

# Lesson 16

## Materials Needed:

- Lesson 16 from the *Student Book*
- Washable overhead transparency pen
- Overhead Transparency 19 and 20
- Paper or cardboard to use when covering the overhead transparency

ACTIVITY A: **Vowel Combinations Review** (See the *Student Book*, page 52.)

1.	a - e	ay	oy	oo	er	i - e
2.	ir	ow	o - e	au	or	oi
3.	oo	ea	ar	ow	ai	e - e

**Activity Procedure:** Have students review saying the sounds for letter combinations. When the letter combination has a box around it, ask students to tell you both sounds.

### Note:

- Whenever you come to letters in a box, ask "What sound would you try first? What sound would you try next?"
1. Find Activity A. Let's review vowel combinations.
  2. Point to the first letters in Line 1. What sound? \_\_ Next sound? \_\_  
Next sound? \_\_
  3. (For oo) What sound would you try first? \_\_ What sound would you try next? \_\_ Next sound? \_\_ Next sound? \_\_
  4. (Continue for all remaining sounds in Lines 2 and 3.)

ACTIVITY B: **Vowel Conversions Review** (See the *Student Book*, page 52.)

o	i	e	a	u
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**Activity Procedure:** Have students review saying the sound, then the name for each letter.

1. Find Activity B. When you are reading words and see these letters, what should you try first, the sound or the name? \_\_ If it doesn't make a real word, what should you try? \_\_
2. Point to the first letter. What sound? \_\_ What name? \_\_
3. Point to the next letter. What sound? \_\_ What name? \_\_
4. Point to the next letter. What sound? \_\_ What name? \_\_
5. Point to the next letter. What sound? \_\_ What name? \_\_
6. Point to the next letter. What sound? \_\_ What name? \_\_

ACTIVITY C: **Word Parts at the Beginning and End of Words Review** (See the *Student Book*, page 52.)

1.	ab	de	mis	in	com
2.	con	ad	per	un	im
3.	ness	ence	y	ate	or
4.	ant	ment	able	age	ion
5.	ary	ist	le	est	tive

**Activity Procedure:** Have students review saying the word parts found at the beginning and end of words.

1. Find Activity C.
2. Find Line 1. Let's read word parts that come at the beginning of words. First part? \_\_ Next part? \_\_ Next part? \_\_ Next part? \_\_ Next part? \_\_
3. (Repeat for Line 2.)
4. Find Line 3. These parts come at the end of words. First part? \_\_ Next part? \_\_ Next part? \_\_ Next part? \_\_
5. (Repeat for word parts in Lines 4 and 5.)

ACTIVITY D: **Strategy Instruction** (See the *Student Book*, page 53.)

1.	completeness	lamineate
2.	tentatively	decompression

**Activity Procedure:** Work with students to apply the strategy for figuring out longer words to all words in this activity. Ask students if there are word parts at the beginning and end of the word, then circle them. Underline the vowel sounds and have students say the sounds. Then, have students say the word, first part by part, and then as a whole word.



Use Overhead 19: Activity D

1. Find Activity D.
2. Look up here. Let's use the strategy to read these words.

**Note:**

- Use the following procedures for each word in Activity D.
3. (Point to the word.) Is there a word part at the beginning of this word? \_\_\_ (If the answer is yes, circle the word part and ask ...) What part? \_\_\_
  4. Is there a word part at the end of this word? \_\_\_ (If the answer is yes, circle the word part and ask ...) What part? \_\_\_
  5. (Underline the vowel sounds in the rest of the word and ask ...) What sound? \_\_\_
  6. Say the word by parts. (Loop under each of the parts and ask ...) What part? \_\_\_  
What part? \_\_\_ What part? \_\_\_
  7. (Run your finger under the whole word.) What word? \_\_\_
  8. (Repeat steps 2-6 with each remaining word in Activity D.)

**Note:**

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY E: **Strategy Practice** (See the *Student Book*, page 53.)

1.	distrustful	unmanageable
2.	missionary	intentional
3.	completely	dissatisfaction
4.	reduction	absorbent
5.	astonishingly	discriminate
6.	glamorously	immediately
7.	apartment	enlightenment

**Activity Procedure:** In this activity, have students apply the strategy for figuring out longer words by themselves. Have students circle word parts at the beginning and end of words and underline the vowel sounds. Underline the vowel sounds and have students say the sounds. Then, have students say the word part by part to themselves and then as a whole word aloud.



Use Overhead 19: Activity E

1. Find Activity E.
2. Now it's your turn. Circle word parts at the beginning and end of words and underline the vowel sounds in the rest of the word. Look up when you are done. \_\_
3. (Show the overhead transparency.) Now check and fix any mistakes. \_\_
4. Go back to the first word. \_\_ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. \_\_  
What word? \_\_
5. (Repeat with all words in Activity E.)

**Note:**

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY F: **Word Reading Review** (See the *Student Book*, page 53.)

1.	instructor	potential
2.	amendment	intermission
3.	informative	determination
4.	intolerable	unprofessional
5.	investigation	administrative

**Activity Procedure:** Have students figure out each word to themselves, then say it aloud.

1. Find Activity F.
2. Find the first word in Line 1. These are words that we have already practiced. Say the word to yourself. Look carefully for word parts at the beginning and end of the word. Look for vowel sounds in the rest of the word. If you have difficulty figuring out the word, use your pencil. Put up your thumb when you can say the word. \_\_ (Pause and monitor.)
3. (When students have decoded the word, ask ...) What word? \_\_
4. (Repeat for the remaining words. Be sure that you give ample thinking time.)

**Note:**

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY G: **Spelling Dictation** (See the *Student Book*, page 54.)

1. immediately	2. amendment
3. reduction	4. intentional

**Activity Procedure:** For each word, tell students the word, then have students say the parts of the word to themselves while they write the word.

1. Find Activity G.
2. The first word is **immediately**. What word? \_\_ Say the parts in **immediately** to yourself as you write the word. (Pause and monitor.)
3. (Write **immediately** on the board or overhead transparency.) Check **immediately**. If you misspelled it, cross it out and write it correctly.
4. The second word is **amendment**. What word? \_\_ Say the parts in **amendment** to yourself as you write the word. (Pause and monitor.)
5. (Write **amendment** on the board or overhead transparency.) Check **amendment**. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words **reduction** and **intentional**.)

ACTIVITY H: **Sentence Reading** (See the *Student Book*, page 54.)

1. The unmanageable work led to job dissatisfaction.
2. People who pray hope to gain enlightenment.
3. The instructor's corrections to the test were intentional.
4. We couldn't tell how she was feeling because her face was completely expressionless.
5. The astonishingly high heat in the desert is almost intolerable.
6. The students and the instructors came to the reunion.
7. Was there a reduction in the apartment's rent?
8. Apartment managers cannot discriminate against people.
9. At intermission, go immediately to the front desk.
10. The apartment was decorated very glamorously.
11. The athlete showed great determination during training.
12. How Mr. Hernandez completed his administrative tasks led to great satisfaction among the other teachers.

**Activity Procedure:** Have students read a sentence to themselves. Then, choose from several options of having students read the sentence together, to partners, or individually to the class.

1. Find Sentence #1 in Activity H. These sentences include words that we practiced today. Read the first sentence to yourself. When you can read all of the words in the sentence, put your thumb up. \_\_
2. (When students can read the sentence, use one of the following options:
  - a. Ask the students to read the sentence together, i.e., choral reading.
  - b. Have students read the sentence to their partners. Then, call on one student to read the sentence to the group.
  - c. Ask one student to read the sentence to the group.)
3. (Repeat these procedures with the remaining sentences. Be sure that you give ample thinking time.)



ACTIVITY I: **Passage Preparation** (See the *Student Book*, page 55.)

**Part 1—Tell**

- |    |              |           |
|----|--------------|-----------|
| 1. | Emerald Isle | Ireland   |
| 2. | famine       | machinery |
| 3. | European     | ancestry  |
| 4. | Celts        | Gaelic    |

**Part 2—Strategy Practice**

- |    |                        |                              |
|----|------------------------|------------------------------|
| 1. | surrounded             | capital                      |
| 2. | uniform                | Protestant                   |
| 3. | pasture<br>pastureland | manufacture<br>manufacturing |
| 4. | emigrate               | industry                     |
| 5. | disaster               | transportation               |
| 6. | equipment              | official                     |

**Activity Procedure:** Tell students the first set of words. Then, have students practice reading the words themselves. The second set of words can be read using the part-by-part strategy. Have students circle word parts at the beginning and end of each word, then underline the vowel sounds. Assist students in checking their work, then have them read the words, first part by part, and then as a whole word.



Overhead 20: Activity I

**Part 1—Tell**

- At the end of the lesson, you will be applying your reading strategy to a passage from a social studies book.
- (Show overhead transparency.) Before we read the passage, let's read the difficult words. (Point to **Emerald Isle**.) The first words are **Emerald Isle**. What words? \_\_
- (Point to **Ireland**.) The next word is **Ireland**. What word? \_\_
- (Pronounce each of the words in Part 1 and have students repeat them.)

5. Find Part 1 in your book. Let's read the words again. Say the words in Line 1. \_\_ Say the words in Line 2. \_\_ Say the words in Line 3. \_\_ Say the words in Line 4. \_\_

**Part 2—Strategy Practice**

1. Find Part 2. Circle word parts at the beginning and end of words and underline the vowel sounds in rest of the word. Look up when you are done. \_\_
2. (Show the overhead transparency.) Now check and fix any mistakes. \_\_
3. Go back to the first word. \_\_ Sound out the word to yourself. Put up your thumb when you can read the word. Be sure that it is a real word. \_\_  
What word? \_\_
4. (Repeat with all remaining words in Activity I.)

**Note:**

- You may wish to provide additional practice by having students read a line to the group or to a partner.

ACTIVITY J: **Passage Reading** (See the *Student Book*, pages 55 and 56.)

	<b>“The Emerald Isle”</b>
12	If you could fly over Ireland on a summer day, you would
22	see lush green meadows and tree-covered hills. Surrounded on
33	three sides by the Atlantic Ocean, Ireland’s green color is so
41	striking that it was named the Emerald Isle. (#1)
43	<b>The Landscape</b>
54	At Ireland’s center lies a wide, rolling plain dotted with low
64	hills. Forests and farmland cover this central lowland. Much of
77	the area is rich in peat, or wet ground with decaying plants that
90	can be used for fuel. Peat is dug from bogs, or swampy lands. (#2)
101	Along the Irish coast, the land rises in rocky highlands. In
113	some places, however, the central plain spreads all the way to the
125	sea. Dublin, Ireland’s capital, is on an eastern stretch of the plain.
127	<b>The Climate</b>
138	Whether plain or highland, no part of Ireland is more than
151	70 miles from the sea. This nearness to the sea gives Ireland a
161	uniform climate. Like the United Kingdom, Ireland is warmed by
171	moist winds blowing over the North Atlantic Current. The mild
180	weather, along with frequent rain and mist, makes Ireland’s
184	landscape green year-round. (#3)
186	<b>The Economy</b>
194	Ireland has few mineral resources. The country, however,
200	does have rich soil and pastureland.
210	The mild and rainy climate favors farming. In the mid-
221	1800s, Irish farmers grew potatoes as their main food crop. When
235	too much rain and a blight caused the potatoes to rot in the fields,
245	famine struck, bringing hardship to the Irish. This disaster forced
256	many Irish to emigrate to other countries, especially to the United
257	States. (#4)
266	Although farming is still important to Ireland, industry now
274	also contributes to economic development. The economy depends
281	on the manufacturing of machinery and transportation
290	equipment exported to the United Kingdom and the European
298	mainland. Ships bringing mineral and energy resources to
308	Ireland dock at the country’s many ports, including Dublin and
309	Cork. (#5)
311	<b>The People</b>
322	Most of the Irish trace their ancestry to groups of people
333	who settled Ireland more than 7,000 years ago. The Celts and
342	British made the biggest impact. Their languages—Gaelic and
351	English—are Ireland’s two official languages today. Most Irish,
	however, speak English as their everyday language. (#6)

358	<b>Influences of the Past</b>
362	Stormy politics mark Ireland's history. From the 1100s to the
372	early 1900s, the British governed Ireland. Religion and
380	government controls mixed to cause disagreement. The Irish
388	people resisted British rule and demands that the Roman Catholic
398	country become Protestant. British officials seized land in Ireland
407	and gave it to English and Scottish Protestants. At one time the
419	British drove out Irish Catholics to make room for the new
430	settlers. (#7)
431	
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A.	<input type="text"/>	<b>Total number of words read</b>
B.	<input type="text"/>	<b>Total number of underlined words (mistakes)</b>
C.	<input type="text"/>	<b>Total number of words read correctly</b>

**Activity Procedure:** Have students work on accuracy by selecting a passage reading option that best fits your students. Then have students work on fluency by having them practice the passage first to themselves twice, and then with a partner. Have students determine the number of words read correctly and graph (if you have chosen this option).

Find Activity J. Today’s article comes from a geography textbook. The article is about the country of Ireland. Read the title with me. “The Emerald Isle.”

### Passage Reading—Accuracy

Select a passage reading procedure that matches the size of your group and the competency of the students.

Option A If you are teaching a *small group* with students who are *having difficulty*, use Option A.

Have students read one paragraph silently. Then, call on one student to orally read a paragraph or a portion of the paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option B If you are teaching a *small group* with students who are *not having difficulty*, use Option B.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, call on one student to orally read a paragraph or a portion of a paragraph to the class. Call on students in random order, varying the amount that each student reads.

Option C If you are teaching a *large group* with students who are *having difficulty*, use Option C.

Have students read one paragraph silently. Then have students read the paragraph to a partner. Alternate partner reading turns.

Option D If you are teaching a *large group* with students who are *not having difficulty*, use Option D.

Have students read the entire article silently, rereading it if they finish before their classmates. Then, have students read the passage with their partners, alternating on each paragraph.

### Comprehension Questions

You may wish to ask the following questions as the passage is being read. Numbers corresponding to the questions are indicated at the point at which they could be asked.

1. **What country is sometimes called the Emerald Isle?** (Ireland) **Why?** (Because it is so green.)
2. **What do the Irish dig up from the central plain?** (Peat that can be used for fuel.)
3. **Describe the reason for Ireland being so green.** (listen for ideas such as: not far from the sea, uniform climate, moist winds, mild weather, frequent rain and mist)
4. **Besides making Ireland green, what else does the mild and rainy climate contribute?** (good farming) **But, what happened when Ireland had too much rain?** (The potatoes rotted in the fields and Irish people escaped to the United States.)

5. Once the Irish could no longer depend solely on farming, what did they do to make a living? (They manufactured machinery and transportation equipment.)
6. How did Ireland get Gaelic and English as its two official languages? (from the Celts and from the British)
7. What are three things Britain has done to Ireland over the years? (Britain has governed Ireland, demanded that they become Protestant, seized their land to give to Protestants, and driven Irish Catholics off their land.)

### Passage Reading—Fluency

1. Now it's time for fluency building.
2. Find the beginning of the article. Whisper-read. See how many words you can read in a minute. Begin. \_\_ (Time the students for a minute.) Stop. \_\_ Circle the last word that you read. \_\_
3. Let's practice again. Begin. \_\_ (Time the students for a minute.) Stop. \_\_ Put a box around the last word that you read. \_\_
4. Please exchange books with your partner. \_\_ Partner 2, you are going to read first. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. \_\_ (Time the students for a minute.) Stop. \_\_ Ones, cross out the last word that your partner read. \_\_
5. Partner 1, you are going to read next. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. \_\_ (Time the students for a minute.) Stop. \_\_ Twos, cross out the last word that your partner read. \_\_
6. Please return your partner's book. \_\_ Figure out the total number of correct words you read. \_\_

#### Note:

- Optional—You may select to have the students graph their daily fluency. See the Fluency Graph: Correct Words Per Minute section (Appendix E) at the end of the *Teacher's Guide*.