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# Language Arts 4 B Unit 2: Acting Out History

## Lesson 1: Acting Out History: Genre

Introduction

#### Learning Goals:

In “Acting Out History,” your student will see how plays can tell stories about history. They will read plays in which the writer creates entertaining stories about people and events from the past. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 15 learning goals:

1. Listen to/identify the theme of a drama from details in the text.
2. Recognize and explain the meaning of common idioms.
3. Identify words with suffixes.
4. Fluently write uppercase L and D in cursive.
5. Describe in-depth a character in a drama, drawing on specific details and descriptive words in the text.
6. Recognize and explain the meaning of common adages.
7. Fluently write uppercase B and R in cursive.
8. Pronounce words with suffixes.
9. Identify the structural elements of a drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions).
10. Recognize and explain the meaning of common proverbs.
11. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
12. Describe in-depth an event and setting in a drama, drawing on specific details in the text.
13. Analyze the way structural elements of a drama contribute to theme.
14. Spell words with suffixes.
15. Summarize a drama.

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 “Acting Out History” will be assessed with the following items:

Acting Out History: Genre Quick Check

Acting Out History: Comprehension Quick Check

Acting Out History: Speak/Listen Quick Check

Acting Out History: Fluency Quick Check

Seriously Funny: Synthesize Quick Check

### Objective: In this lesson, you will identify the theme of a drama.

#### Key Words:

* **characters** – the people or animals that a fictional text is about
* **details** – pieces of information
* **drama** – a play; a story that is meant to be performed for an audience

#### Explain

1. Read the first paragraph with your student. Invite your student to tell about a play they have seen, either in person or on television. Point out that a short story or a novel sometimes is adapted into a performance (on a stage or in a movie), but a drama, from the very beginning, is meant to be performed.
2. Discuss the concept of theme in a drama. You may wish to give examples of themes, stated as sentences—for example, “A friend will always support you” or “People who are different from each other can still work together.”
3. Introduce your student to [*Standing Up by Sitting In*](https://cite-media.pearson.com/legacy_paths/77f22734-fbb5-4ceb-8a4c-e1dc4cf862f2/StandingUp-1.pdf). Play the recording of page 15 and the first two paragraphs of page 16 (the first statements on that page by Linda and Joseph) for your student.
4. Discuss the questions.

#### Check-In

1. Play the recording of the remainder of Scene 1 on page 16 of [*Standing Up by Sitting In*](https://cite-media.pearson.com/legacy_paths/77f22734-fbb5-4ceb-8a4c-e1dc4cf862f2/StandingUp-1.pdf).
2. Have your student complete the sentences, either orally or in writing. IF your student has difficulty, THEN replay or read aloud relevant portions of the drama, pausing when needed so that your student can absorb the details.

#### Practice

1. Play the recording of Scene 2 of [*Standing Up by Sitting In*](https://cite-media.pearson.com/legacy_paths/77f22734-fbb5-4ceb-8a4c-e1dc4cf862f2/StandingUp-1.pdf)*.*
2. Have your student respond to the questions, preferably by writing in their notebook. IF your student struggles to answer Question 3 or Question 4 by identifying the theme and its supporting text details, THEN ask guiding questions to help them:
   * Do the students give up on their plans, or do they continue with the sit-in? (They continue with the sit-in.)
   * Is this action easy for them, or do they face some problems? Explain. (They face some problems with people who are angry.)
   * What is the drama’s message about standing up for what is right? (The message is that you should stand up for what is right, even if it is difficult to do so.)
3. Note that your student may have some other suggestions for the story’s theme, such as the following:
   * It is important to stay loyal to your friends.
   * You should be brave when facing possible danger.

### Objective: In this lesson, you will explain the meanings of idioms.

#### Key Words:

* **idiom – an expression with a meaning that is not understood from the meanings of the separate words**

#### 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. Have your student read the introduction and review the illustration. Point out that the phrase “time flies” refers to something that could not happen.
2. Explain that idioms are used in writing and speaking. Ask your student to continue reading about idioms, including the next example.
3. Make sure your student understands that the idiom “on the ball” has a different meaning than the actual words. You may wish to use the idiom in different contexts, such as: Marie was really on the ball when she found the error.

#### Check-In

1. Ask your student to read the directions for the first activity.
2. Review your student’s answer. IF your student has difficulty, THEN have them reread each answer choice. Point out that the first and third choices are comparisons. Water could be very cold, and a cave could look like a river. However, a cloud could never have a silver lining. IF your student answered the first question correctly, THEN ask them what the idiom means. (“Every cloud has a silver lining” means difficult times can lead to something positive.)
3. As your student completes the next two activities, remind them to use the hint for support. IF your student does not answer the questions correctly, THEN have them review the feedback and the information in the lesson.

#### Practice

1. After your student reads the directions, remind them that idioms have different meanings than the separate words.
2. Have your student answer the first question. **IF** your student needs support, **THEN** reread each phrase and discuss which expression has words that describe something that could not happen in real life. **IF** your student answered the first question correctly, **THEN** ask them what “It is raining cats and dogs” means. (It is raining heavily.)
3. Have your student complete the questions. **IF** your student needs help, **THEN** provide additional context for each idiom, such as: You might need to “hit the hay” if you are getting sleepy. You might feel “under the weather” if you have a cold.

### Objective: In this lesson, you will identify words with suffixes

#### Key Words:

* **suffix** – a word part added to the end of a base word to change its meaning

#### Explain

A suffix is a word part added to the end of a word. When added to a base word, a suffix changes the word’s meaning. A suffix adds a syllable to a base word and can change the spelling of the base word.

Here are some common ways the spelling of a base word can change when a suffix is added:

#### When a base word ends with a short vowel and a consonant, the consonant is usually doubled. (e.g., swim/swimmer)

#### When a base word ends with a silent e, the e is usually dropped before adding a suffix that begins with a vowel. (e.g., brave/braver)

#### When a base word ends with a consonant followed by the letter y, the y usually changes to an i when a suffix is added. (e.g., beauty/beautiful)

#### When a base word ends with a vowel followed by the letter y, the y usually does not change when a suffix is added. (e.g., pay/payment)

A Note About the Lesson

In the Check-In section of this lesson, your student will use a chart to sort words. You can have your student copy the chart into their notebook, or you can print or copy the chart for your student to use. If you plan to use the provided chart, you may want to print it before beginning the lesson.

[Five-Column Chart](https://cite-media.pearson.com/legacy_paths/865b2bec-39f3-4859-ab29-296e22d36067/ELA_4_0244_N_U3_D1_spelling_GO_Chart_5_Column.pdf)

Words with Suffixes

1. Have your student read the introduction and the example showing how adding the suffix *-ful* to the word *hope* creates the word *hopeful*. Note that the spelling of the base word *hope* does not change when the suffix is added.
2. Then, point out that adding a suffix to a base word can sometimes change the spelling of the base word. Have your student read the chart and then respond to the questions. **IF** your student has difficulty understanding how the spelling of a base word can change when a suffix is added, **THEN** repeat the questions using additional words as examples. Have your student point to the letters that make up the suffix in each word.

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 word.

#### Check-In

Listen as your student reads the words in the box. Have your student use the five-column chart to sort words by the suffixes. **IF** your student has difficulty sorting words by suffixes, **THEN** review which part of a word is the base word and which is the suffix.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word on a sheet of paper or in a notebook. Ask your student to underline the suffix in each word.

1. The story about friends helping each other is **timeless**. (timeless)
2. The **playful** kitten pounced on the ball of yarn. (playful)
3. I brushed my teeth after eating the **chewy** candy. (chewy)
4. He **gently** placed the glass vase on the shelf. (gently)
5. The **winner** got a blue ribbon. (winner)
6. The **sailor** had traveled all over the world. (sailor)
7. Please don’t track **muddy** shoeprints on my clean floor! (muddy)
8. The **dutiful** student did all of her homework. (dutiful)
9. I saw a sudden **movement** in the tall grass. (movement)
10. Riding my bike brings me a lot of **happiness.** (happiness)
11. The **famous** singer performed at the concert. (famous)
12. The **merciless** wind blew all night long. (merciless)
13. Everyone was happy on the **joyous** occasion. (joyous)
14. Did you receive the **shipment** of new books? (shipment)
15. The **weakness** of the step caused it to break. (weakness)

### Objective: In this lesson, you will write uppercase L and D in cursive.

#### Key Words:

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

#### Explain:

1. Have your student read the introduction and look at the cursive letters *L* and *D*.
2. Ask your student if they see any similarities between the two letters, and discuss their observations. Point out the loops formed near the bottom line.
3. Several differences are apparent, so talk about what they notice.

How to Write Cursive Uppercase L

1. Watch the video with your student to understand the letter strokes they will use to form cursive uppercase *L*.
2. Have your student review the letter model and read through the steps for writing cursive *L*.
3. Ask your student to notice how uppercase *L* will connect to the next letter in a word.

How to Write Cursive Uppercase D

1. Watch the video with your student to learn how to write cursive *D*. Then, have your student practice the strokes in the air.
2. Point out the loop at the end that comes close to the top line.
3. Be sure your student understands that cursive uppercase *D* will not connect to any other letter.

#### Check-In

1. Developing fluency in handwriting is a goal that requires practice so the letter strokes are automatic. To gain efficient and flowing handwriting, your student needs to hold their pencil properly and apply only a light pressure on the paper. Acquiring a relaxed hand movement is key. If your student grips their pen or pencil too tightly, their hand will become tired more quickly. When your student’s hand tires, your student is less likely to produce neat handwriting.
2. Print the [worksheet for cursive uppercase L and D](https://cite-media.pearson.com/legacy_paths/ed684182-4304-40d7-8ce7-bd8790082f4e/cur_cap_L_D.pdf). 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 including any letters that your student needs to trace to practice writing the letters.
3. Have your student read the directions and review the steps to forming each letter.
4. Observe your student’s writing. **IF** your student has trouble forming cursive uppercase L or D, **THEN** have them review the video and retrace the letters before practicing independently.
5. Have your student focus on making each uppercase letter the same size. Provide them with extra time to practice if the loops of the uppercase L or D are not uniform.

#### Practice

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 aloud. 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 including any letters that your student needs to trace to practice writing the letters.
2. Observe your student’s writing, making sure they connect the cursive uppercase *L* in the word practice. **IF** your student has trouble forming the names that begin with cursive uppercase *L* or *D*, **THEN** have your student review the videos, which demonstrate how to write these names.

## Lesson 2: Acting Out History: Comprehension

### Objective: In this lesson, you will use text details to describe the characters in a drama.

#### Key Words:

* characters – the people or animals that a fictional text is about
* drama – a play; a story that is meant to be performed for an audience
* structural elements – parts of a drama that give explanations or instructions to readers and performers

#### Explain

1. Read and discuss with your student the instruction about determining a character’s personal qualities. Note the following:
   1. Details about what a character looks like appear most often in stage directions. Your student will become familiar with that term in a future lesson; for now, point to the italicized parenthetical description under the Scene 1 heading as an example.
   2. Details about what a character is thinking usually are part of what a character says.
   3. Sometimes details about a character can be gathered from how other characters talk about or treat the character.
2. Watch the video with your student. Discuss how the student in the video decides on the character’s personal qualities.

Read the Text

1. Discuss the vocabulary words with your student.
2. Read the Use Context to Understand Meaning sidebar together. Explain that context is one method readers can use to get a general understanding of the meaning of an unfamiliar word. You may wish to add that readers can refer to a print or online dictionary to fine-tune or confirm a word’s definition.
3. Have your student complete the activity.**IF** your student cannot identify context clues in the sentence, **THEN** ask guiding questions:
   1. Does the text say that the sit-ins were successful? (yes)
   2. What were the sit-ins meant to accomplish? (to give Black customers the right to eat at the same lunch counters that White customers did)
   3. The text says that sit-ins were successful in some places. What does that mean? (Black customers were finally able to eat at the same lunch counters as White customers in some places.)
4. Help your student preview the text and set a purpose for reading *Standing Up by Sitting In*. Click the link to the book and talk about the title and pictures. Clarify for your student that in this context, *standing up* means “taking action to support what you believe is right.”
5. Remind your student to pay attention to the characters and think about what details they can use to describe the characters after they have finished reading the text.
6. After reading, make sure that your student understands the purpose of the students’ sit-in.

[Standing Up by Sitting In](https://cite-media.pearson.com/legacy_paths/77f22734-fbb5-4ceb-8a4c-e1dc4cf862f2/StandingUp-1.pdf)

#### Check-In

1. Read the directions with your student and have them return to Standing Up by Sitting In to answer the questions. Remind your student to write their responses; that information will be needed in the Practice activity.
2. **IF** your student has difficulty locating certain parts of the text, **THEN** guide them to the appropriate places.

#### [Standing Up by Sitting In](https://cite-media.pearson.com/legacy_paths/77f22734-fbb5-4ceb-8a4c-e1dc4cf862f2/StandingUp-1.pdf)

#### Practice

1. Read the directions with your student. Then, have your student read the activity and write their response in their notebook.
2. **IF** your student struggles to describe the characters, **THEN** ask guiding questions such as these:
   1. Are the students violent or peaceful? (peaceful)
   2. Are they brave or cowardly? (brave)
   3. Are they loyal to each other? (yes)
3. Have your student use text details to support their responses.

### Objective: In this lesson, you will use details in a drama to analyze the points of view of characters.

#### Key Words

* **characters** – the people or animals that a fictional text is about
* **details** – pieces of information
* **drama** – a play; a story that is meant to be performed for an audience

#### Explain

1. Read the first two paragraphs of the lesson with your student.
2. **IF** your student has difficulty understanding what point of view is, **THEN** suggest a topic that you and your student have different feelings about. Point out that you have different points of view regarding that topic. Note that different points of view are not always opposing points of view, and they do not always lead to nasty arguments. The main point is that characters in a drama may have different ideas about other characters, issues, or events in the drama.
3. As you read and discuss the next two paragraphs, reiterate to your student that analyze means “to carefully examine something.” Guide your student to understand that analyzing can help them identify the “what” and the “why” of a character’s point of view.

#### Use Questions to Analyze

#### Discuss the questions that can be used to analyze a character’s point of view.

* Point out that the “topic” about which a point of view is analyzed might be the situation that the character is facing, another character in the drama, something that another character has just said, and so on.
* Emphasize the importance of basing the analysis on text details.

#### Check-In

1. *Read the directions with your student. Remind your student to write their responses; that information will be useful when they come to the Practice activity.*
2. ***IF****your student cannot easily locate the parts of the text referred to in the questions,****THEN****guide them to the appropriate places.*
3. ***IF****your student cannot answer Question 3,****THEN****have them reread the narrator’s comments on page 15.*

#### [Standing Up by Sitting In](https://cite-media.pearson.com/legacy_paths/77f22734-fbb5-4ceb-8a4c-e1dc4cf862f2/StandingUp-1.pdf)

#### Practice

1. Read the directions with your student. Help your student assemble their materials.
2. Have your student review their answers in the Check-In section. Then, have them complete the chart.
3. After they have completed the chart, have your student compare the characters’ points of view, noting similarities and differences between them.
4. To extend the activity, ask your student to think about how the characters’ backgrounds may influence their points of view. Have your student consider, for example, that the White customer’s angry reaction is probably tied to his own racist beliefs, not just to the illegality of the students’ actions.

### Objective: In this lesson, you will explain the meanings of common adages.

#### Key Words

#### **adage –** a sentence that explains a simple truth that most people believe

#### Explain

1. *Have your student read the introduction and the adage. Then, have them review the photo. Point out that the saying has a meaning that is different from what the words actually say.*
2. *Ask your student to read the explanation and the definition of adage. Ask your student if they know any other adages.*
3. *Discuss each suggestion, noting that the suggestions can be used in different circumstances. For example, your student may be able to figure out the meaning of an adage simply by thinking about the situation in which the adage is used.*

#### Check-In

1. Have your student read the directions and answer the first question. IF your student needs support, THEN reread each answer choice. Talk about which choice explains a simple truth. IF your student answered the first question correctly, THEN ask them what it means. (“Don’t judge a book by its cover” means one shouldn’t form an opinion about people or things based on their appearance.)
2. Ask your student to complete the last two questions. IF your student needs support, THEN give context for each adage, such as: You might “look before you leap” when you join a sports team. “A stitch in time saves nine” can apply to shoveling snow during a storm so it does not accumulate.

#### Practice

1. Have your student read the directions. Remind them that adages express a simple truth.
2. Ask your student to answer the first question. **IF** your student needs help, **THEN** reread each sentence and discuss which sentence implies a truth. Talk about what people do when they stop and smell roses. (They take time, they enjoy nature, and they might see something new or different.)
3. Then, have your student complete the questions.**IF** your student has difficulty explaining what the adages mean, **THEN** provide context for each adage, such as: People who enjoy chess might like to spend time together. People who eat fruits and vegetables might stay healthier than others.

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

#### Explain

1. Have your student read the introduction and then study the cursive uppercase letters *B* and *R*.
2. Ask your student if they notice any similarities and differences between the two letters, and then have them answer the questions. Discuss the similarities of the first strokes. Then, discuss how the letters are different.

How to Write Cursive Uppercase B

1. Have your student watch the video to learn the letter strokes they will use to form uppercase *B*. Remind your student to follow along by air writing.
2. Have your student review the letter model and read the steps for writing cursive *B*. Discuss how the curve back to the middle line should not go all the way to the slanted line.
3. Remind your student that uppercase *B* will not connect to the next letter.

How to Write Cursive Uppercase R

1. Have your student learn how to form cursive *R* by watching the video. Then, have them practice making the strokes in the air. Point out that the loop in uppercase *R* dips slightly below the middle line.
2. Have your student review the letter model and the steps for writing cursive uppercase *R*. Point out the connecting stroke where cursive uppercase *R* joins to the next letter in a word.

#### Check-In Learning Coach Tip

A fun way to practice cursive writing is to have your student practice using a gel pen. It will make their hand movements even smoother, creating a fluent flow.

1. Print the worksheet for cursive uppercase B and R 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. Have your student use a lined sheet of paper including any letters that your student needs to trace to practice writing the letters.
2. Observe your student’s writing. **IF** your student has trouble forming cursive uppercase B or R, **THEN** have them review the video and retrace the letters before practicing independently*.*

#### [Cursive Uppercase B and R](https://cite-media.pearson.com/legacy_paths/4c074d7e-bd0a-421e-9a81-49ea158259d4/cur_cap_B_R.pdf)

#### Practice

1. Print the Handwriting Practice 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 including any letters that your student needs to trace to practice writing the letters.
2. Review your student’s handwriting. Watch to see if your student connects cursive uppercase *R* to the next letter. **IF** your student has trouble forming the names that begin with cursive uppercase *B* or *R*, **THEN** have your student review the videos, which demonstrate how to write these names.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf)

### Objective: In this lesson, you will pronounce words with suffixes.

#### Key Word

* **suffix –** a word part added to the end of a base word to change its meaning

#### Learning Coach Tip

Helping your student recognize suffixes in words will help them pronounce words with multiple syllables. Many words have a suffix that adds a syllable to the base word and changes the meaning of the base word. Sometimes the spelling of the base word changes when a suffix is added.

#### Explain

1. Use the word *helpless* to review suffixes as syllables and saying longer words. Have your student read the introduction and answer the questions about the word. Be sure that your student is saying the word correctly.
2. Continue by having your student use syllables and suffixes to say the list of multisyllabic words with suffixes. Say each word aloud with your student, and then have them answer the questions. Be sure your student understands the various spelling changes in the base words. **IF** your student is not saying a word correctly, **THEN** work with your student to identify the suffix and the vowel sounds in each syllable. Then, have your student say the word.

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 on a sheet of paper or in a notebook. Have your student underline the suffix in each spelling word. Then, have your student sort the words according to whether the base word stays the same or changes when a suffix is added.

|  |  |
| --- | --- |
| **Base Word Stays the Same** | **Base Word Changes** |
| timeless  playful  chewy  sailor  movement  joyous  shipment  weakness | gently  winner  muddy  dutiful  happiness  famous  merciless |

#### Check-In

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

fan-ci-ful

shop-per

curl-y

plen-ti-ful

state-ment

bak-er

#### Practice

Use the activity to confirm that your student can say words with suffixes. Have your student say the words in the box and then read the rhymes. Explain that your student will choose the word from the box that completes each rhyme. **IF** your student has difficulty completing the rhymes, **THEN** work together to say the word at the end of the first line of the rhyme, emphasizing the ending sound of the word. Then, say the words in the box to determine which word rhymes with the word at the end of the first line. Have your student write the word in their notebook.

## Lesson 3: Acting Out History: Speak/Listen

### Objective: In this lesson, you will identify the structural elements in a drama.

#### Key Words

* **characters** – the people or animals that a fictional text is about
* **drama** – a play; a story that is meant to be performed for an audience
* **structural elements** – parts of a drama that give explanations or instructions to readers and performers

#### Explain

1. Read the first two paragraphs of the lesson with your student. Point out that the text of a drama (you may wish to refer to it as a *script*) is made up almost entirely of the words that the characters say. It is helpful for both readers and performers, then, to have a little more information about what an audience would see when watching a performance of the drama.
2. Clarify the meaning of *structural elements* by explaining that the word *structural* refers to the way something is put together. The *elements* are the parts that are put together. Together, the elements make up the form, or structure, of a drama.
3. Discuss the structural element bullet points. You may wish to include this information:
   1. The cast of characters is not a list of the actors playing those characters. That information would appear in a program for the audience at a specific performance.
   2. The look of stage directions can vary slightly from one text to another. In *Standing Up by Sitting In*, the stage directions are in italics. When they appear in the dialogue, they are enclosed in brackets; when they stand apart, they are enclosed in parentheses.
   3. The fact that stage directions tell how the characters should speak and move does not keep directors and actors from giving the roles their own interpretations. Authors vary on how many instructions they include and on how strongly they insist that their instructions be followed.
4. Watch the video with your student.
5. Encourage your student to look for structural elements as they reread *Standing Up by Sitting In.*

[Standing Up by Sitting In](https://cite-media.pearson.com/legacy_paths/77f22734-fbb5-4ceb-8a4c-e1dc4cf862f2/StandingUp-1.pdf)

#### Check-In

1. *Read the directions with your student and have them complete the activity.*
2. ***IF****your student struggles to match the samples with the structural elements,****THEN****have them return to the instructional text to review the meanings of the terms.*

#### Practice

1. Read the directions with your student. Let them know that most of the categories have more than one possible answer, but they only need to provide one.
2. Have your student complete the chart in their notebook.
3. **IF** your student cannot locate some of the structural elements, **THEN** help them find appropriate locations in the drama.

### Objective: In this lesson, you will paraphrase portions of a drama.

#### Key Words

* **drama** – a play; a story that is meant to be performed for an audience
* **structural elements** – parts of a drama that give explanations or instructions to readers and performers

#### Explain

1. Read the first two paragraphs with your student. Note the use of paraphrase as both a verb and noun. Be sure to explain that a paraphrase is not the same thing as a summary. Both will use your student’s own words, but the goals differ. The goal of a summary is to provide a short version of a text’s main points; the goal of a paraphrase is to provide coverage of the entire text in language that is easier to understand. It sometimes means that the paraphrase is actually longer than the original text, especially if the original text contains terms that need to be explained. (Your student will see this happen in this lesson.)
2. Together, examine the example of an original text and its paraphrase. Make sure that your student can see the difference between the two. Point out that all the details in the original appear in the paraphrase, though not necessarily in the same order. Also, note that the paraphrase is a few words longer than the original.
3. Discuss the final paragraph; clear up any misunderstandings.

#### Check-In

1. Read the directions with your student. Explain that they will be paraphrasing the dialogue.
2. Read the dialogue aloud to your student. Read each character’s name along with the dialogue to make sure that your student knows who is speaking. Encourage your student to follow along in the text while listening.
3. Have your student complete the activity. **IF** your student has difficulty filling in the blanks, **THEN** reread the dialogue, as necessary.
4. Have your student discuss their responses with you.
5. Together, read the complete paraphrase. Point out that it expresses all the details from the original, only in other words.

#### Practice

1. Read the directions with your student. Explain that they will now paraphrase a description from the text.
2. Read the description aloud to your student.
3. Have your student complete the activities.
4. IF your student cannot answer the question in Activity 1, THEN reread the description. Remind your student that they are listening for main details in the text.
5. IF your student struggles to paraphrase the text for Activity 2, THEN remind them they are retelling the information in their own words. Point out the importance of making the word segregation and the concept of sit-ins clear. (This need almost guarantees that the paraphrase will be longer than the original.) Reread the passage, as needed, until your student is able to paraphrase the text.

### Objective: In this lesson, you will explain the meanings of common proverbs.

#### Key Words

* proverb – a saying that shares wisdom or advice in a simple way

#### Explain

A Note About This Lesson

In previous lessons, your student learned about common expressions called idioms and adages. Idioms have a figurative meaning. Adages describe accepted truths. Today, your student will learn about proverbs, which are accepted truths that provide words of advice.

1. Have your student read the introduction, and point out that the saying gives commonsense advice. Ask your student whether they have heard of this proverb, and discuss what it means.
2. Ask your student to read the definition of *proverb*. Emphasize that a proverb gives advice, or guidance. Be sure your student understands that proverbs are similar to adages and that they both are accepted truths. Proverbs are different, however, because they also provide advice.
3. Have your student read the suggestions for how to understand the meaning of a proverb using the example from the lesson.

#### Check-In

1. Ask your student to read the directions and answer the first question. IF your student needs help, THEN reread each answer choice. Talk about which choice gives advice, or instruction, about how to be a loyal friend. IF your student answered the first question correctly, THEN ask them what the proverb means. (A loyal friend helps a friend who needs it.)
2. Have your student complete the questions. IF your student needs support, THEN give context for each proverb, such as: It is better to hand in an assignment late than not to do it at all. If you want to play the piano well, you will need to practice.

#### Practice

1. Have your student read the directions and answer the first question. IF your student needs support, THEN remind them that proverbs give straightforward advice. Reread each sentence and discuss which sentence gives advice stated in a different way. IF your student answered the first question correctly, THEN ask them what the proverb means. (It is not OK to treat someone badly, even if that person did something wrong first.)
2. Then, have your student answer the last two questions. IF your student needs help, THEN ask questions such as: When is it helpful to look at a picture rather than read about something? Why might you want to be careful about making plans based on something that hasn't happened yet?

### 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: Acting Out History: Fluency

### Objective: In this lesson, you will use text details to describe an event and a setting in a drama.

#### Key Words

details – separate pieces of information

* drama – a play; a story that is meant to be performed for an audience
* event – something that happens (in this case, in a drama or other kind of story)
* setting – where and when an event in a text happens

#### Explain

A Note to the Learning Coach

The text that your student will be reading for this lesson, *Mary Cate’s Masterpiece*, refers to some of the scientific work done by Leonardo da Vinci. Before reading the text, you may wish to explain to your student that da Vinci was an Italian artist, scientist, and engineer who lived during the fifteenth and sixteenth centuries and was known for his great skill and inventiveness.

1. Read the first paragraph with your student. If time permits, share some experiences that you or your student have had in imagining a scene while reading.
2. Discuss the second and third paragraphs. Review the meaning of *event* or *setting*, as needed.
3. Together, read through the question bullet points.
4. Watch the video with your student. Invite comments, especially regarding the discussion of the various settings.

Read a Drama

1. Have your student read *Mary Cate’s Masterpiece*.
2. Discuss the question.

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.

[Mary Cate’s Masterpiece (A)](https://cite-media.pearson.com/legacy_paths/20644f08-0fa0-486e-8f68-424eff6adff2/MaryCatesMasterpiece_A.pdf)

[Mary Cate’s Masterpiece](https://cite-media.pearson.com/legacy_paths/53f66212-4a89-469b-9925-c67e12587e89/MaryCatesMasterpiece-1.pdf)

[Mary Cate’s Masterpiece (B)](https://cite-media.pearson.com/legacy_paths/3b54339d-93cd-47d8-8aa6-f6d8823296d4/MaryCatesMasterpiece_B.pdf)

#### Check-In

1. Read the directions with your student. Have them return to *Mary Cate’s Masterpiece* to answer the questions in their notebook.
2. **IF** your student has difficulty answering Question 1, **THEN** explain that they are looking for details that tell where or when the scene takes place.
3. **IF** your student has difficulty answering Question 3, **THEN** remind them of their answer to the question in the first part of the lesson. Tell your student that a general statement is an acceptable response to this question.
4. **IF** your student struggles to answer Question 4, **THEN** help them locate details in the text. Ask guiding questions:
   1. What has Mary Cate chosen for the science project? (Leonardo da Vinci’s Anatomy)
   2. How do the other students feel about it at first? (They do not like it.)
   3. Do they change their minds? (yes)
   4. What does Mary Cate discover near the end of the scene? (something that she says is “AMAZING”)

#### Practice

1. Read the directions with your student. Have your student return to the text and write their response in their notebook.
2. **IF** your student has difficulty describing the event in Scene II, **THEN** ask guiding questions:
   1. What do the students talk about with Mr. Bluni? (the research they did for their science project)
   2. What does Mary Cate say she discovered (a surgeon who invented “a new kind of surgery” based on da Vinci’s drawings)
   3. What does Mr. Bluni say about it, and what do the students tell him? (He says that it would make “a great story” to send to *ODYSSEY* magazine. The students tell him that they have already done so, and it has been published.)

[Mary Cate’s Masterpiece (A)](https://cite-media.pearson.com/legacy_paths/20644f08-0fa0-486e-8f68-424eff6adff2/MaryCatesMasterpiece_A.pdf)

[Mary Cate’s Masterpiece](https://cite-media.pearson.com/legacy_paths/53f66212-4a89-469b-9925-c67e12587e89/MaryCatesMasterpiece-1.pdf)

[Mary Cate’s Masterpiece (B)](https://cite-media.pearson.com/legacy_paths/3b54339d-93cd-47d8-8aa6-f6d8823296d4/MaryCatesMasterpiece_B.pdf)

### Objective: In this lesson, you will summarize a drama.

#### Key Words:

details – separate pieces of information

* drama – a play; a story that is meant to be performed for an audience
* events – things that happen (in this case, in a drama or other kind of story)
* summarize – to state a text’s main events and details in a brief way

#### Explain

1. Read the lesson’s introduction with your student. Invite your student to share any insights they have gained from past experience with summarizing.
2. Have your student select the Let’s Practice button to watch the flipbook about summarizing a drama.
3. Next, watch the video with your student. Afterward, discuss the thought process that the student in the video used. (You may wish to point out that the play *A Christmas Carol* is actually a dramatized version of Charles Dickens’s novel of the same name, which has been adapted for many theatrical productions since it was published in 1843.)

#### Check-In

Read the directions with your student and have them return to *Mary Cate’s Masterpiece* to complete the activity, as needed.

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.

[Mary Cate’s Masterpiece (A)](https://cite-media.pearson.com/legacy_paths/70ca4569-78af-4f60-ad0b-d10d618012a5/MaryCatesMasterpiece_A.pdf)

[Mary Cate’s Masterpiece](https://cite-media.pearson.com/legacy_paths/53f66212-4a89-469b-9925-c67e12587e89/MaryCatesMasterpiece-1.pdf)

[Mary Cate’s Masterpiece (B)](https://cite-media.pearson.com/legacy_paths/377af648-99e0-4f71-b431-35e0e4930721/MaryCatesMasterpiece_B.pdf)

1. Clarify that your student will put the events into the correct order. They will then use the events to help them summarize the drama.
2. **IF** your student struggles to correctly order the events, **THEN** have them return to the drama for clarification.

#### Practice

1. Read the directions with your student.
2. Have your student use the events in the Check-In section as the basis for their summary.
3. Then, have them return to the text for details that they might add. Remind your student to include only the details that they consider important.

[Mary Cate’s Masterpiece (A)](https://cite-media.pearson.com/legacy_paths/70ca4569-78af-4f60-ad0b-d10d618012a5/MaryCatesMasterpiece_A.pdf)

[Mary Cate’s Masterpiece](https://cite-media.pearson.com/legacy_paths/53f66212-4a89-469b-9925-c67e12587e89/MaryCatesMasterpiece-1.pdf)

[Mary Cate’s Masterpiece (B)](https://cite-media.pearson.com/legacy_paths/377af648-99e0-4f71-b431-35e0e4930721/MaryCatesMasterpiece_B.pdf)

1. **IF** your student has difficulty determining which details are important, **THEN** have them consider whether a person reading their summary would understand the drama without those details. For example, a reader would not need to know all the students’ names because that information would not affect their understanding of the drama. But it is useful for readers to know the topic of the story the students wrote. It helps them understand why the story was published.
2. Have your student write a one-paragraph summary of the drama in their notebook.
3. Discuss the completed summary. Invite your student to explain what they have learned about summarizing from this activity.

### Objective: In this lesson, you will review elements of a drama and how they work together.

#### Review

Quick Review

Ask your student to tell where they would find the cast of characters in a play (at the beginning) and what stage directions are (they tell how the characters should speak and move). Remind your student that plays are divided into acts and scenes and that each scene may have a different setting.

1. Read the introduction.
2. Point out the illustration and have your student describe the character and setting. (It appears to be a princess who is in a forest or other outdoor setting.)

Show What You Know

1. Have your student read the scene silently.
2. Then, 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

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, help your student access the link and complete Activity 1 orally.
* **Moderately Successful** – Give your student time to access the link and complete Activity 1 in writing.
* **Very Successful** – Have your student use the scene from Show What You Know to write a new scene in Activity 2.

**Activity 1**

1. Read the directions with your student. Make sure that they understand where Scene 1 begins and ends.
2. Have your student develop a short paragraph in response to the prompt.

**Activity 2**

1. If your student is ready for Activity 2, review the prompt and let them reread Scene 1 before beginning to write. **IF** your student needs inspiration, **THEN** ask questions like these:
   1. What do you think happened when Esmerelda returned home?
   2. What might the Frog Prince have done after Esmerelda went back on her promise?
2. Judge the response primarily on how well your student understands the use of dialogue, dramatic plot, and stage directions.

### Objective: In this lesson, you will spell words with suffixes.

#### Key word

* suffix – a word part added to the end of a base word to change its meaning

#### Explain

1. In this lesson, your student will focus on spelling words with suffixes. Review the spelling tips with your student. Explain that the tips will help your student correctly spell and understand words with suffixes.
2. Use the questions to apply the tips to analyzing the spelling words. **IF** your student has difficulty identifying suffixes, **THEN** help your student identify the suffix as the last syllable.

#### Check-In

Read the directions with your student. Explain that your student will add a suffix to each bold word to complete the sentences. Observe as your student completes the first item. **IF** your student has difficulty identifying the suffix for a word, **THEN** review the suffixes and their meanings. Read the sentence with the missing suffix and guide your student to use the sentence context to help determine if the suffix is correct.

1. The **pavement** is very hot on a summer day.
2. The trash heap was very **odorous.**
3. She felt **deeply** sorry for what she had done.
4. He was very **careful**while using the sharp knife.
5. I **barely** had time to finish my homework.

#### Practice

1. Review the directions with your student before your student completes the activity independently. Have your student identify and spell the suffix in each word. Then, have your student write a new word with the same suffix. Explain that there are many words your student could choose. **IF** your student has difficulty spelling a new word with the same suffix, **THEN** help your student think of a word and use a dictionary to verify it.
2. **Weekly Spelling Test:** Use the following sentences to test the week’s spelling words.

|  |  |
| --- | --- |
| * **sailor** | Every **sailor** went ashore. |
| * **movement** | The rocking **movement** of the boat made me feel ill. |
| * **weakness** | I have a **weakness** for ice cream. |
| * **merciless** | The **merciless**surf pounded the rocks on the beach. |
| * **happiness** | They showed their **happiness** by smiling. |
| * **timeless** | Good manners are **timeless** and never go out of style. |
| * **gently** | The boat **gently** rocked back and forth. |
| * **joyous** | Our choir sang a **joyous** song. |
| * **winner** | Each**winner** gets a prize. |
| * **muddy** | The ground was **muddy** after the rainstorm. |
| * **playful** | She was in a **playful** mood. |
| * **famous** | He is the**famous**chef who wrote a cookbook. |
| * **shipment** | We received a **shipment** of new parts. |
| * **chewy** | That candy bar was too **chewy.** |
| * **dutiful** | The **dutiful** dog fetched the paper. |

### 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.
   1. Exchange roles with your student, allowing your student to become the Coach.
   2. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   3. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   4. 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 that your student struggles with, suggest they go back into the lesson and create a concept web. In the inner square, have your student write a topic. In each outer square, your student should write important information about the topic. Your student can review the concept webs 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. completing practice activities
   2. connecting new material to what they learned before
   3. rereading something that is not clear
   4. setting a goal for each learning session
   5. making flash cards for new vocabulary words
   6. naming the different elements of a drama
   7. replaying a video and retelling the main ideas

[Concept Web](https://cite-media.pearson.com/legacy_paths/747dca11-8bf9-4234-9b6a-4dc26b70796e/GO_Concept_Web_4_Square.pdf)

#### 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

I had a hard time telling the difference between adages and proverbs. I know both are phrases that tell about something true. So, I asked my Learning Coach for help. They reminded me about the difference: a proverb gives a piece of advice. Now, when I am not sure about a phrase, I think about whether it gives advice. If it does, then I know it is a proverb.