | * I **distrust** the information on that person’s website. |
| * **presoak** | * He will **presoak**his baseball uniform to get the clay off the knees. |
| * **unsafe** | * Riding a bike without a helmet is **unsafe**. |
| * **pretest** | * They take the **pretest** to help them prepare for the unit test. |
| * **disorder** | * My backpack is in such **disorder**that I cannot find my pen. |
| * **misheard** | * I **misheard**the date and missed the birthday party. |
| * **preset** | * We **preset** the timer before we put the cookies in the oven. |

## Lesson 5: Seriously Funny: Synthesize

### Objective: In this lesson, you will describe how structural elements affect a poem’s meaning.

#### Key Words

* meter – the pattern of stressed syllables in a line of poetry
* rhythm – the beat or repeating sound of a poem
* stanza – a group of lines in a poem
* verse – each line within a poem

#### Explain

This lesson begins with your student comparing elements of poetry to the features in stories and dramas. Find some of these types of texts so that your student can visually compare their formats.

1. Read the opening paragraph, key word, and definitions with your student. Explain that structural elements in poetry are the creative ways that readers make meaning of a poem.
2. Guide your student to think about the ways that stories and dramas are different from poems. IF your student cannot come up with ideas, THEN show the text of a story, play, and poem. Ask your student to point out what distinguishes each one.
3. Listen as your student answers questions that compare and contrast features in poems with those in stories and dramas.
4. Watch the video with your student. Have them tell what they learn about poetry elements and meaning.

#### Check-In

1. Access the text link and have your student reread the poem “[Iggy Flint.”](https://cite-media.pearson.com/legacy_paths/eac28e4b-39eb-4cb9-a1fc-98b11543a335/IggyFlint-1.pdf)
2. Have your student answer the questions about structural elements of poetry. **IF** your student has trouble choosing their favorite stanza in Question 2,**THEN** model responding to the prompt by first saying which stanza you like best, and why.

#### Practice

Access the text link and have your student reread the poem “The Latest Thing.”

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

* [The Latest Thing (A)](https://cite-media.pearson.com/legacy_paths/04a2991b-af4d-48de-8a10-c21671721a70/TheLatestThing_A.pdf)
* [The Latest Thing](https://cite-media.pearson.com/legacy_paths/c489672c-c1b7-4427-a569-4b33ac8cc60b/TheLatestThing-1.pdf)
* [The Latest Thing (B)](https://cite-media.pearson.com/legacy_paths/e3b4cf40-bd33-4e32-a428-7db5dfd73efa/TheLatestThing_B.pdf)

1. Have your student answer the questions in their notebook. Remind them to write in complete sentences and explain their ideas. IF your student struggles to answer a question, THEN guide a discussion with these prompts:
   1. Question 1: Read the first stanza of each poem. Listen for the rhythm. What mood does it make you feel?
   2. Question 2: What sounds do you imagine when you read each poem?
   3. Question 3: Make up an invention that you will describe in a poem. What is the first line of your poem? Is there rhythm? Is there meter?
2. After your student finishes answering the questions, discuss their responses with them.

### Objective: In this lesson, you will explain how innovation is used in poetry.

#### Key Words

* meter – the pattern of stressed syllables in a line of poetry
* rhythm – the beat or repeating sound of a poem
* verse – each line within a poem

#### Explain

1. Read the opening paragraph with your student. Explain that people who invent, problem-solve, or approach a situation in a new or different way are innovators.
2. Listen as your student answers the question about innovation.

#### Check-In

1. Access the text link as your student looks back at the poem “[Iggy Flint](https://cite-media.pearson.com/legacy_paths/eac28e4b-39eb-4cb9-a1fc-98b11543a335/IggyFlint-1.pdf).”
2. Have your student respond to the questions aloud. IF your student has trouble answering Questions 1 or 2, THEN rephrase the questions by asking what the speaker and the poet do that is unique.

#### Practice

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

*The Five-Finger Test*

Help the student select the best leveled reader for their reading level using the five-finger test.

* [The Latest Thing (A)](https://cite-media.pearson.com/legacy_paths/04a2991b-af4d-48de-8a10-c21671721a70/TheLatestThing_A.pdf)
* [The Latest Thing](https://cite-media.pearson.com/legacy_paths/c489672c-c1b7-4427-a569-4b33ac8cc60b/TheLatestThing-1.pdf)
* [The Latest Thing (B)](https://cite-media.pearson.com/legacy_paths/e3b4cf40-bd33-4e32-a428-7db5dfd73efa/TheLatestThing_B.pdf)

1. Have your student answer the questions and complete the activity in their notebook.
2. When your student finishes, listen as they read aloud their answers and the ad they wrote. Provide feedback. **IF** your student speaks softly when they read their ad, **THEN** tell them to think of themselves as a salesperson and to speak enthusiastically and with expression to try to “sell” their invention.

### Objective: In this lesson, you will practice reading fluently.

#### Practice

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

**Simultaneous Oral Reading**

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

**Repeated Readings**

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

**Partner Reading**

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Review

1. Review each learning goal with your student.
2. Read the information on the page with your student. For each skill area, suggest your student go back into the lessons they’ve completed and make a chart with a column for each strand (core reading, grammar, etc.). In each column, your student should write the title of each related lesson and the important information about the strand that the lesson contains. Your student can review the chart when it is time to take the unit test.
3. IF your student struggles with certain topics, THEN together with your student, review the lessons that cover the topics. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
   1. connecting new material to previously learned material
   2. drawing a picture of a new vocabulary word
   3. making a concept map
   4. quizzing yourself
   5. reading an explanation
   6. setting a goal for each learning session
   7. talking through the answer to a question
   8. trying a new way to solve a problem when you are stuck
   9. watching a video

#### Reflect

Guide your student to write a reflection using the sentence starters provided on the slide. IF your student has trouble identifying an area of difficulty or an area where more practice is needed, THEN refer back to earlier practice activities and scored assignments. IF your student struggles with the writing portion of the activity, THEN work with them to choose a sentence starter and complete it together. Have your student write the rest of the sentences independently. Read their paragraph and give praise for their effort and thoughtful work.

Example Reflection

At first, I had trouble reading poems aloud correctly. I didn’t know where to stop because some lines ended with different marks. The first time I tried to read the poem, the rhythm also sounded wrong. Now, I know that I should practice reading a poem a few times to know how to read it out loud. That gives me a chance to figure out how to stop in the correct places and use the right rhythm.