

L I T E R A C Y N A V I G A T O R

Word Study Level B

• TEACHER EDITION •



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word study

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Design of Word Study

Literacy Navigator: Word Study is a research-based intervention program designed to help students in grades 4–8 who struggle with reading and comprehending informational text and have problems on state reading tests. Literacy Navigator augments and enhances—but does not replace—a school’s English language arts program or reading curriculum. The program is built upon the most fundamental aspects of our language, with lessons that open up those aspects to discovery.

The Word Study course design reflects current theory and research on development and acquisition of vocabulary (Beck, McKeown & Omanson 1987; McKeown 1993; Nagy & Scot 2000). The vocabulary selected for study consists of Tier Two words—words, occurring across a variety of knowledge domains, that are spoken, comprehended, and encountered in text most frequently by mature language users (Beck, McKeown & Kucan, 2002). These “target words” are generated from the reading passages used in the Literacy Navigator module Foundations: Comprehending Texts. Revisiting these texts creates a familiar context for learning and maintains a focus on reading informational texts.

In Word Study, students draw from the domain-related knowledge they’ve gained on the topic of Endangered Species. This knowledge is combined with new strategies to determine meaning and increase vocabulary. Lessons focus on much more than single definitions, they emphasize the greater value that comes from creating *rich webs of meaning* around words, word parts, and word families. Even if students are currently using traditional vocabulary supports, they will gain leverage for continued learning from Word Study because it builds greater capacity for comprehension and acquisition of unfamiliar words.

Students will make only minimal progress without a fundamental understanding of two things:

- how words work; and
- how parts of words provide insight into meaning.

In Word Study, students build the knowledge and skills they need to extract meaning and to increase their vocabulary—not word by word—but systemically. Lessons provide numerous opportunities for students to derive meaning from unknown words. They learn strategies for decoding words and identifying word parts. Most importantly, they learn to recognize how those parts affect meaning, parts of speech, and spelling. For example when studying the *-able/-ible* suffix, students learn *-able* is the most common form of the suffix when added to a complete verb (although sometimes a final *e* is dropped from the verb before the suffix is added), as in *adaptable*, *admirable*, and *drinkable*. The *-ible* spelling of the suffix is most commonly found after components

Introduction

of words that are not able to sensibly stand alone or unchanged if the suffix *-able* is removed, such as in *compatible*, *edible*, or *audible*. Students also learn that *-able* can be added to the end of many words to form adjectives that help describe things that “can be done.”

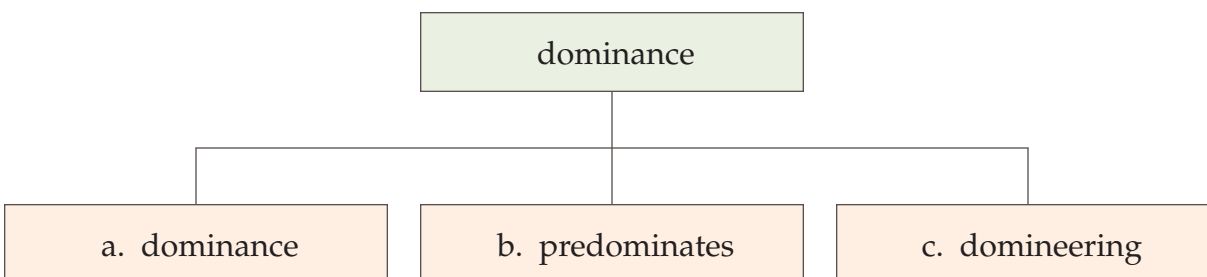
New Word	Root Word	Suffix	Spelling Change to Root Word
acceptable	accept	<i>-able</i>	no change
lovable	love	<i>-able</i>	drop the <i>e</i>
visible	vis	<i>-ible</i>	incomplete root often takes <i>-ible</i>

Armed with some basic understandings, students learn that it is possible to study words in order to discern meaning. The example above, using the suffix forms *-able* and *-ible*, provides a good example. Word Study lessons help students understand and use these and other suffixes, also prefixes, base words, roots, and derivatives in order to decode efficiently and to discern effectively how morphemes influence meaning.

Every lesson provides opportunities for students to learn how meaning is enhanced through careful word usage. Lessons focus on the role of parts of speech such as verbs, adverbs, and adjectives. They also focus on the power of vocabulary in descriptive language, metaphor, simile, and connotative and denotative meanings of words. Students are asked to study how words can be used in different ways to achieve different effects. Why, for instance, did the author of “Bengal Tiger” write that “the tiger’s fire will be ashes”? What is the author comparing and what affect does it have?

Most significantly, the lessons provide support for students as they develop a conceptual understanding of vocabulary through word relationships. Lessons explore synonyms, antonyms, and related words. For example, in Lesson 11, students look at an excerpt from an article on recycling and think about the author’s use of synonyms for the target word *discarded*. “Simply speaking, waste is anything discarded, rejected, surplused, abandoned, or otherwise released into the environment in a manner (or quantity) that could have an effect on the environment.” They consider the author’s intent (to emphasize *waste*) and how that relates to using a long string of words that mean discarded.

Lessons allow students to understand what a word is and what it is not, and how the word applies to a variety of contexts. Students also look at multiple meanings of words—an important aspect of content courses where everyday words are used in different ways. Students represent these relationships graphically, adding depth to their developing understanding of words. They also construct “family trees,” for the word *dominance*, for instance. And they revisit reading passages in the Foundations module to highlight the variants of the word.



Strategies for constructing and consolidating word meaning are the focus of Word Study lessons. Students will develop deep conceptual knowledge of vocabulary words through questioning, discussion, writing, and the use of graphic organizers to display the relationships among words. Discussion is particularly important in helping students acquire a depth of knowledge about word meanings. Students negotiate word meaning through talk, expanding their understanding of words and working together to add connections within webs of meaning that surround them. Teachers and students alike “think aloud” to model and practice, respectively, how to construct meaning from word parts, words in context, and the application of relevant background knowledge to words and word relationships.

Once they internalize these understandings, readers who were once struggling:

- begin to approach unfamiliar words in a whole new way;
- understand that vocabulary growth is often self-generated;
- gain the confidence they need to attempt more challenging texts; and, ultimately,
- improve their reading and comprehension abilities.

Word Study and the Common Core State Standards

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.... (Common Core State Standards Initiative 2010, 8)

In Word Study, students explore the denotation and connotation of words and learn the importance of word choice.

...The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. (Common Core State Standards Initiative 2010, 8)

In Word Study, students learn about word families, as well as synonyms, antonyms, prefixes, and suffixes. Lessons use “target words” drawn from topic-centered readings in the Foundations module. Students revisit the articles on environmental citizenship as they work with vocabulary.

Fifteen Focused Lessons

Each of the fifteen lessons contains all of the information teachers will need to effectively deliver the lesson. It is important that teachers read through each lesson and consult the preparation notes in the Teacher Edition prior to delivering the instruction. Most lessons contain opportunities for the teacher to model mature processes for unlocking the meaning of unfamiliar words by thinking aloud. These are key moments, and teachers will want to become familiar with the “think-aloud” segments that accompany these. It is important that think-alouds resonate with the students, thus, some teachers may wish to share additional examples to enhance student learning.

Objectives

This section describes the actions students are expected to perform as a result of the lesson.

Activities

This section describes what teachers will do to guide student learning.

Prep

This section describes the materials teachers need to provide and the tasks they need to complete prior to the lesson.

Target Words

This section lists the target words for the lesson.

Student Materials

This section lists the Student Reader and Student Book pages students need to complete the lesson.

Instructional Segments

The instruction is divided into three parts: Introduction, Work Time, and Reflection.

Introduction

The Introduction segment presents the vocabulary concept, which is the focus of the lesson, and explains how the information will be useful to students in the lesson and in further reading. Students are asked to think about what they know related to the focus of the lesson. Teachers are provided guidance for activating students' background knowledge, and then chart this information for future reference.

Work Time

In Work Time, the teacher demonstrates specific strategies and models thinking through the use of think-alouds. The teacher also gives students an opportunity to practice using the skill, strategy, or concept with a partner or as part of a small group. These experiences are then shared and compared with others, usually in whole-group discussion. During Work Time, students have opportunities to discuss the vocabulary being studied.

Reflection

During the Reflection segment, students are asked to think back on their work and to discuss what they have learned about words. They are asked to generalize from the specific words in the lesson to similar words and concepts. They might be asked to extend their understanding of the concept by answering focused questions.

Assessment

Throughout the lessons, students are asked to complete activities that will demonstrate their understanding of the words and concepts taught in the lessons. As an example, if students were studying connotation and denotation, they might be asked to respond in writing to the following: “Would you rather your bike be old or durable? Why?” By answering the question, students will demonstrate not only their understanding of connotation, but also what the author is saying about the reuse and redistribution of goods in an effort to reduce waste.

The question takes students back to the knowledge they have been building and adds a new layer of understanding to previous learning. The activities are sometimes completed orally and sometimes in writing. Each type of response offers an opportunity for assessment. Teachers should monitor student talk to determine if students have developed any misconceptions around the vocabulary concepts. These misconceptions can then be addressed as part of the reflection for the lesson. Teachers will also look for misunderstandings in written responses. Misconceptions in written work can be addressed in writing as teachers respond to the student work, or the teacher might take the opportunity to address such misconceptions when reviewing what has been learned during the introduction of a later lesson.

Reference List

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Aiming at Target Words, Part 1

OBJECTIVES

- Enhance dictionary skills by using reference books or online sources to locate and learn the meanings and variants of target words.
- Decide the correct meaning of multiple-meaning words by examining the context of the sentence in which they occur.
- Determine the meaning of unfamiliar words by identifying and applying context clues.

ACTIVITIES

- Introduce and define target words.
- Model dictionary skills using print and online sources.
- Explain how to use context clues to determine correct meaning of words.

PREP

- Provide dictionaries, thesauruses, and online access for student use.
- Prepare a Target Words List on chart paper.
- Gather large cards for word wall (with definitions on back).
- Create the Sample Word card for the word *abundance* (see Work Time).
- Prepare the Initial Thoughts, Part 1 visual*.
- Prepare the Target Words Chart, Part 1 visual*.

**Available on Community of Learning*

TARGET WORDS	abundance	entangled	dwindling
	comprehensive	prevalent	sanctions
	dominance	finality	

STUDENT MATERIALS	Student Reader	Student Book
	<ul style="list-style-type: none"> • “The North American Gray Wolf” (pp. 93–96) • “Soaring Again” (pp. 141–144) • “Wolf Speak” (pp. 99–101) • “The Great Hawaiian Sea Turtle Rescue” (pp. 63–65) • “Bengal Tiger” (pp. 53–56) • “Tigers in Crisis” (pp. 49–51) • “Will the Red Panda Survive?” (pp. 35–37) 	<ul style="list-style-type: none"> • Initial Thoughts (p. 1) • Target Words Chart, Part 1 (pp. 2–5) • Target Words Questions, Part 1 (p. 6)

pre-test



Before beginning the module, students take the pre-test, which establishes a baseline of students' facility with vocabulary. Use the pre-test's results to identify students' common mistakes, focus on their individual needs, anticipate grouping for partner and group activities, and emphasize specific lessons.

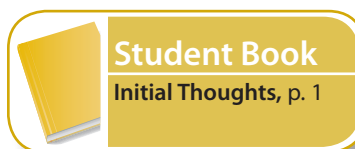
The pre-test is available on ARO at <http://aro.pearsoncmg.com>.

Introduction

- Display the premade Target Words List.
- Point out to students that the words on this list appear in the readings in the Student Reader, but that these are also all great words to know well and use in many other contexts.
- Introduce each of the target words by saying the word and repeating it, asking students to say the word along with you.
- Display the **Initial Thoughts, Part 1** visual.
- Ask a few students to share their thinking about what the word means. Encourage them to define the term in their own words and share other definitions or nuances with which they may be familiar.
- Refer students to the **Initial Thoughts** page in the Student Book. Ask students to write their initial ideas about what the word means and how it might be used. They will be returning to these initial thoughts and adding them into the Target Words Charts they complete during Work Time (and so will you).

abundance	
comprehensive	
dominance	
vulnerable	
prevalent	
finality	
dwindling	
sanctions	

Initial Thoughts, Part 1, Online Resources



- Introduce general definitions in natural language (like those provided in the Target Words List), and share any alternative meanings or synonyms students are likely to be familiar with.
- Read aloud and show students the selected excerpts of each word in context (provided in the Target Words List).
- Stop after reading the excerpt to facilitate and encourage class discussion.
- Be sure to highlight how other words and phrases in the immediate vicinity help to clarify, enhance, or even restate the meaning of the target word and clue the reader into its meaning.
- Visit other examples as desired to reinforce students' understanding of each word and connect to different and related contexts.

Aiming at Target Words, Part 1

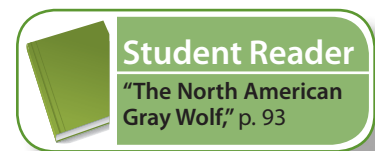
Initial Thoughts

Initial Thoughts, Student Book, page 1

Target Words List

Abundance (*noun*)

- Define the target word:
 - An *abundance* is a plentiful, substantial supply of something. An *abundance*, then, is a wonderful thing to have because it's always great to have more food than you need, more water than you need, more money than you need, and to have an *abundance* of love is to be truly blessed!
- Provide students with an example of the word in context, from one of their readings. Show and read aloud to students paragraph 3 from "**The North American Gray Wolf**":



They may travel more often, and greater distances than any other terrestrial animal. Their territories may cover from 100 to 260 sq. mi, depending on the *abundance* of food and water.

- Point out for students how the context clues (underlined above) reinforce your understanding of *abundance* as meaning having to do with the amount or wealth of supplies (in this case food and water).
- Ask students to share some of the things they have or would love to have an abundance of. Chart their answers and display.

Comprehensive (*adjective*)

- Introduce the target word:
 - This is a great word for describing something thorough or covering a lot of territory, information, or knowledge.
- Read paragraph 7 of **“Soaring Again”** to give students an example of the word in context:

A few years later, President Richard Nixon signed one of the most *comprehensive* pieces of wildlife protection legislation in the world, The Endangered Species Act of 1973.

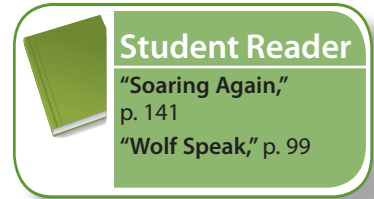
- Remind students how they may have heard this word at school in reference to examinations or tests that are *comprehensive*. Share with them the verb form *comprehend* and ask Spanish speakers to share the Spanish word for comprehend, which is *comprende*. Chart these close cognates and recognizable variants and use the opportunity to discuss how endings signal parts of speech and how English and Spanish evolved from the same Latin roots.

Dominance (*noun*)

- Define the target word:
 - If you display *dominance* then you act like the boss, the big cheese, the top banana! *Dominance* means authority over or rule of a group; to win or be in a position of winning (as when one basketball team *dominates* another on the court). *Dominance* can imply aggression, but it also refers to being in a position “at the top” or at the highest level of a society, family, or other group—and that applies to people as well as wolves!
- Provide students with an example of the word in context, from one of their readings. Show and read aloud to students paragraph 7 from **“Wolf Speak”**:

However, if that growling wolf is standing tall, has an open-mouthed snarl, a stare that could freeze water, and a tail held high—perhaps giving off scents indicating *dominance*—it’s delivering a serious warning.

- As you visit the text containing the target word, highlight for students how the noun is part of a wonderful series of descriptive images that provides readers with a sharp mental image of the wolf that likewise serve to reinforce the meaning of *dominance* applied in this context (for example, concepts of size, power, posture).

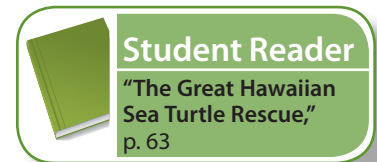


Entangled (*verb and adjective*)

- Describe the target word:
 - You know the word *tangled*, like when your hair gets tangled or a yo-yo gets tangled up in knots. *Entangled* is similar as it means “in a tangle.” That *tangle* can be physical twisting together or knotting—like shoelaces or holiday lights which always seem to get entangled. Or the *tangles* can be emotional, like when you find yourselves in the middle of a conflict or having to find your way out of a complicated situation.
- Point out to students that in the Foundations module readings, *entangled* refers to actual, physical *entanglements* (situations in which they are entangled) that animals encounter, and that *entangled* operates as both a verb, to describe action, and an adjective, to describe a noun.
- Then show the students both forms as they occur in the context of the Foundations module reading “**The Great Hawaiian Sea Turtle Rescue**” (paragraphs 2 and 5, respectively):

But if Tripod’s hook injury got infected, or if the fishing line *entangled* a front flipper, the animal might lose another limb.

Some turtles accidentally swallow fishhooks *entangled* in the seaweed that they eat.



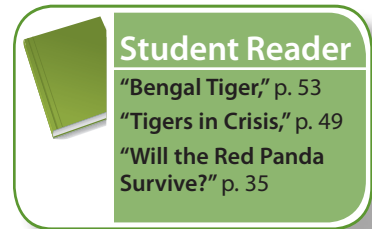
- Tell students you are not sure if the above usage is a verb or an adjective. Explain the mental process of decoding which part of speech applies to *entangled* in each sentence:
 - In the first sentence, the fishing line is *doing* the entangling *to* the flipper. So that makes it an action word, and that means it’s a verb. In the second sentence, on the other hand, the word *entangled* operates as a modifier for the noun *fishhooks*, so because it modifies a noun to describe the state of the fishhooks, I know it is being used as an adjective in this context.

Prevalent (*adjective*)

- Discuss the target word:
 - Something that is *prevalent* is something that is widespread, commonly used, or found in the majority; sometimes *prevalent* also suggests something that has superiority over something else, but other times it just means it’s popular.

- Which meaning of *prevalent* do you think applies in the following example from paragraph 5 of the reading “**Bengal Tiger**”?

The Chinese government has suggested “farming” tigers—putting parts from deceased zoo animals, for example, on the market in the place of wild tiger parts. They’re hoping that this would make poaching less attractive. Unfortunately, the *prevalent* belief is that wild-tiger parts are more potent than captive-tiger parts.



- Reread aloud the above excerpt again, twice: The first time substitute the word *superior* for *prevalent*; the second time substitute *widespread*. Have students tell you which sounds “more right.” The students will be able to confidently assert that the latter is what is meant here.

Finality (noun)

- Activate prior knowledge by asking students what they think of when they hear the word, *final* (possible responses: *the end, finished, done, last*). Then explain that *finality* refers to the state of being *final, decided, complete*.
- Provide students with an example of the word in context, from one of their readings. Show and read aloud to students paragraph 10 from “**Tigers in Crisis**”:

It is hoped, that with enough effort, these subspecies of tigers can be kept from the *finality* of extinction.

- Have students articulate how it is that *finality* is by definition an irrevocable part of *extinction*. Discuss also how the use of such a word emphasizes the sense of “crisis” that the author wishes to convey about these tigers.

Dwindling (verb)

- Explain to students that something that is shrinking or slowly disappearing is *dwindling*, and provide a general example, as follows:
 - This word makes me think of watching the sun set, how it seems to take its time slowly dipping down to and then beyond the horizon, the daylight slowly dwindling away until, poof! Nighttime arrives.
- Point out that in the reading “**Will the Red Panda Survive?**” however, the writers use this word to emphasize a much more negative image, one of beloved red pandas disappearing from the wild.

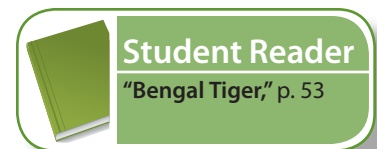
- Read the last sentence of paragraph 1 as students follow along:

These harmless creatures live in the high mountain forests of the Himalaya in southeastern Asia. But their numbers are *dwindling*.

- So in your reading about endangered species, *dwindling* refers to a decline or lessening of, as all endangered species are animals whose numbers are *dwindling*.
- Cover with students how readers can use other clues in the context (underlined above) to infer the strong sense of loss the writer wants you to feel over the dwindling numbers of these helpless creatures.

Sanctions (*verb or noun*)

- Point out to students that *sanctions* is a unique word because it is a *contronym*, one of a select group of English words that operate as their own opposites (or *antonyms*).
 - *Sanctions* can refer to both the permission to do something or the penalty imposed or punishment given because of something done.



- Examine the definitions provided in a dictionary to see that the word means both to permit or give one's blessing to as well as to censure or impose punishment on. In addition, show students the subtle variations in meaning when the word is used as a noun, versus when its part of speech is a verb. Show them an example of this word in context using paragraph 4 of "**Bengal Tiger**":

Exotic products are within the financial reach of more and more people, and trade in tiger parts is therefore booming, despite legal restrictions and threats of *sanctions*. For tigers, crisis has quickly become catastrophe; soon, the tiger's fire will be ashes.

- Ask students to identify the part of speech (noun) and whether the meaning of the word is positive or negative used in this context.

Work Time

- Divide class up into groups of three or four and assign each group a target word (or words).
- Have them create large cards of their words (one per word) for the word wall (with the word in large print on the front, definitions on back) to display for future reference.
- Use the word card for the word *abundance* that you prepared as an example.

abundance

1. Plentiful, substantial supply of something
2. affluence, wealth

- Explain to students that they will be creating a Target Words Chart.
- Display the **Target Words Chart, Part 1** visual.
- Model how to complete the Target Words Chart by thinking aloud and filling an entry or two for the first target word(s) on the list. Use the example below to guide the creation of your version.
- Explain that students should use what they wrote on the **Initial Thoughts** page of the Student Book to fill in the first column, “What I Already Know (or Don’t Know).” Modeling this by adding a sample comment, such as the one in the chart below.

Target Words Chart, Part 1

Target Word	What I Already Know (or Don't Know)	Dictionary Definition (Synonyms)	Example from the Reading
abundance			
prevalent			
comprehensive			
finality			
dominance			
dwindling			
entangled			
sanctions			

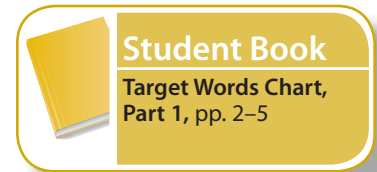
2 of 2

Target Words Chart, Part 1, Online Resources

Target Word	What I Already Know (or Don't Know)	What the Dictionary Says (Synonyms)	Example from the Reading
abundance	<i>(looks like a dance about bread: a-bun-dance!) I think it's a noun; something good?</i>	1. more than enough (plentiful) 2. affluence, wealth	See “The North American Gray Wolf” (para. 3)

- Show students how to condense definitions they read in the dictionary to a short phrase or two or three key terms or synonyms).

- Explain how to find other information about the word in the dictionary such as alternative meanings, parts of speech, or variants.
- Remind them of where they can find the word in context, and add that information to finish your model.
- Direct students to the **Target Words Chart, Part 1** in the Student Book. Assign several small groups the remaining target words and have them fill in the chart for their words.
- Have student groups share with the whole class the insights they gained investigating their word(s), the sample sentences they created, and the way their understanding of the word has changed or grown.
- Discuss as a class the interesting details about each word; the alternative meanings they learned, pronunciations or variants that surprised them, parts of speech as well.
- At the end of the session, compile a class chart of all the target words to post in the room or on a word wall display.



1 Aiming at Target Words, Part 1

Target Words

Target Word	
abundance	
comprehensive	
dominance	
entangled	

1 Aiming at Target Words, Part 1

Target Words

What the Dictionary Says (Synonyms)

Target Word	
prevalent	
finality	
dwindling	
sanctions	

Aiming at Target Words, Part 1

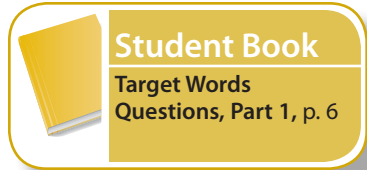
Target Words Chart, Part 1, continued

What the Dictionary Says (Synonyms)	Example from the Reading

Target Words Chart, Part 1, Student Book, pages 2–5

Reflection

- Refer students to the **Target Words Questions, Part 1** page in the Student Book.
- Have students individually write a few sentences on this page to address the questions. Then allow volunteers to share their responses to further student reflection and discussion.



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Aiming at Target Words, Part 1

Target Words Questions, Part 1

1. Would it be appropriate to describe too many bugs at a picnic as an *abundance*, as in "An abundance of flies kept us from eating" for example? Why or why not?

2. Who in your family displays the most *dominance*? Explain how his or her *dominance* is shown.

3. Describe a time when you found yourself *entangled* in a conflict or problem. What happened and how was it resolved?

4. How can your teacher tell when students' attention or interest is *dwindling*?

Target Words Questions, Part 1, Student Book, page 6

Exploring Word Relationships, Part 1: Synonyms

OBJECTIVES

- Enhance reference skills by using dictionaries, thesauruses, or online sources of information to locate and learn the meanings of and relationships among target words.
- Demonstrate comprehension of the concept of *synonyms*.
- Acquire new vocabulary or enhance understanding of previously introduced target words in investigating and recognizing synonyms.
- Connect to prior knowledge by applying new understanding of synonymous properties to familiar sight words as well as more domain-specific vocabulary.

ACTIVITIES

- Introduce and define *synonym*.
- Model dictionary skills using print and online sources.
- Explain how to use context clues to determine synonymous properties of words.
- Communicate the value to readers and writers of recognizing relationships among words.

PREP

- Provide dictionaries and thesauruses for student use.
- Gather chart paper and markers.
- Display the Target Words List created in Lesson 1.
- Prepare the Synonyms Word Web visual*.

*Available on Community of Learning

TARGET WORDS

abundance
comprehensive
dominance

entangled
prevalent
finality

dwindling
sanctions

STUDENT MATERIALS

Student Reader

- “Bengal Tiger” (pp. 53–56)

Student Book

- Synonyms Word Web (p. 7)
- Questions about Synonyms (p. 8)

Introduction

- Review the target words covered thus far, and explain to students that today the class will be investigating word relationships and identifying some useful synonyms from your Foundations module readings. Emphasize for students that synonyms are useful to know because they help readers build their vocabularies and better understand the shades of meaning among words.
 - *Synonyms* are words that have nearly the same meaning or a closely similar sense; for example, *depressed*, *sad*, and *gloomy* are all *synonyms* because they mean roughly the same thing: “the state of being *unhappy*” (another synonym).
 - The dictionary offers synonyms in its definitions as a way of describing a word’s meaning because *synonyms* are words with similar meanings that help readers get a clearer sense a word. A thesaurus is also a useful tool for finding synonyms to better understand a word. Take *sanctions* for example: when you look this up in the dictionary, you find some radically different definitions; in fact, you discover that this word can mean its exact opposite! *Sanctions* can refer to a blessing or a curse, of sorts. How are readers supposed to know which it is?
- Have students review the opposing definitions of *sanctions*. Point out that in context, readers can use the surrounding words as clues, and then test their thinking by trying a synonym of the meaning they are leaning toward to test it. Only the *synonymous* definition can be substituted in context. For an example, share with them on the board, a chart, or visual, the following sentence from “**Bengal Tiger**” (paragraph 4):

Exotic products are within the financial reach of more and more people, and trade in tiger parts is therefore booming, despite legal restrictions and threats of *sanctions*. For tigers, crisis has quickly become catastrophe; soon, the tiger’s fire will be ashes.



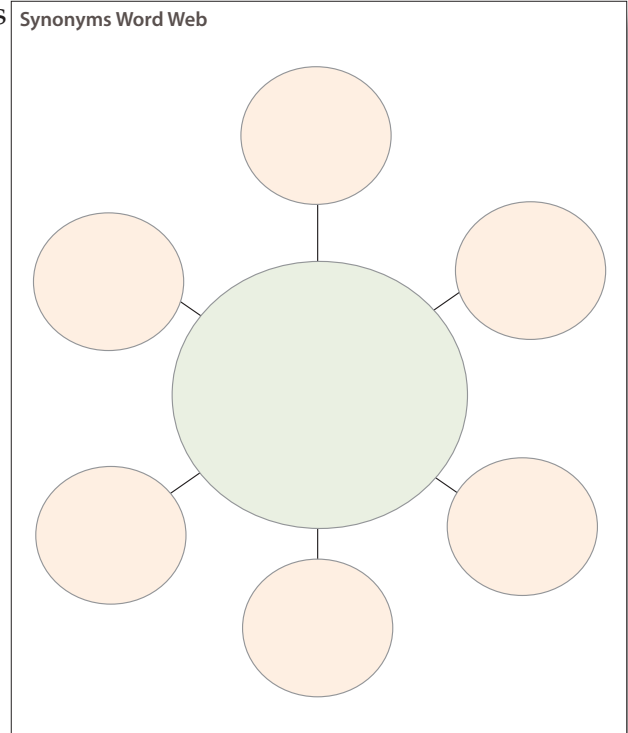
- Have students point out which context clues (see words underlined above) signal to them that the negative, punitive meaning of *sanctions* applies in this instance.
- Guide them to see the meaning suggesting *approval* or *commendation* aren’t things one threatens, so in this context of legal restrictions and threats, such a positive meaning can’t sensibly be substituted, but the definition of *sanctions* as *penalty* or *punishment* can.
 - The context shows you the meaning the writer intends, and the *synonyms* build for you a stronger sense of the word’s meaning.

- Remind students that synonyms do not necessarily have a one-to-one correspondence, but like the circles in a Venn diagram, their meanings intersect or overlap in spots.
 - For example, some of the many words used to describe the animals written about in your Foundations module readings are in fact synonyms. I'm thinking of words such as *endangered*, *threatened*, *vulnerable*, and *fragile*. The definitions of these words aren't word-for-word identical, but in the context of your readings on endangered species, I think their meanings often intersect or overlap in such a way as to make them somewhat *synonymous*.
- Review the definitions of these words. Let students look them up in a thesaurus and note which ones are mentioned and share what they discover with the whole class.
 - What about some of your target words that you've only just been introduced to? Do any of them strike you as synonymous?
- If students need prompting, suggest some closely-related terms from the target words in this lesson, such as *dominance* and *prevalent*. Then think aloud to model how students can test for synonymous properties by substituting words for each other and seeing if meaning is lost or changed or if the writer's intent remains clear. On the board or visual, share with the class this example:
 - Each word that operates as a synonym for *dominance* has a list of synonyms as well, and although synonyms and synonyms of synonyms don't always have a one-to-one correspondence in meaning or aren't exactly the same part of speech, they do share qualities of meaning that knowing allow you to strengthen your understanding as you read and help you avoid sounding overly repetitive when you write.

Work Time

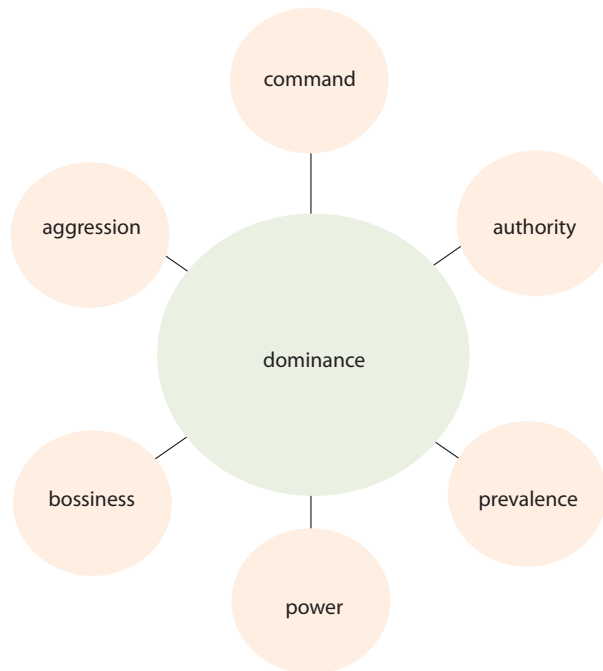
- Display the **Synonyms Word Web** visual.
- Write the target word *dominance* in the center of the web and then think aloud the process of adding on to it with synonymous terms.
- Use the sample web on the next page as a guide, and invite students to suggest other possibilities, as well as give input on whether the suggested words are indeed good synonyms.

- Suggest other words from their Foundations readings and independent readings that may or may not be synonyms for *dominance* and ask students to look up their definitions and weigh in on their appropriateness.
- The web below is merely intended as a guide; your class web will vary.
- To enhance student interest in these words and reinforce acquisition of target words and synonymous terms, assign one or more of the remaining target words to each student group of three or four.

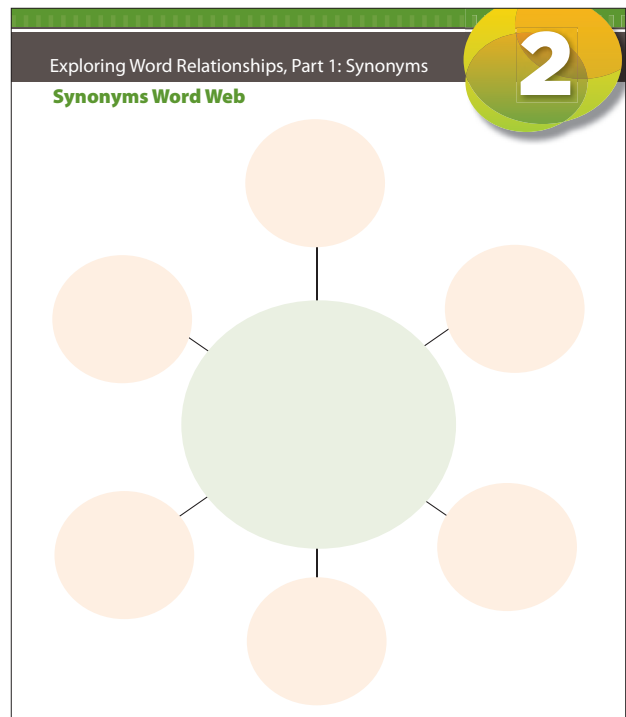
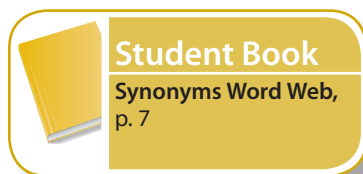


Synonyms Word Web, Online Resources

Sample Synonyms Word Web



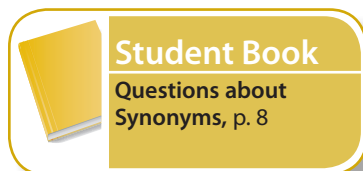
- Refer students to the **Synonyms Word Web** page in the Student Book.
- Have each group generate a word web of synonyms for their target word(s) that they know and discover using different dictionaries, thesauruses, or online resources.
- Challenge students to use the synonyms they include in their webs in written sentences that demonstrate their synonymous meanings. They could also expand their webs to include synonyms of the synonyms they included.



Synonyms Word Web, Student Book, page 7

Reflection

- Share and display students' synonym word webs, and conduct a whole-class discussion of the insights gained, alternative meanings discovered, and interesting synonyms learned about their target words.
- Refer students to the **Questions about Synonyms** page in the Student Book. Have them answer the questions individually.



Exploring Word Relationships, Part 1: Synonyms
Questions about Synonyms

1. How will knowing, understanding, and using synonyms be helpful to you?

2. Do you think people can be *synonymous*? Why or why not?

3. See how many synonyms you can come up with off the top of your head for the following "everyday words":

quiet _____

speak _____

fun _____

shy _____

Questions about Synonyms, Student Book, page 8

Exploring Word Relationships, Part 2: Antonyms

OBJECTIVES

- Enhance reference skills by using dictionaries, thesauruses, or online reference tools to better understand the meanings of target words and relationships among associated terms.
- Demonstrate comprehension of the concept of *antonyms* and the helpfulness of studying words in related groups.
- Reinforce prior knowledge and enhance understanding of previously introduced target words in investigating and recognizing antonyms.

ACTIVITIES

- Introduce and define *antonym*.
- Model dictionary skills using print or online sources.
- Communicate the value of learning about words in association with one another.

PREP

- Provide dictionaries, thesauruses and online resources for student use.
 - Gather chart paper and markers.
 - Prepare the Antonyms Word Wheel visual*.
- *Available on Community of Learning*

TARGET WORDS

abundance	entangled	dwindling
comprehensive	prevalent	sanctions
dominance	finality	

STUDENT MATERIALS

Student Reader

- No readings required in this lesson

Student Book

- Antonyms Word Wheel (p. 9)
- Matching Antonyms (p. 10)
- My Favorite and Least Favorite Things (p. 11)

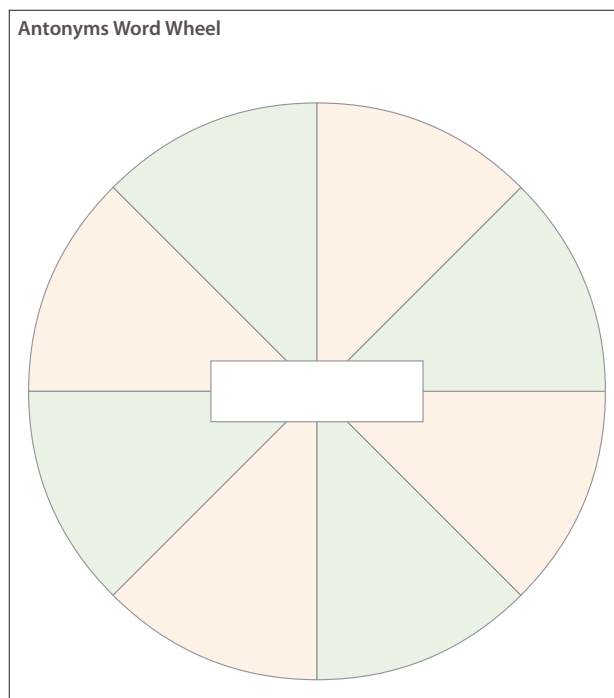
Introduction

- Remind students of the usefulness of dictionaries and thesauruses in helping readers acquire new vocabulary and learn different definitions, and in providing synonyms to enhance readers' understanding of a word.
 - Another thing you'll often find in dictionaries and thesauruses are *antonyms*. *Antonyms* are literally the opposite of synonyms; antonyms are words that equate with the opposite of a particular term's meaning.
- Explain that:
 - Whereas *synonyms* are words that mean *the same as* another word, *antonyms* are words that mean *the opposite of* a particular term. For example, antonyms for the word *expensive* include *cheap*, *inexpensive*, *poor*, all of which are different ways of communicating the opposite of *expensive*.
- Create a T-chart like the one below on the board or chart paper (do not fill it in yet). Have students brainstorm antonyms they already know for familiar sight words that you provide.
- Students should work in pairs or individually to come up with some common antonyms.
- Use the answers provided below as a guide; your students' responses will vary:

Word	Antonyms
sad	happy, sunny, good humored
silly	wise, serious, straight, formal
rude	polite, well mannered, polished
kind	cruel, unmerciful, mean

- Note: You may wish to review the definition of *abundance* that students have been working with and discuss its synonyms before modeling today's Work Time activity, as follows.
- Display the **Antonyms Word Wheel** visual.
- Write the target word *abundance* in the center of the wheel, and think aloud the process of coming up with *antonyms* to fill in the wheel.

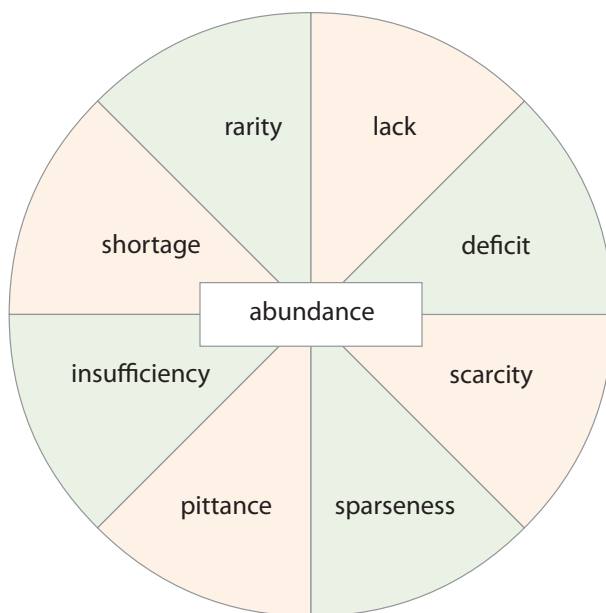
- Let students suggest some of the more common oppositional terms or phrases (such as *lack* or *shortage*), and then add in some more difficult or less familiar terms. Use the sample word wheel below as a guide.
 - Learning the antonyms for words broadens your understanding of the concepts and topics you read about, and gives you the tools you need to express yourselves fully when you then desire to share the things you have learned and care about with others. Some of the words here are old familiars, such as *shortage* or *lack*, but in the case of *scarcity* or *sparseness*—these antonyms for *abundance* may be less familiar to some of you.



Antonyms Word Wheel, Online Resources

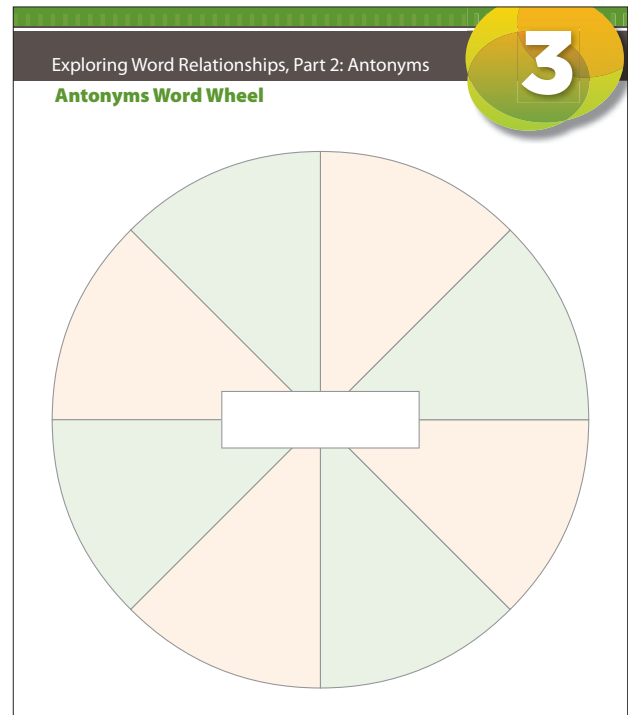
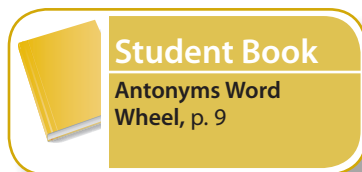
- Point out that all the antonyms of the word *abundance* are themselves synonyms of one another.
- Let students discuss as a class whether some of the antonyms seem more closely related than others and why.

Sample Antonym Word Wheel



Work Time

- Refer students to the **Antonyms Word Wheel** in the Student Book. Have the same groups that worked together for the previous word study on synonyms complete an Antonym Word Wheel for the same target word for which they created a Synonym Word Web. Those that did *abundance* should now work with a synonymous term, such as *prevalent*. Students should use available reference materials as well as ask one another questions about their thinking.

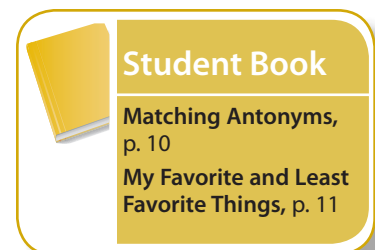


Antonyms Word Wheel, Student Book, page 9

- After each group has completed the Work Time activity, conduct a whole-class discussion of the insights gained, alternative meanings discovered, and interesting antonyms learned. Display students' Antonym Word Wheels on the classroom word wall.

Reflection

- Refer students to the **Matching Antonyms** page in the Student Book. Have students work individually to match the words in the left column with their antonyms on the right by drawing a line between the matching words.
- When students have finished, ask them to turn to the **My Favorite and Least Favorite Things** page in the Student Book.
- Instruct students to provide ten favorite things in ten different categories and then to write their least favorite thing in that category across from it on the right hand side of the page.
- To prompt their thinking, suggest categories and share your own favorites:
 - My favorite flavor of ice cream is chocolate; my least favorite is vanilla.



- Let them choose from the following suggestions or create your own:
 - Favorite time of year
 - Favorite food
 - Favorite book to read
 - Favorite sport to watch
 - Favorite sport to play
 - Favorite school subject
 - Favorite kind of people
 - Favorite clothes to wear
 - Favorite toy
 - Favorite holiday
- Have students read aloud their brainstorming. Congratulate them for making creative and interesting choices. Then connect their thinking about opposites to the concept of antonyms by selecting several target words (and their antonyms) to revisit as a class.

The image shows two overlapping pages from a student book. The top page is titled '3 Exploring Word Relationships, Part 2: Antonyms Matching Antonyms'. It lists the following words under the heading 'Words': continuously, fragile, invading, oblivious, extensively, captive, and dominance. The bottom page is titled 'Exploring Word Relationships, Part 2: Antonyms My Favorite and Least Favorite Things'. It features a table with three columns: 'Category', 'Favorite', and 'Least Favorite'. The table has 13 rows for data entry.

Category	Favorite	Least Favorite

Matching Antonyms and My Favorite and Least Favorite Things, Student Book, pages 10 and 11

Suffixes: *-ive*, *-ative*, *-itive*

OBJECTIVES

- Identify the suffixes *-ive*, *-ative*, *-itive* in a word.
- Use the base word and its suffix to determine the meaning of a term.
- Demonstrate how the addition of a suffix changes the part of speech and can change the spelling of a word.
- Understand the role and function of suffixes and apply that understanding to reading text.

ACTIVITIES

- Introduce and define *suffix*.
- Explain how a suffix influences a base or root word.
- Describe the meaning of the suffixes *-ive*, *-ative*, *-itive*.
- Show how the addition of a suffix to a word can change the spelling of that word.
- Model decoding the meaning of a word containing a suffix.

PREP

- Provide dictionaries and thesauruses for student use.
- Gather chart paper and markers.
- Prepare the Suffixes Chart visual*.

**Available on Community of Learning*

TARGET WORDS

abundance	entangled	dwindling
comprehensive	prevalent	sanctions
dominance	finality	

STUDENT MATERIALS

Student Reader

- No readings required in this lesson

Student Book

- Suffixes Chart (p. 13)
- Questions about Suffixes (p. 14)

Introduction

- Review with students what a base word or root word is to ensure they understand that words are comprised of parts and that the root or base of a word is what carries the majority of meaning.
- Articulate a definition along the lines of “A root is the basic unit of a word that can not be broken down sensibly into smaller parts.”
- Explain to students what a suffix is:
 - A suffix is like a prefix in that it is a part of word that when added to a root changes or enhances its meaning. Whereas a prefix is a part added to the beginning of a word, a suffix is a word part that is added to the *end* of a base word. One of the most frequently used suffixes in your readings as well as in the English language in general is *-ive*.
- Write the target word *comprehensive* on the board or on a visual:

comprehensive = *comprehend* + *ive*.
- Point out to students how the base word, in this case a verb, changes to an adjective once the suffix *-ive* is added. The suffix has the same affect on nouns as well.
- Provide sample sentences to demonstrate how the different parts of speech are affected by the suffix and break down the word formula-style for students to see how word parts fit together (and to discuss spelling changes that occur), for example:
 - › **verb:** The teacher wants her students to *comprehend* the material.
 - › **adjective:** Because soon they will take a *comprehensive* exam.

comprehensive = *comprehend* + *ive* (*d* changes to *s*)
 - › **noun:** A beagle or hound has a powerful hunting instinct.
 - › **adjective:** In some dog breeds the tendency to herd is instinctive.

instinctive = *instinct* + *ive* (*no change*)
- So there are two things to note about the suffix *-ive*. The first is that adding the suffix *-ive* to the end of a word changes its part of speech, turning a verb such as *comprehend* into the adjective *comprehensive* or a noun such as *instinct* into the adjective *instinctive*.
- The second thing to know about adding the suffix *-ive* (or any suffix for that matter) to a root word is that it will sometimes cause the spelling of the base word to change.

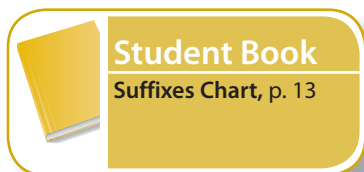
- Think aloud and chart examples of this, such as the following:
 - I would never *deceive* a friend, nor would I want a friend who would be *deceptive*.
- Introduce the two related suffixes *-ative* and *-itive* and explain how they have the same affect on the meaning of root words that *-ive* does, that is, they all mean “having the quality of.”
- Share one or more examples from the Foundations module readings that show these suffixes at work.
- Create simple sentences using target words and others containing the *-ive* suffix in a think aloud with students, breaking the words down into their parts and decoding their meanings in a simple context:
 - Jolee’s summer camp requires a *comprehensive* physical examination.
 - The police *extensively* searched the empty house.
 - Maria’s singing is quite *expressive*, holding audiences *captive* until the very last note is sung.

Work Time

- Show students a premade chart illustrating the suffixes *-ive, -ative, -itive* applied to familiar root words and discuss the kinds of spelling changes that occur as a result:

Root Word	Suffix <i>-ive, -ative, -itive</i>
protect	protective
create	creative
receive	receptive
repeat	repetitive
sense	sensitive
cooperate	cooperative
imagine	imaginative

- Refer students to the **Suffixes Chart** in the Student Book.
- Have students individually or in small groups fill in the missing information, and use a dictionary to check their answers.
- Discuss students' work as a whole class. It might be useful to display the **Suffixes Chart** visual to have students report their findings.
- Ask students to come up with sentences using some of the *-ive* words from their chart. Write their sentences on the board or chart paper.



Suffixes: *-ive, -ative, and -itive*

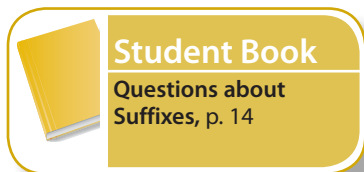
Suffixes Chart

Complete Word	Base Word	Suffix	Spelling Changes
active			
detective			
decisive			
effective			
explosive			
imaginative			
initiative			
massive			
passive			
permissive			
perspective			
protective			
respective			
secretive			
selective			
talkative			

Suffixes Chart, Student Book, page 13

Reflection

- Refer students to the **Questions about Suffixes** page in the Student Book.
- Have students respond individually to each of the questions.
- Let them use dictionaries and other resources as needed.
- Share responses if time permits.



Suffixes: *-ive, -ative, and -itive*

Questions about Suffixes

1. There are many qualities about beagles that make them *distinctive*, what are some of the qualities that make your pet *distinctive*?

2. Words that end with *-ive* often describe personality characteristics. What *-ive* words describe your favorite kind of people? (Some possibilities: *sensitive, talkative, secretive, cooperative, selective*)

3. Why are family members called *relatives*?

Questions about Suffixes, Student Book, page 14

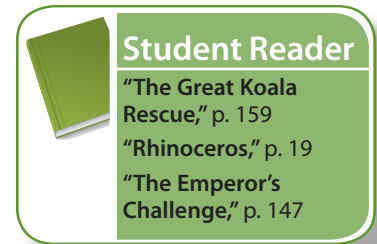


OBJECTIVES	<ul style="list-style-type: none"> • Demonstrate and apply understanding of <i>verbs</i> as words that convey action. • Use context to understand basic figurative language. • Recognize vivid verbs comprise descriptive writing and enhance readers’ experience of text. • Reinforce and demonstrate knowledge by using simple figurative language in writing. 		
ACTIVITIES	<ul style="list-style-type: none"> • Reinforce students’ understanding of verbs as a part of speech. • Introduce elements of descriptive writing and convey how vivid verbs enhance readers’ experience of text. • Highlight simple descriptive passages in the Foundations module readings. • Guide students in using context clues to determine meaning. 		
PREP	<ul style="list-style-type: none"> • Provide dictionaries and thesauruses for student use. • Prepare the More Vivid Verbs visual*. <p><i>*Available on Community of Learning</i></p>		
TARGET WORDS	<p>abundance</p> <p>comprehensive</p> <p>dominance</p>	<p>entangled</p> <p>prevalent</p> <p>finality</p>	<p>dwindling</p> <p>sanctions</p>
STUDENT MATERIALS	<p>Student Reader</p> <ul style="list-style-type: none"> • “The Great Koala Rescue” (pp. 159–162) • “Rhinoceros” (pp. 19–23) • “The Emperor’s Challenge” (pp. 147–153) 	<p>Student Book</p> <ul style="list-style-type: none"> • More Vivid Verbs (p. 15) • Spice It Up! (p. 16) • Vivid Sports (p. 17) 	

Introduction

- Clarify for students that descriptive writing is writing that moves beyond mere telling to really *show* readers the action in a story.
 - To get readers involved in the lives of the endangered animals, the writers show them in action, and one way they help create strong images in your minds is through the use of vivid, active verbs.
- Review with students how verbs function as a part of speech and let them share orally what they know about verbs and examples of verbs. Then highlight some exemplar passages from the Foundations module readings that utilize vivid verbs to convey action.
- Read the following excerpt from **“The Great Koala Rescue”** (paragraph 11) as students follow along:

The joey, riding piggyback on his mom, held on tight as she climbed up a tree. Together they disappeared into the leaves, happy to settle in for some dinner.



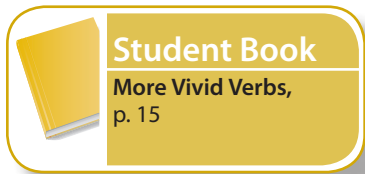
- Tell students to underline the words as shown above. Emphasize that these vivid verbs provide readers with visual pictures of the text.
- Stress for students that *vivid* verbs carry strong visual and aural qualities to convey for readers the way the animals behave, what they look like, sound like, and act like.
- Read the following excerpt from **“Rhinoceros”** (paragraph 7):

...a black rhino can thunder along at 40 miles per hour!
- Ask students questions about the passages in order to get them thinking about how vivid verbs fill readers in on the action.
 - Why does the writer tell you the rhinos *thunder* along rather than just say they run?
- Read the following excerpt from **“The Emperor’s Challenge”** (paragraph 4):

But as the days get shorter and the ice thickens, the birds leap out of the water and head inland.
- Once again, ask students questions about the passage, such as:
 - Why not just tell you the birds come out of the water; what does the verb *leap* show you?

Work Time

- Display the **More Vivid Verbs** visual and refer students to the **More Vivid Verbs** chart in the Student Book.
- Have students work individually, in pairs, or small groups to fill in the chart.
- Model the task of coming up with synonymous verbs that are more vivid than the everyday verbs they replace by working on the first two verbs in the chart as a class.



More Vivid Verbs

Common Verb	Vivid Verb
eat	
see	
walk	
run	
play	
dance	
have	
greet	
sleep	
cook	
make	

More Vivid Verbs, Online Resources

Vivid Verbs

5

More Vivid Verbs

Common Verbs	More Vivid Verbs
eat	
see	
walk	
run	
play	
dance	
have	
greet	
sleep	
cook	
make	

More Vivid Verbs, Student Book, page 15

Reflection

- Refer students to the **Spice It Up!** page in the Student Book.
- Explain that in the paragraph at the top of the page, the writer has depended too much on common or weak verbs where more vivid ones might really make the piece come alive for you as readers.
- Tell students to rewrite the story using more vivid verbs to really show the boys in action!



- Refer students to the **Vivid Sports** page in the Student Book.
- Tell students to write a paragraph describing either themselves or their favorite sports hero playing their favorite sport. They should use vivid verbs to show their readers what the scene looks like, the moves the characters make, what the field or court sounds like, feels like, smells like, and tastes like.
- Have students reread their paragraph, looking for any verbs that might be weak or overly common; try out a more vivid alternative.
- Once students are sure they have used the most vivid verbs possible, have them share their creativity with their classmates and read the paragraph aloud.

5 Vivid Verbs
Spice It Up!

Declan and Riley made breakfast for their mother this morning. They were in the kitchen for more than an hour. They made scrambled eggs and toast with butter. They gave her orange juice and they gave her a bowl of cereal with milk. Their dad helped too. Their mom woke up when they said "Surprise!" and she ate every bite while they watched.

Spice It Up! Student Book, page 16

Vivid Verbs
Vivid Sports

Vivid Sports, Student Book, page 17

Aiming at Target Words, Part 2

OBJECTIVES

- Enhance dictionary skills by using reference books or online sources to locate and learn the meanings and variants of target words.
- Decide the correct meaning of multiple-meaning words by examining the context of the sentence in which they occur.
- Determine the meaning of unfamiliar words by identifying and applying context clues.

ACTIVITIES

- Introduce and define target words.
- Model dictionary skills using print and online sources.
- Explain how to use context clues to determine correct meaning of words.

PREP

- Provide dictionaries, thesauruses, and online access for student use.
- Add the new target words to the Target Word List created in Lesson 1 (or create a new chart).
- Gather large cards for the word wall (with definitions on back).
- Prepare the Initial Thoughts, Part 2 visual*.
- Prepare the Target Words Chart, Part 2 visual*.

**Available on Community of Learning*

TARGET WORDS

captive	extensively	oblivious
continuously	intending	vulnerable
erodes	invading	

STUDENT MATERIALS

Student Reader

- “Bengal Tiger” (pp. 53–56)
- “Polar Bears” (pp. 105–114)
- “Will the Red Panda Survive?” (pp. 35–37)
- “The North American Gray Wolf” (pp. 93–96)
- “Gorilla Rescue” (pp. 5–9)
- “Soaring Again” (pp. 141–144)
- “Tigers in Crisis” (pp. 49–51)

Student Book

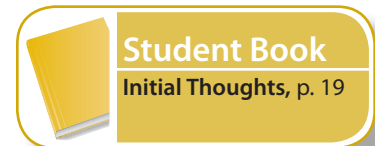
- Initial Thoughts (p. 19)
- Target Words Chart, Part 2 (pp. 20–23)
- Target Words Questions, Part 2 (p. 24)


Introduction

- Display the premade Target Words List, and point out to students that the words on this list appear in the readings in the Student Reader, but that they are also all great words to know in general.
- Introduce each of the target words by saying the word and repeating it, asking students to say the word along with you.
- Display the **Initial Thoughts, Part 2** visual.
- Ask a few students to share their thinking about what the word means. Encourage them to define the term in their own words and share other definitions or nuances with which they may be familiar.
- Refer students to the **Initial Thoughts** page in the Student Book.
- Ask students to write their initial ideas about what the word means and how it might be used. They will be returning to these initial thoughts and adding them into the Target Words Charts they complete during Work Time.
- Introduce general definitions in natural language (like those provided below in the Target Word List), and share any alternative meanings or synonyms students are likely to be familiar with.
- Read aloud and show students the selected excerpts of each word in context (also provided below in the Target Word List).
- Stop after reading the excerpt to facilitate and encourage class discussion.
- Be sure to highlight how other words and phrases in the immediate vicinity help to clarify, enhance, or even restate the meaning of the target word and clue the reader into its meaning.

captive	
continuously	
erodes	
extensively	
intending	
invading	
oblivious	
vulnerable	

Initial Thoughts, Part 2, Online Resources



Aiming at Target Words, Part 2	
Initial Thoughts	
	_____

Initial Thoughts, Student Book, page 19

- Visit other examples as desired to reinforce students' understanding of each word and connect to different and related contexts.

Target Word List

Captive (*noun or adjective*)

- As a class, discuss what students probably already know about this word, such as that *captive* often refers to a prisoner or slave.
- Explain to students:
 - In the movies pirates and other villains always take captives, or prisoners, to hold for ransom or force into labor. But in your readings in this module on endangered species the writers use the word *captive* in a much less negative way. Read the following excerpt from **"Bengal Tiger"** (paragraph 5) as students follow along:

The Chinese government has suggested "farming" tigers—putting parts from deceased zoo animals, for example, on the market in the place of wild-tiger parts. They're hoping that this would make poaching less attractive. Unfortunately, the prevalent belief is that wild-tiger parts are more potent than *captive*-tiger parts.

- Highlight how in the example, the intent is not to associate the negative aspects of *captive* with zoos, or suggest that the animals are prisoners.
 - What is meant here is the sense of "not in the wild" or "in human care or custody?"

Continuously (*adverb*)

- Explain to students:
 - Something that happens *continuously* happens all the time, constantly, repeatedly. For example, you and I breathe air *continuously* throughout the day and night.
- Provide students with an example in context by reading the following excerpt from **"Polar Bears"** (paragraph 1) as students follow along:

[Polar bears] can swim for several hours at a time over long distances. They've been tracked swimming *continuously* for 100 km (62 mi.)

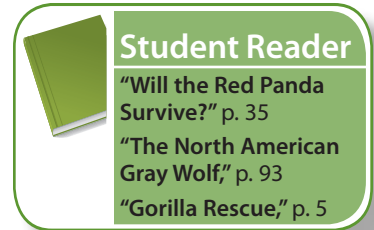
- Discuss with students:
 - As an adverb, *continuously* works in this sentence to modify and quantify the verb *swim*. Ask students what is lost to readers' understanding of the author's meaning if the sentence is rewritten without the crucial adverb.



Erodes (*verb*)

- Define the target word:
 - *Erodes* refers to something that disintegrates, decays, breaks down, or wears away.
- Have students consider how that definition makes sense in context of the following excerpt from **“Will the Red Panda Survive?”** (paragraph 2):

As loggers and firewood collectors chop down trees, and ranchers allow overgrazing by domestic livestock, the fragile mountain *erodes*.
- Examine the images of destruction and decay in this sentence and highlight for students how the images of loggers, firewood collectors, and overgrazing livestock illustrate and reinforce the meaning of *erodes* in this context.

**Extensively** (*adverb*)

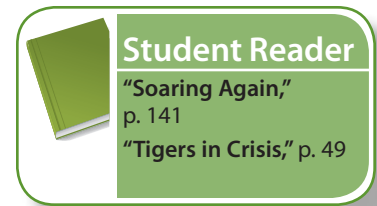
- Discuss with students:
 - *Extensively* means thoroughly or widely or far reaching. *Extensively* can also mean *lengthy* or *involved*, as in an *extensively* long journey; *extensively* can also mean large in number or amount, as in, “It would be nice to inherit an *extensively* vast fortune!”
- Read the following excerpt from **“The North American Gray Wolf”** (paragraph 4) to see how the author uses the word to refer to gray wolf life:

By autumn, pups are capable of traveling *extensively* with the adults, so until the next whelping season the pack usually roams as a unit throughout its territory in search of prey.
- Connect for students how the concept “takes practice” relates to and reinforces the meaning of “extensive learning.”

Intending (*verb*)

- Define the target word:
 - *To intend* is to mean to, to have something in mind. So someone or something who is *intending* is making plans for the future that may or may not actually happen.
- Provide students with an example in context by reading the following excerpt from **“Gorilla Rescue”** (paragraph 1) as students follow along:

The poachers had likely killed the little female's [gorilla baby's] parents and captured her in the forests of the Democratic Republic of the Congo, in Africa. Then they took her across the border into Rwanda, *intending* to sell her as a pet.



- As the class examines the denotative definitions of this word and considers how these apply in the context above, clarify for students that although the plan the poachers were intending to carry out was an evil one, the word *intending* refers to any designs or plans someone has in mind, not just criminal or negative ones.

Invading (*verb and adjective*)

- Explain to students:
 - Whether used as an adjective or verb (invading armies or armies invading), the word *invading* carries the sense of a mass of people or large group of something (animals, robots, space aliens) coming in or entering aggressively with the purpose of taking over, conquering, or running.
- Provide students with an example in context by reading the following excerpt from “**Soaring Again**” (paragraph 2) as students follow along:

The early settlers began to move westward in search of new land, as they did so they were *invading* the natural habitat of the bald eagle.

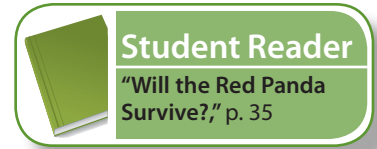
- Discuss how humans *invading* the eagles’ habitat may not have been an organized invasion as in planning a battle, but that the effects of *invading* were as aggressive, and to the eagle as devastating, as if it had been a planned campaign.

Oblivious (*adjective*)

- Define the target word:
 - This is a fun word to say, but it’s not a very good thing to be, because *oblivious* means unaware or unmindful, forgetful, and these are not very good things to be, even if you can’t help it.
- Provide students with an example by reading the following excerpt from “**Tigers in Crisis**” (paragraph 6):

Imagine, only 60–80 South China tigers left on the Earth. This, when 40 years ago it was estimated that 4,000 of these animals still roamed the planet. They hunted and mated, they reared their young, and they were *oblivious* to the fact that humanity was quickly pushing them to the edge of extinction.

- Point out that:
 - Clearly bad things are happening, but not because the tigers are *oblivious*; rather than insulting the tigers by calling them *oblivious*, the writer wants you to see how active and vibrant the tigers are, how innocent and unaware they are, and how horrible it is that human activity will soon threaten their very existence. Interestingly enough, humanity seems *oblivious* to what they are doing to the tiger as well!



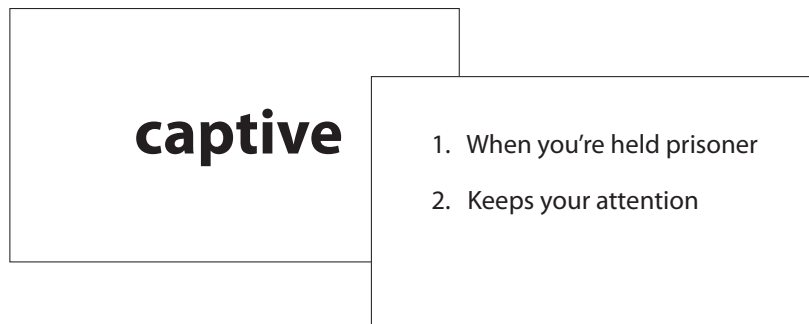
Vulnerable (*adjective*)

- Discuss with students how, in a way, you are all *vulnerable* to some degree; that is, you are open to attack—physical, intellectual, or emotional—and that is what *vulnerable* means: able to be hurt.
- Explain that all endangered species are therefore *vulnerable*, like the red pandas. Read the following excerpt from “**Will the Red Panda Survive?**” (paragraph 3):

Red pandas are also very *vulnerable* because of their specialized lifestyle and unique diet
- Discuss with students how the term *vulnerable* can apply to nonliving things as well as living.
 - Computers are *vulnerable* to viruses, businesses are *vulnerable* to takeovers. Brainstorm with students, after examining dictionary definitions for *vulnerable*, other uses of the term.

Work Time

- Divide class up into groups of three or four and assign each group a target word (or words).
- Have them create large cards of their words (one per word) for the word wall (with the word in large print on the front, definitions on back) to display for future reference. Use the word card for the word *captive* that you prepared as an example.



- Explain to students that they will be creating a Target Words Chart. Display the **Target Words Chart, Part 2** visual.
- Model how to complete the Target Words Chart by thinking aloud and filling an entry or two for the first target word(s) on the list. Use the example below to guide the creation of your version.
- Explain that students should use what they wrote on the **Initial Thoughts, Part 2** page of the Student Book to fill in the first column, “What I Already Know (or Don’t Know)”. Model this by adding a sample comment, such as the one in the chart below.
- Show students how to condense definitions they read in the dictionary to a short phrase or two or three key terms or synonyms.
- Remind them of where they can find the word in context, and add that information to finish your model.

Target Words Chart, Part 2

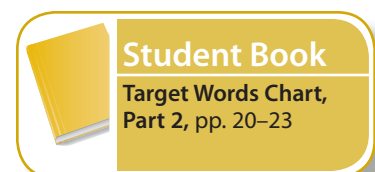
Target Word	What I Already Know (or Don't Know)	Dictionary Definition (Synonyms)	Example from the Reading
captive			
intending			
continuously			
invading			
erodes			
oblivious			
extensively			
vulnerable			

2 of 2

Target Words Chart, Part 2, Online Resources

Target Word	What I Already Know (or Don't Know)	What the Dictionary Says (Synonyms)	Example from the Reading
captive	<i>prisoner or slave?</i>	Restrained or held like a prisoner or slave, but also “not in the wild” or “in human custody” as with animals being cared for by a zoo.	“Unfortunately, the prevalent belief is that wild-tiger parts are more potent than <i>captive</i> -tiger parts.” (“Bengal Tiger”)

- Refer students to the **Target Words Chart, Part 2** in the Student Book.
- Assign several small groups the remaining target words and have them create a Target Words Chart for their words.



- Have student groups share with the whole class the insights they gained investigating their word(s), the sample sentences they created, and the way their understanding of the word has changed or grown.
- Discuss as a class the interesting details about each word; the alternative meanings they learned, pronunciations or variants that surprised them, parts of speech as well.
- At the end of the session, compile a class chart of all the target words to post in the room or on a word wall display.

6 Aiming at Target Words, Part 2 Target Words	
Target Word	
captive	
continuously	
erodes	
extensively	

6 Aiming at Target Words, Part 2 Target Words	
Dictionary Definition (Synonyms)	

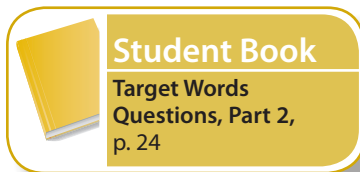
6 Aiming at Target Words, Part 2 Target Words	
Target Word	
intending	
invading	
oblivious	
vulnerable	

6 Aiming at Target Words, Part 2 Target Words Chart, Part 2, continued	
Dictionary Definition (Synonyms)	Example from the Reading

Target Words Chart, Part 2, Student Book, pages 20–23

Reflection

- Divide class up into small groups, and assign each group several target words. Have students create posters illustrating the meaning of words. Each group should present and explain the thinking behind their illustrations.
- Refer students to the **Target Words Questions, Part 2** page in the Student Book. Have students individually write a few sentences on this page to address the following questions. Then allow volunteers to share their responses to further student reflection and discussion.



6

Aiming at Target Words, Part 2

Target Words Questions, Part 2

1. Can you be *vulnerable* and *oblivious* at the same time? Explain your thinking.

2. Describe a time when you felt as though someone was *invading* your personal space. What happened, and how did it make you feel?

3. If you are told that you must research polar bears *extensively* for a group project, what would you need to do?

4. What are you *intending* to do over the upcoming weekend?

Target Words Questions, Part 2, Student Book, page 24



Suffixes: *-ing*

OBJECTIVES	<ul style="list-style-type: none"> Identify the suffix <i>-ing</i> in a word. Use the base word and its suffix to determine the meaning of a word. Demonstrate knowledge of how the addition of a suffix changes the part of speech and sometimes affects the spelling of a word. Apply an understanding of how the suffix <i>-ing</i> works to reading connected text.
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ACTIVITIES	<ul style="list-style-type: none"> Introduce and define <i>suffix</i>. Explain how a suffix influences a base or root word. Describe the meaning of the suffix <i>-ing</i>. Show how the addition of a suffix to a word can change the spelling of that word. Model decoding the meaning of a word containing a suffix.
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PREP	<ul style="list-style-type: none"> Provide dictionaries, thesauruses, and online access for student use. Gather chart paper and markers. Prepare the Suffixes: <i>-ing</i> Parts of Speech Chart visual*. <p><i>*Available on Community of Learning</i></p>
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TARGET WORDS	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">captive</td> <td style="width: 33%;">extensively</td> <td style="width: 33%;">oblivious</td> </tr> <tr> <td>continuously</td> <td>intending</td> <td>vulnerable</td> </tr> <tr> <td>erodes</td> <td>invading</td> <td></td> </tr> </table>	captive	extensively	oblivious	continuously	intending	vulnerable	erodes	invading	
captive	extensively	oblivious								
continuously	intending	vulnerable								
erodes	invading									

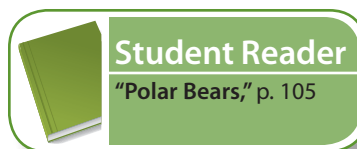
STUDENT MATERIALS	Student Reader	Student Book
	<ul style="list-style-type: none"> "Polar Bears" (pp. 105–114) "Gorilla Rescue" (pp. 5–9) 	<ul style="list-style-type: none"> <i>-ing</i> Alphabet Chart (p. 25) <i>-ing</i> Words Chart (p. 26)

Introduction

- Review with students what a base word is to ensure they understand that words are comprised of parts and that the base of a word is what carries the majority of its meaning.
- Articulate a definition along the lines of “A base word is the basic unit of a word that can not be broken down sensibly into smaller parts.”
- Remind students that added to base words are different kinds of affixes—prefixes and suffixes that affect meaning and part of speech of the base word:
 - A *suffix* is added to the *end* of a word and changes or “tweaks” its meaning. And one of the most frequently used suffixes in the English language is *-ing*.
- Explain to students that the suffix *-ing* can actually change a word to one, two, or three different parts of speech (that is, present participle verbs, adjectives, or nouns).
 - For one, *-ing* changes a base verb into the present participle form, the form of the verb that describes action as if it is happening in the present, now. For example, when *-ing* is added to the word *hunt* it creates the present participle of the verb, *hunting*.
- As an example, read the following excerpt from paragraph 9 of “**Polar Bears**”:

When not *hunting*, polar bears are often *sleeping* or *resting*.

 - A participle form such as *hunting* can also be used as an adjective to describe or modify a noun, as in the following sentence: “When I lost my suitcase at the airport, I had to go get it in the *holding* area.” When the word *holding* is used to modify or clarify which area (a noun) it becomes an adjective.
 - Lots of sports have names that are nouns made of *-ing* words, such as hunting, fishing, boating, and biking. Can you think of other *-ing* nouns?
- Have students brainstorm nouns that end with *-ing*; make a poster of their words and add to the word wall or other word study display (*some possibilities include: wedding, gathering, outing, meeting, ending*).



- Show students the **Suffixes: *-ing* Parts of Speech** visual.
- Model your chart on the one shown on the next page.
- Explain that this chart illustrates the *-ing* ending applied to words to create different parts of speech—for example, present participles, adjectives, and nouns.
- Think aloud how each usage reveals the word being used in different parts of speech.
- Clarify for students that in each case, the word looks the same; only the context, the words surrounding it in the sentence, make clear what part of speech the *-ing* word is operating as.

Suffixes: *-ing* Parts of Speech

Word	Sentence	Part of Speech
hunting	Josh and his father are <i>hunting</i> this weekend.	present participle verb
	Josh's father bought him a new <i>hunting</i> rifle.	adjective
	Josh loves <i>hunting</i> with his father.	noun
running	My mother is <i>running</i> in a marathon this weekend.	present participle verb
	Grampa grew up in a house without <i>running</i> water.	adjective
	I prefer sitting to <i>running</i> .	noun

Suffixes: *-ing* Parts of Speech, Online Resources

Word	Sentence	Part of Speech
hunting	Josh and his father are <i>hunting</i> this weekend.	present participle verb
	Josh's father bought him a new <i>hunting</i> rifle.	adjective
	Josh loves <i>hunting</i> with his father.	noun
running	My mother is <i>running</i> in a marathon this weekend.	present participle verb
	Grampa grew up in a house without <i>running</i> water.	adjective
	I prefer sitting to <i>running</i> .	noun

- Explain to students:
 - Another thing to know about the *-ing* suffix is that when *-ing* is added to the end of a base word, sometimes the spelling of the base word changes.
- Direct students to look again at the examples for the second word, *running*.
 - If you remove the *-ing* suffix from *running*, you are left with the base word *runn*. But that's not how you spell *run* is it? So, when you add the suffix *-ing* to the base word *run*, you have to double the consonant *n* to make sure you spell it correctly: r-u-n-n-i-n-g.

- Explain that the reason for the doubling is the rule that dictates that when a short vowel sound precedes a sole consonant in a word, the consonant is doubled when the suffix *-ing* is added.
- Look at some other familiar examples of words that take double consonants when *-ing* is added, such as *humming*, *batting*, and *stopping*.
- Explain and illustrate for students that *-ing* also causes a spelling change when added to base words that end with *e* (with a few exceptions), as in *giving*, *having*, *saving*.
- Display the **Suffixes: *-ing*** visual.
- Explain that students will be filling in a chart like this one during Work Time.
- Model their task with the words on the visual. Recap what the class has learned about adding *-ing* and think aloud the rules as you fill in the chart. (Answers are provided below.)

Suffixes: *-ing*

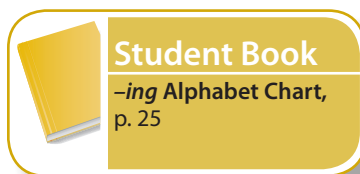
Base Word	Suffix	New Word	Spelling Change
mop	-ing		
love	-ing		
fish	-ing		

Suffixes: *-ing*, Online Resources

Base Word	Suffix	New Word	Spelling Changes
mop	-ing	mopping	double consonant <i>p</i>
love	-ing	loving	drop <i>e</i>
fish	-ing	fishing	none

Work Time

- Refer students to the *-ing* Alphabet Chart in the Student Book.
- Have students work in groups to fill in the chart. Either divide the words amongst the groups or have them do all 26 *-ing* words, one for each letter of the alphabet.



7

Suffixes: *-ing*

***-ing* Alphabet Chart**

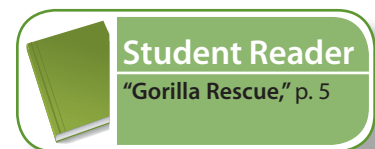
Base Word	Suffix	New Word	Spelling Changes
aim	-ing		
bike	-ing		
cook	-ing		
dwindle	-ing		
end	-ing		
fare	-ing		
go	-ing		
hop	-ing		
invade	-ing		
jump	-ing		
kick	-ing		
like	-ing		
melt	-ing		
note	-ing		
open	-ing		
play	-ing		
quit	-ing		
rise	-ing		
swim	-ing		
take	-ing		
unite	-ing		
vote	-ing		
walk	-ing		
x-ray	-ing		
yawn	-ing		
zap	-ing		

-ing Alphabet Chart, Student Book, page 25

Reflection

- Read the following excerpts from **“Gorilla Rescue”** (paragraphs 5, 6, and 8) as students follow along.

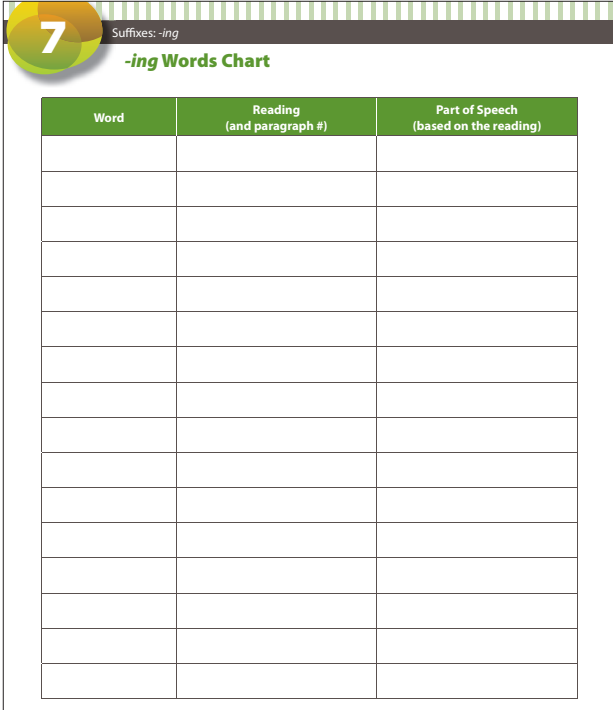
The massive logging and mining industries in some central African countries bring many people deep into the forests. Hunters supply their need for food by killing almost any animal they find, including primates. Along with the massive habitat destruction caused by industry, illegal hunting threatens to drive the 20,000 to 30,000 remaining eastern lowland gorillas to extinction.



Three caretakers were assigned to her... They worked in shifts, taking turns holding her, carrying her around on their backs, and cradling her while she slept.

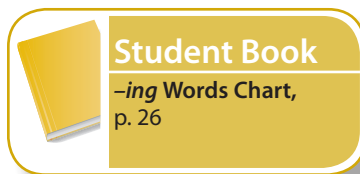
After six months of loving care ... Dunia was looking and acting like a healthy, happy young gorilla should... “Her confidence is growing and she’s becoming more independent, but when she is startled, the first thing she does is run back to her caretakers...”

- Tell students to circle all the *-ing* words they see. Then, have students fill in the ***-ing* Words Chart** in the Student Book using these words. They should list the part of speech the word was used in based on the context of the reading.
- For each *-ing* word students listed in the Student Book, have a volunteer explain what spelling changes were made to the base word (if any) to make the *-ing* form. (For example, to make the word *logging*, the author of “**Gorilla Rescue**” had to double the *g* consonant in the word *log*.)
- Have students write some of the words they encounter during independent reading that end with the suffix *-ing* on the ***-ing* Words Chart** page in the Student Book.



Word	Reading (and paragraph #)	Part of Speech (based on the reading)

-ing Words Chart, Student Book, page 26



Prefixes: *In-* and *En-*

OBJECTIVES

- Understand the role and function of prefixes and apply that understanding to reading connected text.
- Identify the prefixes *in-* and *en-* in a word.
- Recognize how the meaning of base words is changed by the presence of these prefixes.
- Use context to determine appropriate meaning of the prefixes *in-* and *en-* when applied to a base word.

ACTIVITIES

- Review definition of *affix* and *prefix*.
- Confirm and reinforce students' understanding that words are comprised of many parts.
- Explain the meanings of the prefix *in-* and *en-*.
- Model decoding and determining the meaning of words containing the prefix *in-* or *en-*.

PREP

- Provide dictionaries, thesauruses, and etymological resources for student use.
- Gather chart paper and markers.
- Prepare the Prefixes: *In-* and *En-* Chart visual*.

*Available on Community of Learning

TARGET WORDS

captive**extensively****oblivious****continuously****intending****vulnerable****erodes****invading**

STUDENT MATERIALS

Student Reader

- "Polar Bears" (pp. 105–114)
- "The Giant Panda" (pp. 41–44)

Student Book

- Prefixes: *In-* and *En-* Chart (pp. 27–28)
- *In-* and *En-* Sentences (p. 29)

Introduction

- Activate prior knowledge by reviewing with students what an *affix* is (a part added to a base word that affects its meanings); one kind of affix is a *prefix*.
 - A *prefix* is a word part that is fixed onto the front of a base word thereby changing its meaning. Think about how when you go to the movies, before the feature comes the *previews*. The prefix comes before the base word, and even though it's little its affect on the meaning of a word can be big!
- Explain to students that today the class will study two prefixes (*in-* and *en-*) that figure prominently in the Foundations module readings and in the English language in general.
- On a large sheet of chart paper, create a T-chart like the one provided below to introduce students to the two related prefixes *in-* and *en-*.
 - Fill in the first two words given below as examples, then encourage students to contribute suggestions for the chart.
 - Add the relevant target words (indicated below with *) to the chart if the students have not already made the connection. Be sure to share root and base word meanings as necessary so that they clearly see how the prefix meaning “in” applies in each case.
- Point out to students that:
 - Often *in-* or *en-* share the same sense of “to put into” or “to enter into”; they both mean the same as the preposition *in*, as in, entering *into*—as in *inside*, *inland*, and *into* or *encircle*, *enforce*, and *enflame*.

<i>In-</i> (in/enter into)	<i>En-</i> (to put/place in)
inside	encircle
indoors	enforce
invading*	enflame
ingenuity*	enclosure*
intending*	entangled*
opposite of	disappear
apart, away	discard

- Instruct students that *in-* and *en-* can have other meanings, too; for example, another important meaning for *in-* is “not” or “the opposite of.” *In-* can cause the base word to mean its opposite; for example, the word *incomplete* means “not complete” or unfinished—the opposite of complete. *En-* can also mean “to cause to do or make” as in *endear* and *endangered*.
- Display the **Prefixes: *In-* and *En-*** visual.
- Explain that this chart shows that the prefixes *in-* and *en-* can have different meanings.
 - As you read and encounter both of the prefixes *in-* and *en-*, the context clues in the surrounding words and phrases will help you figure out which meanings to apply to these words.

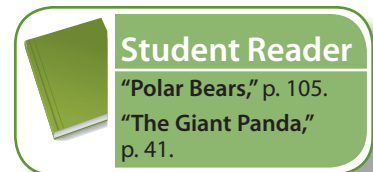
Prefixes: *In-* and *En-*

Prefix	Meaning	Examples
<i>in-</i>		
<i>en-</i>		

Prefixes: *In-* and *En-*, Online Resources

- Share some examples from the Foundations module readings. A couple are furnished below with context clues underlined:

Humans may *encounter* polar bears wherever human and polar bear habitats overlap.



“Polar Bears” (paragraph 38)

“Giant Pandas are classified as *endangered* because the bamboo forests are being cleared for farming,... In China research and breeding centers have been set up and are trying to breed them to *increase* their numbers.

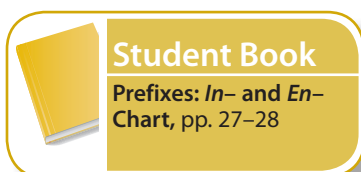
“The Giant Panda” (paragraphs 10 and 11)

Work Time

- Choose relevant words from the list below to assign to small groups of students. You can have some groups focus on *in-* words and some on *en-*, or mix them up.

intake	insane	enchant	enjoy
inedible	intact	encode	enlighten
inexact	ineffective	enfold	enlarge
instill	inability	engrave	engulf
inactive	incomplete	enjoin	enrich
inform	enable	engross	enrage

- Refer students to the **Prefixes: *In-* and *En-* Chart** in the Student Book. Explain that groups should investigate their assigned words and fill in the chart for each word.
- Model and illustrate the task by thinking aloud as you fill in the first two examples for *in-* and for *en-* (see answers on next page).
- When they are finished, have groups share and display their charts on the word wall.



Prefixes: <i>In-</i> and <i>En-</i>		Prefixes: <i>In-</i> and <i>En-</i>			
Prefixes: <i>In-</i> and <i>En-</i> Chart		Prefixes: <i>In-</i> and <i>En-</i> Chart, continued			
<i>in-</i> Word	Prefix	<i>en-</i> Word	Prefix Meaning	Base Word	Word Meaning
inestimable		enforce			
independent		endear			
intake		enable			
inedible		enchant			
inexact		encode			
instill		enfold			
inactive		engrave			
inform		enjoin			
insane		engross			
intact		enjoy			
ineffective		enlighten			
inability		enlarge			
incomplete		engulf			
		enrich			
		enrage			

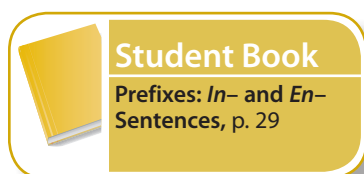
Prefixes: *In-* and *En-* Chart, Student Book, pages 27–28

<i>In-</i> Word	Prefix Meaning	Base Word	Word Meaning
inestimable	in/internal	estimable (esteem + able)	beyond a nameable value, priceless
independent	not; opposite of	dependent	to not need help

<i>En-</i> Word	Prefix Meaning	Base Word	Word Meaning
enforce	to put into	force	to make or force someone to follow rules or laws
endear	to make	dear	to make oneself dear to someone else; charm or fascinate

Reflection

- Have students orally share what they learned during today’s Work Time activities.
- Refer students to the *In- and En- Sentences* page in the Student Book.
- Challenge students to make up sentences using all or some of their Work Time words and write them on this page.



Prefixes: *In-* and *En-*

In- and En- Sentences

Sentences using *in-*:

Sentences using *en-*:

Prefixes: *In-* and *En-* Sentences, Student Book, page 29

Word Families

OBJECTIVES

- Enhance dictionary skills by using reference books or online sources to locate and learn the meanings and variants of target words.
- Decide the correct meaning of related words by examining contexts in which they occur.
- Determine the meaning of unfamiliar words by identifying and applying context clues.

ACTIVITIES

- Review target words and introduce related words from the same family but representing different parts of speech.
- Model dictionary skills using print and online sources.
- Model creating a Word Family Tree.
- Explain how to use context clues to determine correct meaning of related words/variants.

PREP

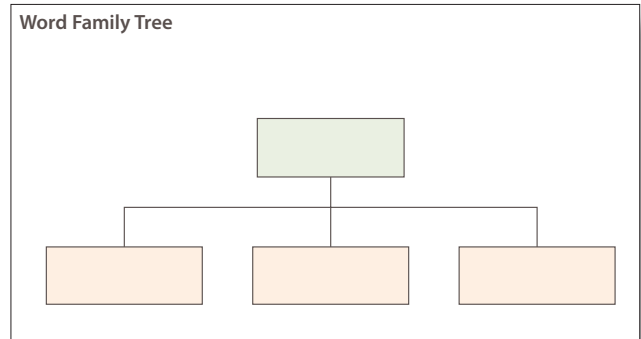
- Provide dictionaries and thesauruses for student use.
- Gather chart paper and markers.
- Prepare the Word Family Tree visual*.
- **Available on Community of Learning*

TARGET WORDS	captive	extensively	oblivious
	continuously	intending	vulnerable
	erodes	invading	

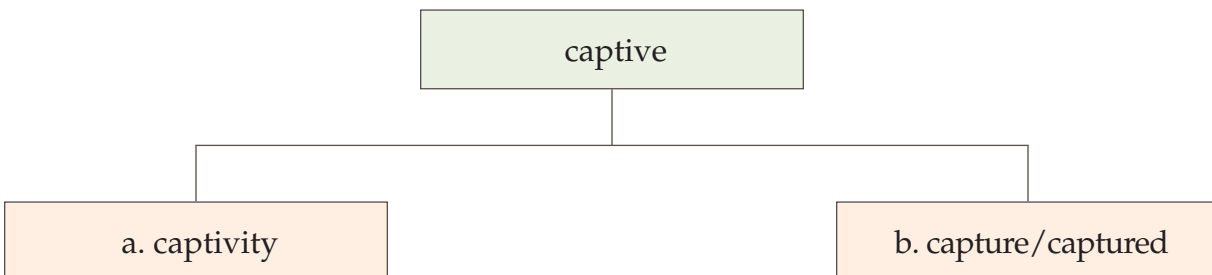
STUDENT MATERIALS	Student Reader	Student Book
	<ul style="list-style-type: none"> • “Tigers in Crisis” (pp. 49–51) • “Bengal Tiger” (pp. 53–56) • “The Great Hawaiian Sea Turtle Rescue” (pp. 63–65) 	<ul style="list-style-type: none"> • Word Family Tree (p. 31) • <i>Captive Questions</i> (p. 32)

Introduction

- Explain to students that words come in families.
- On chart paper, write the target word *captive* in the center of the page and review the definition of *captive* (see Lesson 6). Break down the word into its base and noun ending, as follows:
 - The word *captive* comes from the Latin word *captus* (which means to “take hold of” or more negatively “to seize” someone or something). The root of the word, *capt*, conveys the essential meaning. Because of that, whenever you encounter other words with the same root, you know that the meaning has something to do with something or someone being held or seized. You have to figure out from the context clues—how the word is used in a sentence or passage—whether that’s a good thing or a bad thing!
- On the chart paper or using the **Word Family Tree** visual, construct a “family tree” around the word *captive*.



Word Family Tree, Online Resources



- Break down each of the words in the *Captive* Family Tree to show how they share the same root, which establishes their meaning, and how the different endings signal different parts of speech and particular meaning. As you cover each word, share some of the sentences from the Foundations module readings in which they occur.
 - Captivity:

Experts say there may be just too few animals in *captivity* to provide a good gene pool to breed it back to sustainable numbers.

“*Tigers in Crisis*” (paragraph 12)

Animals reared in *captivity* don’t learn to hunt.

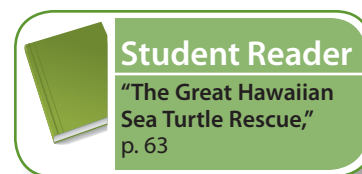


“*Bengal Tiger*” (paragraph 6)

– Capture/captured:

The turtles were *captured* faster than they could reproduce.

“Within six hours of its *capture* we had Tripod back in the water,” says Parker.

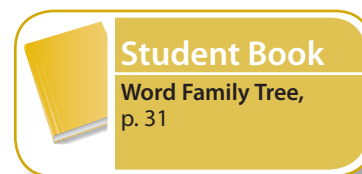


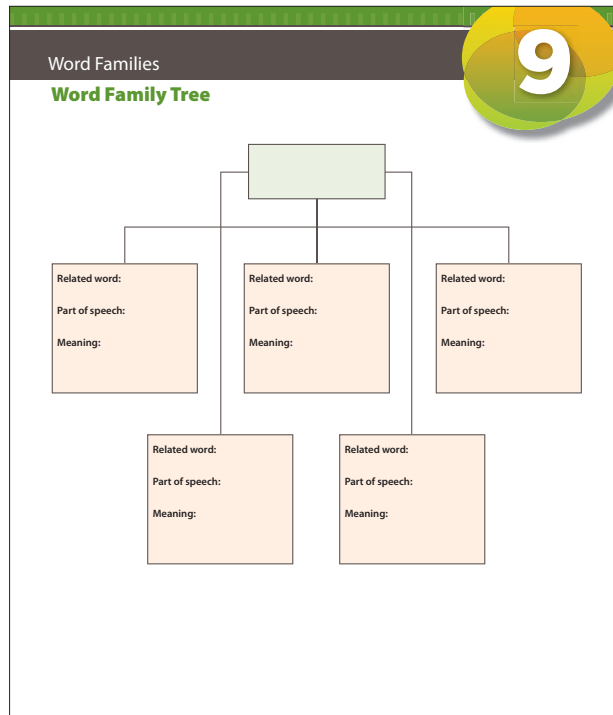
“The Great Hawaiian Sea Turtle Rescue” (paragraphs 4 and 7)

- Add any other members of the *Captive* Family Tree to your chart that students can name or that you supply. (*Possibilities include: captivate/captivating, recapture, captain.*)
- Have student volunteers look up any words the class is unsure about, and construct examples of each part of speech in the context of a simple sentence. Discuss implications of different endings on meaning and parts of speech for each variation they come up with.
- Sum up and reinforce:
 - Just like people in a family share the same ancestry, which you can often detect through such shared features as eye color, hair color, or other physical features, words in the same family share their roots—their ancestry—which you can see in the shared root word they build on, as with all the members of the *captive* family you looked at today.

Work Time

- Divide students into several groups, and assign one or two target words from the target words covered in this manual (see Lessons 1, 6, and 11). Or, have student groups choose from among the target words those whose word families they would like to investigate. (*Especially fruitful examples include: comprehensive, dominance, enclosure, encounter, intending, invading, sanctions, and sustainable.*)
- Refer students to the **Word Family Tree** page in the Student Book. Have the groups use this page to create a family tree for the different variants of their assigned words.
- They may uncover these variants in the Foundations module readings, independent readings, or dictionaries and thesauruses.
- They should identify parts of speech or variances in meaning for each member of their tree, and present their findings to the rest of the class.

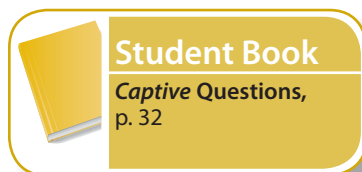




Word Family Tree, Student Book, page 31

Reflection

- Refer students to the **Captive Questions** page in the Student Book.
- Have students individually write a few sentences to answer the questions on this page.
- Allow volunteers to share their responses to further student reflection and discussion.



9 Word Families

Captive Questions

1. Is it better to be *captivate* or *captivating*? Why?

2. Explain how what you know about the Latin root word *captus* informs your understanding of the word *caption*?

3. What kinds of things *capture* your attention?

Captive Questions, Student Book, page 32

Connotation and Denotation

OBJECTIVES

- Understand that although synonyms share denotations, they often hold entirely different connotations.
- Identify and apply the meanings of *connotation*, *denotation*, and *synonym*.
- Use dictionaries and thesauruses to discover the connotations of words.
- Identify the positive, neutral, or negative connotation of words.

ACTIVITIES

- Introduce and define *connotation* and *denotation*.
- Promote effective word choice and awareness of the connotations words carry.

PREP

- Provide dictionaries and thesauruses for student use.
- Gather chart paper and markers.
- Prepare the Denotation versus Connotation visual*.
- Prepare the Positive/Neutral/Negative Connotations visual*.

*Available on Community of Learning

TARGET WORDS

captive	extensively	oblivious
continuously	intending	vulnerable
erodes	invading	

STUDENT MATERIALS

Student Reader

- “The Great Koala Rescue” (pp. 159–162)
- “Koalas, Up Close and Personal” (pp. 165–170)
- “The Great Hawaiian Sea Turtle Rescue” (pp. 63–65)

Student Book

- Positive/Neutral/Negative Connotations (p. 33)
- Emotional Effects (p. 34)

Introduction

- Display the **Denotation versus Connotation** visual.
- Read the definitions of the words *denotation* and *connotation*.
- Explain to students:
 - So far in this module students mostly have looked at what words *mean*—that is, their *denotative* definitions.
 - Today, however, we will look at the ways the *connotations* of words affect them as well. A word's *connotation* refers to the various feelings or attributes that people associate with a word—the emotional quality of a word that causes readers to respond to it with positive, negative, or neutral feelings.
- Refer students to the three statements on the visual. Point out that denotatively the sentences say the same thing, but that they convey very different connotations:
 - If you look up the words *strong-minded*, *obstinate*, and *pigheaded* in a dictionary, you can see that they are synonyms, which means that they have approximately the same denotation.
 - However, each of these terms carries a completely different emotional association or *connotation*. Most people would prefer to be called *strong-minded* rather than *pigheaded* or even *obstinate*!
- Summarize and reinforce the difference between *connotation* and *denotation*.
- Discuss with students the idea that the connotation of the word *strong-minded* in the first sentence reflects a positive or favorable connotation. The connotation of the word *obstinate* in the second sentence reflects a somewhat neutral connotation. And the word *pigheaded* in the third sentence has a distinctly negative connotation.
- However, the *denotations* or dictionary definitions of *strong-minded*, *obstinate*, and *pigheaded* are very similar. You may wish to have student volunteers look up the definitions to illustrate the commonalities, or have students verify in a thesaurus the synonymous qualities of these words in terms of denotation.

Denotation versus Connotation

Definitions

Denotation: the explicit, dictionary definition of a word.

Connotation: the implicit, imaginative association surrounding a word; the emotional impact of a word on a reader.

Sample Sentences

1) Jarod is *strong-minded*.


2) Jarod is *obstinate*.

3) Jarod is *pigheaded*.

Denotation versus Connotation, Online Resources

Work Time

- Refer students to the **Positive/Neutral/Negative Connotations** chart in the Student Book.
- Explain that the students will create a chart of positive, neutral, and negative connotations for common words.
- Display the **Positive/Neutral/Negative Connotations** visual.
- Model the upcoming task by thinking aloud as you do the first few examples (see chart below).



Student Book
**Positive/Neutral/
 Negative
 Connotations**, p. 33
Synonyms Word Web,
 p. 7

Positive	Neutral	Negative
affordable	inexpensive	cheap
satisfactory	average	mediocre
unique	unusual	strange

- Then have students fill in the chart by working as a class or in small groups to decide which word in each triad is positive, negative, or neutral. Students should discuss the reasoning behind their decisions.
- Have students refer back to the **Synonym Word Web** they created in Lesson 2.
- Ask students to consider the different connotations of the related words in their webs.

10

Connotation and Denotation

Positive/Neutral/Negative Connotations

a. inexpensive, cheap, affordable	g. inquisitive, nosy, curious
b. satisfactory, mediocre, average	h. selective, picky, particular
c. unusual, strange, unique	i. dainty, fragile, frail
d. surprise, shock, stun	j. plump, heavy, fat
e. bookworm, scholar, student	k. challenging, difficult, hard
f. skinny, thin, slender	

	Positive	Neutral	Negative
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			
k.			

Positive/Neutral/ Negative Connotations, Student Book, page 33

Positive/Neutral/Negative Connotations

	Favorable	Neutral	Negative

Positive/Neutral/ Negative Connotations, Online Resources

- In small groups or as an individual activity, have students practice paying attention to the emotional effects and positive, neutral, or negative connotations they associate with particular words.
- Have students read the passages listed below from the Student Reader.

Frightened and helpless, a baby koala clings to a tree branch. Below, his mother screams. Searching for their dinner of eucalyptus leaves, she manages to get her head stuck in one family's fence."

"The Great Koala Rescue" (paragraph 1)

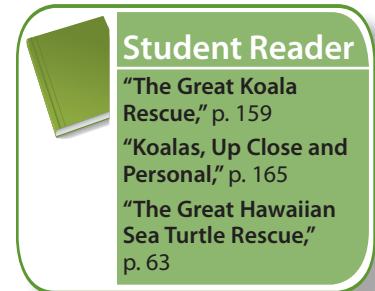
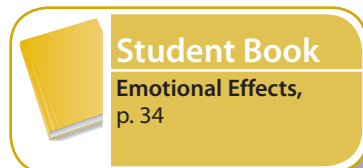
Koalas are, hands down, the cutest animals I've ever seen in the wild. With fluffy fur, pudgy bodies, round eyes, and wisps of spiky hair sprouting from behind their ears, koalas look like teddy bears with attitude.

"Koalas, Up Close and Personal" (paragraph 1)

Tripod, a 10-year-old Hawaiian green sea turtle, was in trouble. A two-inch-long fishhook was lodged in its shoulder with a strand of fishing line still attached.

"The Great Hawaiian Sea Turtle Rescue" (paragraph 1)

- Then, refer them to the **Emotional Effects** page in the Student Book.
- Ask them to write how each passage makes them feel on this page, and identify and list the words in the passages that made them feel they way they did.
- To extend student thinking, have them share their reflections orally with the class. (*Likely words that students will cite include: passage 1—frightened, helpless, clings, screams, stuck; passage 2—cutest, fluffy, pudgy, teddy bears with attitude; passage 3—trouble, fishhook, lodged.*)



10 Connotation and Denotation
Emotional Effects

Passage #1

1. How did the passage make you feel?

2. What words from the passage made you feel that way?

Passage #2

1. How did the passage make you feel?

2. What words from the passage made you feel that way?

Passage #3

1. How did the passage make you feel?

2. What words from the passage made you feel that way?

Emotional Effects, Student Book, page 34

Aiming at Target Words, Part 3

OBJECTIVES

- Enhance dictionary skills by using reference books or online sources to locate and learn the meanings and variants of target words.
- Decide the correct meaning of multiple-meaning words by examining the context of the sentence in which they occur.
- Determine the meaning of unfamiliar words by identifying and applying context clues.

ACTIVITIES

- Introduce and define target words.
- Model dictionary skills using print and online sources.
- Explain how to use context clues to determine correct meaning of words.

PREP

- Provide dictionaries, thesauruses, and online access for student use.
- Gather chart paper and markers.
- Add the new target words to the Target Words List (or create a new chart).
- Gather large cards for the word wall (with definitions on back).
- Prepare the Initial Thoughts, Part 3 visual*.
- Prepare the Target Words Chart, Part 3 visual*.

*Available on Community of Learning

TARGET WORDS

agile	faring	touted
desperate	massive	vital
enclosure	sustainable	

STUDENT MATERIALS

Student Reader

- “Bengal Tiger” (pp. 53–56)
- “Gorilla Rescue” (pp. 5–9)
- “Tigers in Crisis” (pp. 49–51)
- “The Incredible Sea Otter Rescue” (pp. 73–76)
- “The Great Koala Rescue” (pp. 159–162)
- “A Good Meal Is Hard to Find” (pp. 45–46)

Student Book

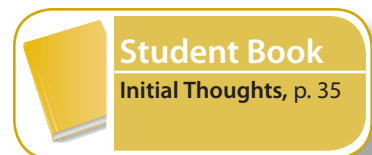
- Initial Thoughts (p. 35)
- Target Words Chart, Part 3 (pp. 36–39)
- Target Words Questions, Part 3 (p. 40)


Introduction

- Display the premade Target Words List, and point out to students that the words on this list appear in the readings in the Student Reader, but that they are also all great words to know in general.
- Introduce each of the target words by saying the word and repeating it, asking students to say the word along with you.
- Display the **Initial Thoughts, Part 3** visual.
- Ask a few students to share their thinking about what the word means. Encourage them to define the term in their own words and share other definitions or nuances with which they may be familiar.
- Refer students to the **Initial Thoughts** page in the Student Book.
- Ask students to write their initial ideas about what the word means and how it might be used. They will be returning to these initial thoughts and adding them into the Target Words Charts they complete during Work Time.
- Introduce general definitions in natural language (such as those provided below in the Target Word List), and share any alternative meanings or synonyms students are likely to be familiar with.
- Read aloud and show students the selected excerpts of each word in context (also provided below in the Target Word List).
- Stop after reading the excerpt to facilitate and encourage class discussion.
- Be sure to highlight how other words and phrases in the immediate vicinity help to clarify, enhance, or even restate the meaning of the target word and clue the reader into its meaning.

agile	
desperate	
enclosure	
faring	
massive	
sustainable	
touted	
vital	

Initial Thoughts, Part 3, Online Resources



Aiming at Target Words, Part 3	
Initial Thoughts	
	_____

Initial Thoughts, Student Book, page 35

- Visit other examples as desired to reinforce students' understanding of each word and connect to different and related contexts.

Target Word List



Agile (*adjective*)

- Explain to students:
 - Every one of you is this! *Agile* means quick and lively, mentally and physically! This is a very *agile* group! You are *agile* on the playground and you are *agile* in the class.
- Provide students with an example of the word in context by reading the following excerpt from “**Bengal Tiger**” (paragraph 1):

They are as *agile* as they are strong: tigers can leap more than 30 feet (9 m) in a single bound, climb trees, and swim for miles.
- Spotlight for students how the activities the tigers are described doing (underlined above) help to inform readers' understanding of what agile means, and create strong visual images for you to see the meaning as well.
- Brainstorm with students a list of people and things that are *agile*. Chart their responses, and discuss the qualities that make them *agile*, noting the elements of physical prowess or mental acuity at work in the examples of *agile* things students contribute.

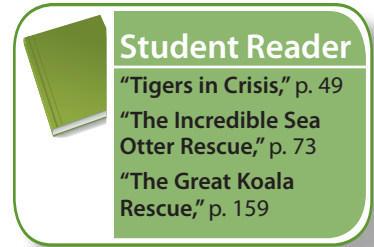
Enclosure (*noun*)

- Introduce the target word:
 - This word has several different meanings, but in your module it refers to a pen or enclosed area that contains the animals and keeps them safe and secure.
- Consider this example from “**Gorilla Rescue**” (paragraph 9):

Nevertheless, Dunia now ventures farther from her caregivers for longer periods of time. She enjoys carefree moments of exploration out in the grassy areas of her *enclosure*.
- Discuss the variant meaning of *enclosure* as something added to a communiqué or included in a letter. Although this is not the meaning referred to in the Foundations module readings, students will benefit from thinking about how the evolutions of a word that first meant (to close in) as a fenced pen on a farm, evolved to mean this as well.

Faring (*verb*)

- Share and discuss the many different and interesting uses of this word in both its noun and verb form; for example, *faring* can mean going or travelling, and it can also mean eating and drinking. In addition, *faring* can refer to experiencing good or bad luck or treatment, and that is the meaning it has when used in reading **"Tigers in Crisis"**.



- Read the passage from **"Tigers in Crisis"** (paragraph 8) in which this word occurs:

And even though they are all in danger of becoming extinct, the other subspecies are *faring* better than the South China tiger.

- Challenge students to consider the noun form of *faring* and how they might use and apply what they know about this form of the word in other contexts.

Desperate (*adjective*)

- Introduce the target word:
 - *Desperate* is related to the word despair, and many of its uses have to do with communicating that someone or something feels hopeless or is indeed suffering from very serious, urgent, or extreme circumstances.
- Connect and apply this definition with students by examining orally the use of this word in the context of **"The Incredible Sea Otter Rescue"** (paragraph 1):

Goldie was in *desperate* need of emergency aid when workers from the Monterey Bay Aquarium's Sea Otter Research and Conservation (SORAC) program found her.

- Provide another example of the word in context by reading the following excerpt from **"The Great Koala Rescue"** (paragraph 2):

Desperate to save the mother koala's life, the family calls the Queensland Parks and Wildlife Services.

Massive (*adjective*)

- Define the target word:
 - Something is *massive* if it is huge, bulky, hefty, or gigantic.
- Connect and apply this definition with students by examining orally the use of this word in the context of **“A Good Meal is Hard to Find”** (paragraph 1):

China’s giant pandas could be in giant trouble. The *massive* bears are already endangered, or threatened, in the wild. Now they’re having trouble finding their favorite food—bamboo.

- Provide another example of the word in context by reading the following excerpt from **“Gorilla Rescue”** (paragraph 5):

The *massive* logging and mining industries in some central African countries bring many people deep into the forests. Hunters supply their need for food by killing almost any animal they find, including primates. Along with the *massive* habitat destruction caused by industry, illegal hunting threatens to drive the 20,000 to 30,000 remaining eastern lowland gorillas to extinction.

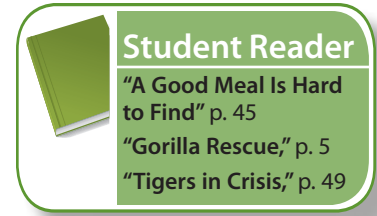
- Ask students orally to discuss:
 - What makes these good, illustrative examples of *massive*?

Sustainable (*adjective*)

- Discuss with students:
 - The goal of most of the animal rescue and conservationist workers that you have read about in this module is *sustainable* life for the creatures they speak for; that is, they want endangered animals to be able to sustain or maintain their life on Earth. One of the meanings of *sustainable* then is to have plenty of food, water, and habitat, which are needed for life to be able to be sustained.
- Share the word in this context by reading the following excerpt from **“Tigers in Crisis”** (paragraph 12):

Experts say there may be just too few animals in captivity to provide a good gene pool to breed it back to *sustainable* numbers.

- Take this opportunity to reinforce student comprehension of the target word *captive* and its variants by pointing out its use and meaning in this context. Extend the discussion by showing how the desired goal of *sustainability* shows that the more positive sense of *captive* is meant in this sentence.



Touted (*adjective or verb*)

- Touted always makes me think of shouted, and it does have to do with broadcasting information in much the same way. *Touted* means to advertise or spread the word about how great something is!
- Show students an example of the word *touted* in the context of this passage from “**Bengal Tiger**” (paragraph 4):

Humans have also turned against tigers. In Asia, tiger bones are *touted* as a cure for rheumatism.
- Consider in a whole-class discussion the negative connotations of *touted* in the example from their readings above and in general, as the sense of the word meaning which means bragged or promoted in a way that is in conflict with the truth.
 - The way TV ads try to sell you stuff, the products they advertise are all touted as the best, but they can’t all be the best!

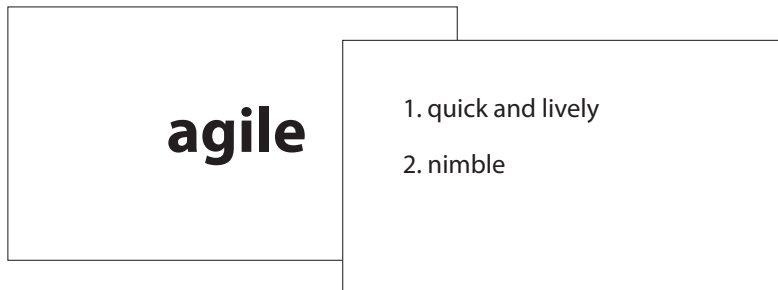
**Vital** (*adjective*)

- Introduce the target word:
 - *Vital* means thriving, alive, anything pertaining to the function of life or to anything of critical importance.
 - So, as an adjective *vital* indicates something having to do with life or being alive, as in the *vital* statistics such as weight and temperature that are collected about you every time you go to the doctor.
 - Because all things having to do with life and staying alive are *vital*, the meaning of the word has evolved to include the sense of being extremely important or critical.
- Provide students with an example of this word in context by reading the following excerpt from “**Bengal Tiger**” (first bullet of sidebar next to paragraph 3):

To better estimate tiger populations, researchers are now using “camera traps.”... This approach also helps count tiger prey species, a *vital* factor in determining how many tigers a given area can support.
- Discuss with students:
 - It makes sense that *vital* would refer to something that is essential to life or something that is extremely important, because a *vital* organ like your heart is *vital* to your survival.

Work Time

- Divide class up into groups of three or four and assign each group a target word (or words).
- Have them create large cards of their words (one per word) for the word wall (with the word in large print on the front, definitions on back) to display for future reference. Use the word card for the word *agile* that you prepared as an example.



- Explain to students that they will be creating a Target Words Chart.
- Display the **Target Words Chart, Part 3** visual.
- Model how to complete the Target Words Chart by thinking aloud and filling an entry or two for the first target word(s) on the list. Use the example on the next page to guide the creation of your version.
- Explain that students should use what they wrote on the **Initial Thoughts** page of the Student Book to fill in the first column, “What I already Know (or Don’t Know)”. Model this by adding a sample comment, such as the one shown in the example.
- Show students how to condense definitions they read in the dictionary to a short phrase or two or three key terms or synonyms.

Target Words Chart, Part 3

Target Word	What I Already Know (or Don't Know)	Dictionary Definition (Synonyms)	Example from the Reading
agile			
desperate			
enclosure			
faring			
massive			
sustainable			
touted			
vital			

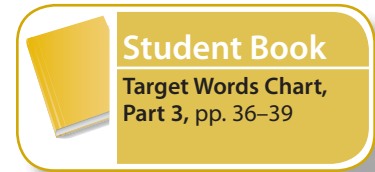
2 of 2

Target Words Chart, Part 3, Online Resources

- Remind them of where they can find the word in context, and add that information to finish your model.

Target Word	What I Already Know (or Don't Know)	What the Dictionary Says (Synonyms)	Example from the Reading
agile	Means flexible—like someone who does yoga	Quick witted, lively, mentally sharp, physically flexible	"They are as agile as they are strong... can leap... climb trees, and swim for miles." ("Bengal Tiger")

- Refer students to the **Target Words Chart, Part 3** in the Student Book.
- Assign several small groups the remaining target words and have them create a Target Words Chart for their words.
- Have student groups share with the whole class the insights they gained investigating their word(s), the sample sentences they created, and the way their understanding of the word has changed or grown.



Target Words

Target Word	Dictionary Definition (Synonyms)
agile	
desperate	
enclosure	
faring	

Target Words

Target Word	Dictionary Definition (Synonyms)
massive	
sustainable	
touted	
vital	

Target Words Chart, Part 3, continued

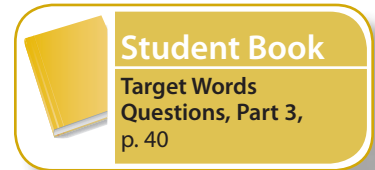
Dictionary Definition (Synonyms)	Example from the Reading

Target Words Chart, Part 3, Student Book, pages 36–39

- Discuss as a class the interesting details about each word; the alternative meanings they learned, pronunciations or variants that surprised them, parts of speech as well.
- At the end of the session, compile a class chart of all the target words to post in the room or on a word wall display.

Reflection

- Divide class up into small groups, and assign each group several target words. Have students create posters illustrating the meaning of words. Each group should present and explain the thinking behind their illustrations.
- Refer students to the **Target Words Questions, Part 3** page in the Student Book.
- Have students individually write a few sentences on this page to address the following questions. Then allow volunteers to share their responses to further student reflection and discussion.



11 Aiming at Target Words, Part 3
Target Words Questions, Part 3

1. Who is the most *agile* person you know?

2. Have you ever been disappointed by a toy or other product that was *routed* as the greatest but turned out not to be? Explain.

3. Write about something you consider *massive*.

4. Which of the many things about your school are the most *vital* to you?

Target Words Questions, Part 3, Student Book, page 40

Symbols, Metaphors, and Similes

OBJECTIVES

- Understand meanings of, introduce, and define metaphor and simile.
- Identify *metaphors*, *similes*, and *symbols* in context.

ACTIVITIES

- Introduce and define *symbol*, *metaphor*, and *simile*.
- Identify figurative language in the Foundations module readings and highlight ways metaphors, similes, and symbolic imagery enhance text.
- Model decoding the meaning of figurative words and phrases in context.

PREP

- Provide dictionaries, thesauruses, and online access for student use.
- Gather chart paper and markers.
- Prepare the Similes, Metaphors, and Symbols visual*.

*Available on Community of Learning

TARGET WORDS

agile

faring

touted

desperate

sustainable

vital

enclosure

STUDENT MATERIALS

Student Reader

- “Tigers in Crisis” (pp. 49–51)
- “Bengal Tiger” (pp. 53–56)
- “Saving Sea Otters” (pp. 79–82)
- “The Great Hawaiian Sea Turtle Rescue” (pp. 63–65)

Student Book

- Similes, Metaphors, and Symbols (p. 41)
- Symbols Questions (p. 42)

Introduction

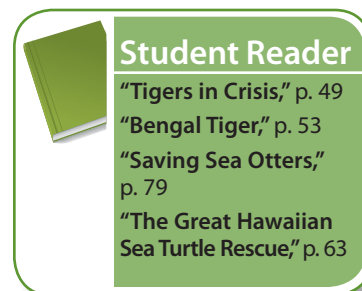
- Explain to students:
 - *Metaphors, similes, and symbols* are types of figurative language that are especially good at helping readers conjure strong mental images about exactly what the writer is trying to say.
- Clarify for students that figurative language helps create more descriptive and engaging writing, and that they depend on readers understanding literal meanings (knowing denotations, using context clues to decode definitions) and awareness of nonliteral or suggestive meanings (such as sensitivity to connotations and ability to make inferences).
 - These types of figurative language are the paint and brushes writers need to create vivid pictures and portray their topics fully and clearly.
- Ask students to help you create a chart for displaying definitions/descriptions of *metaphor, simile, and symbol*. Divide a large piece of chart paper into three sections, one for each type of language. Use the following outline as a guide for your class chart; be sure to think aloud how each operates as a descriptive device.
- **Symbol:** Explain that a *symbol* is an item, word, or image that stands for or represents an emotion or concept that is otherwise hard to describe. For example, the stars and stripes of the America flag are a *symbol* of our country and of patriotism; the thirteen stripes stand for the colonies, the 50 stars stand for each state.
- Explain that the bald eagle is also a *symbol* for our country. Continue by saying that the bald eagle became the official symbol of America in 1782 when the Second Continental Congress chose the eagle to appear on the Great Seal of the United States.
- Have students reflect on the reasons why the bald eagle might have been chosen as a *symbol* for our country.
- Have students brainstorm a list of qualities the bald eagle is associated with that make it a good *symbol* for the United States of America.
- Before moving on to *metaphors* and *similes*, you may wish to cover some common symbols such as the seasons of the year or hours of the day symbolizing human life or colors representing moods and emotions to build on students' prior knowledge and to enhance their awareness of connotation, sensitivity to suggestiveness, and ability to make inferences.

- **Metaphor:** Explain that like a symbol, a *metaphor* is a direct comparison between two things; *metaphors* often suggest more than a resemblance between the two things or concepts; a *metaphor* is usually worded in such a way as worded to suggest the two things being compared are practically identical.

- Provide students with examples of *metaphors* from the Foundations module readings, such as the following two *metaphors* from “**Tigers in Crisis**” (paragraph 1) and “**Bengal Tiger**” (paragraph 4), respectively:

The journey of the tiger began over 2 million years ago in Asia.

For tigers, the crisis has quickly become catastrophe; soon, the tiger’s fire will be ashes.



- Have students conjecture what these *metaphors* are meant to suggest.
- **Simile:** Explain to students that the word *simile* comes from the same word as similarity, and that’s what a *simile* does, it suggests a similarity or resemblance between two things not normally thought of together.
- Point out that *similes* are very much like *metaphors*, only they contain the words *like* or *as* to signal that the comparison they are making is less direct or less total than in a *metaphor*, as in this example:
 - › Jason’s dog eats like a pig; he even grunts when he eats his food.
- Share other examples of simple *similes* with students, including the following example from “**The Great Hawaiian Sea Turtle Rescue**” (paragraph 7):

Then it stopped, poked its head up as if to say ‘Thank you,’ and took off.
- Point out that the use of “as” that signals a *simile*. Have students discuss this *simile* comparison.
- Share other exemplar *similes* from the Foundations module readings, such as the following two *similes* from “**Saving Sea Otters**” (paragraph 5) and “**The Great Hawaiian Sea Turtle Rescue**” (paragraph 1), respectively:

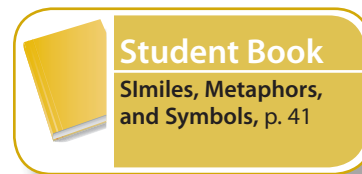
The kelp creates thick underwater forests that sway back and forth with the ocean currents, like trees on a breezy day.

But as the 60-pound turtle—as big around as a bicycle tire—struggled to break free, the line snapped.
- Have students explain what two things are being compared and why.

- Sum up and reiterate by discussing the following:
 - So, *symbols*, *metaphors*, and *similes* all borrow the meaning, features, and characteristics of something the reader knows and compares it with something that is harder to define or less familiar (like love or patriotism) to show how the two share certain properties (like the majesty and soaring freedom of the eagle standing for the United States).

Work Time

- Display the **Similes, Metaphors, and Symbols** visual.
- In small groups or pairs, have students look for one or more examples of a metaphor, simile, and symbol from the readings in the Student Reader.
- Tell students to record their findings in the **Similes, Metaphors, and Symbols** chart in the Student Book.



- For each type of figurative language they find, have students write the reading it came from, the paragraph number, and the actual phrase or sentence. Students should also identify the two things being compared (or, in the case of symbols, the symbol and what it stands for).

Similes, Metaphors, and Symbols		
Similes	Metaphors	Symbols
Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____
What two things being compared? _____	What two things being compared? _____	
Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____	
What two things being compared? _____	What two things being compared? _____	
Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____	
What two things being compared? _____	What two things being compared? _____	

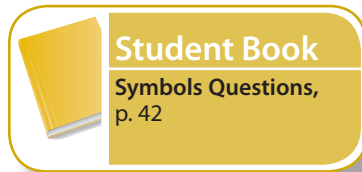
Similes, Metaphors, and Symbols		
Similes	Metaphors	Symbols
Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____
What two things being compared? _____	What two things being compared? _____	What is the symbol? What does it stand for?
Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____
What two things being compared? _____	What two things being compared? _____	What is the symbol? What does it stand for?
Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____	Reading/Paragraph #: _____ Sentence or phrase: _____
What two things being compared? _____	What two things being compared? _____	What is the symbol? What does it stand for?

Similes, Metaphors, and Symbols, Online Resources
Similes, Metaphors, and Symbols, Student Book, page 41

Similes	Metaphors	Symbols
Reading/Paragraph #: Sentence or phrase: What two things being compared?	Reading/Paragraph #: Sentence or phrase: What two things being compared?	Reading: Paragraph #: Sentence or phrase: What is the symbol? What does it stand for?

Reflection

- Refer students to the **Symbols Questions** page in the Student Book. Have students respond to each question individually.



12
Symbols, Metaphors, and Similes

Symbols Questions

1. Mascots for sports teams are symbols of qualities and characteristics (connotations) the team wants associated with themselves. What are some of your favorite sports team mascots, and what do they symbolize? What qualities do they represent or stand for?
2. Create and illustrate a symbol for yourself, and list the qualities you share with what the symbol is meant to represent.

Symbols Questions, Student Book, page 42

Suffixes: *-able/-ible*

OBJECTIVES

- Identify the suffix *-able/-ible*.
- Use the base word and its suffix to determine the meaning of a term.
- Demonstrate how the addition of a suffix changes the part of speech and can change the spelling of a word.
- Understand the role and function of suffixes and apply that understanding to reading connected text.

ACTIVITIES

- Define *suffix* and review how a suffix influences a base or root word.
- Show how the addition of a suffix to a word can change the spelling of that word.
- Model using context clues to determine the meaning of a word containing a suffix.

PREP

- Provide dictionaries and thesauruses for student use.
- Gather chart paper and markers.
- Prepare the Suffixes: *-able/-ible* visual*.
*Available on Community of Learning

TARGET WORDS

agile**faring****touted****desperate****sustainable****vital****enclosure**

STUDENT MATERIALS

Student Reader

- “The Incredible Sea Otter Rescue” (pp. 73–76)
- “Tigers in Crisis” (pp. 49–51)

Student Book

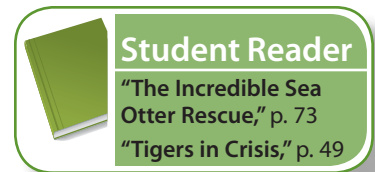
- Suffixes: *-able/-ible* Chart (p. 43)
- Suffixes Model (p. 44)

Introduction

- Introduce (or review) what a base word is to ensure students understand that although *able* is in and of itself a word; it is often applied to the end of other words to add the concept “able to.”
- Share some examples in context, such as the following passages from “**The Incredible Sea Otter Rescue**” (paragraph 7) and “**Tigers in Crisis**” (paragraph 12):

If they [the otters] get too *comfortable* around people, it lowers their chances of making it on their own.

Experts say there may be just too few animals in captivity to provide a good gene pool to breed it back to *sustainable* numbers.

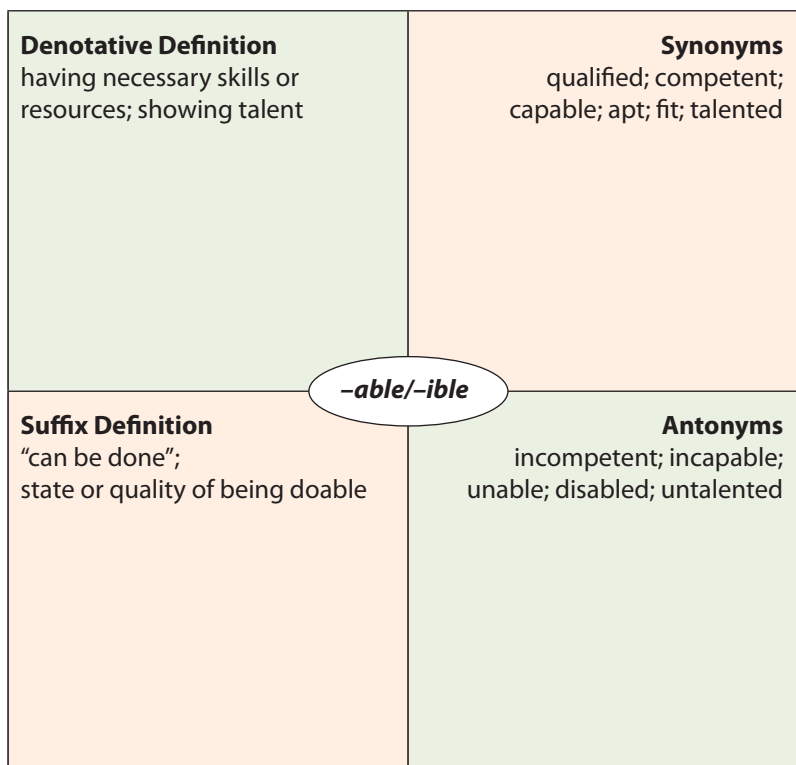


- Break down the word for students to show how the addition of the suffix informs of the meaning.
- Chart the formula for breaking down these words (for example, *comfortable* = *comfort* + *able*; *sustainable* = *sustain* + *able*), and continue charting examples as students brainstorm words they know that end with the suffix *-able*.
- Point out to students that sometimes adding *-able* affects the spelling of the base word, such as when *admire* + *able* becomes *admirable*. Write these examples on the board or chart paper so students can visualize the spelling change.
- Provide other examples of how adding *-able* to the end of a word causes a spelling change to the base word (such as in *lovable* or *solvable*).
- Explain that in other instances, the spelling of *-able* is what changes and *-able* becomes *-ible*, as in *horrible*, *terrible*, and *comprehensible*. Write these examples on the board or chart paper so students can visualize the spelling change.
- Give more examples of spelling changes at work as needed to ensure student comprehension that *-ible* and *-able* are sensibly the same suffix.
- Point out that:
 - Like its partner suffix *-able*, *-ible* also sometimes affects the spelling of the base word, such as when *response* + *ible* becomes *responsible*. The final *-e* is dropped from the verb before the suffix is added.
- Emphasize that regardless of the spelling, both *-able* and *-ible* are important suffixes because they can be added to the end of a lot of other words to form adjectives that help describe things that “can be done.”

- Display the **Suffixes: *-able/-ible*** visual, which depicts a graphic called a Frayer Model.
- Have students help you fill in each box of the graphic.
- Ask volunteers to look up information on this suffix pair as needed to fill in the graphic. (See the sample filled-in graphic below.)

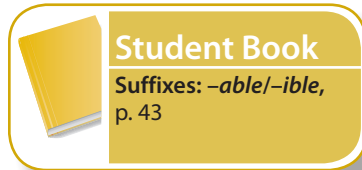


Suffixes: *-able/-ible*, Online Resources



Work Time

- Refer students to the **Suffixes: *-able/-ible* Chart** in the Student Book.
- Tell students that they will need to determine the base word and the correct spelling change, if any, for adding the featured suffix.
- Model the first few examples, as shown in the chart below.
- Then have students complete the task as an individual or small group activity.



Suffixes: <i>-able/-ible</i>			
Suffixes: <i>-able/-ible</i> Chart			
Complete Word	Root Word	Suffix	Spelling Change
acceptable			
lovable			
visible			
adorable			
available			
collectible			
comparable			
considerable			
corruptible			
deductible			
dependable			
possible			
reliable			
permissible			
trainable			
manageable			
valuable			

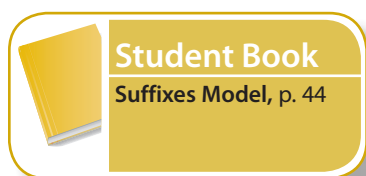
Suffixes: *-able/-ible* Chart, Student Book, page 43

Word	Root Word	Suffix	Spelling Changes
acceptable	accept	<i>-able</i>	no change
lovable	love	<i>-able</i>	drop the <i>e</i>
visible	vis	<i>-ible</i>	incomplete root often takes <i>-ible</i>

- When students have finished, discuss their work as a group.
- Have students check dictionaries and thesauruses when questions arise regarding spelling or meaning.
- Reinforce understanding of how the suffix affects the root word's meaning and results in an adjective.

Reflection

- Refer students to the **Suffixes Model** in the Student Book. Have students work in groups or individually to fill in the model using one of the desegregated words from today’s Work Time activity.
- As an individual activity or a whole-class reflection, see how many antonyms or synonyms students can come up with for the words listed in the **Suffix *-able/-ible* Chart** they completed during Work Time.



13 Suffixes: *-able/-ible*
Suffixes Model

Denotative Definition	Synonyms
Use in a Sentence	Antonyms

Suffixes Model, Student Book, page 44

The Art of Adjectives

OBJECTIVES

- Understand role and function of *adjectives* as a part of speech.
- Recognize how adjectives contribute to the vivid sensory details that comprise descriptive writing.
- Reinforce and demonstrate knowledge by recognizing adjectives in context.

ACTIVITIES

- Define and review role and function of *adjectives* as a part of speech.
- Highlight exemplary use of adjectives in passages from the Foundations module readings.
- Model using context clues and knowledge of parts of speech to determine meaning.

PREP

- Provide dictionaries, thesauruses, and online access for student use.
- Gather chart paper and markers.
- Display the Target Words List.
- Prepare the Power of Adjectives visual*.

**Available on Community of Learning*

TARGET WORDS

agile**captive****comprehensive****dwindling*****desperate****dominance****entangled*****extensively****invading*****oblivious****prevalent****sustainable****vital****vulnerable**

**Students may know this word as another part of speech.*

STUDENT MATERIALS

Student Reader

- No readings required in this lesson

Student Book

- Target Adjectives (p. 45)
- Adjective Activities (pp. 46–47)

Introduction

- Review with students what an *adjective* is, not just that it is a “modifier” of nouns and pronouns, but what its power is as a result:
 - An *adjective* is a word that adds color, depth, and dimension to a noun (or another *adjective*), to help readers create really clear mental pictures of what the writer is describing. *Adjectives* provide important information about the topic. So, adjectives are good words for you to pay special attention to.
 - Highlight for students how the addition of just one or two adjectives in a sentence enhances the writing so that instead of just *telling* readers something, writers can really *show* you what something looks like, sounds like, tastes like, smells like, and feels like.
- Display the **The Power of Adjectives** visual. Look at the first example with students. Guide them to see how much more is conveyed with the addition of adjectives that appeal to the five senses.
- Point out to students:
 - Instead of just telling you that Elida’s mother cooked a meal, the writer uses simple *adjectives* that work together to add color, flavor, and feel to the scene. The wonderful sensory details show you what the meal looked like, smelled like, and felt like, and conveys that the meal was wonderful.
- To further demonstrate particularly effective or vibrant uses of *adjectives*, look at the second example on the visual. This passage is from the reading called “**The Incredible Sea Otter Rescue**”.
- Read each sentence without modifiers first, then read it again to let students hear and feel how differently this rendition affects them as readers.
- Point out that the description of Goldie the sea otter’s plight loses a lot without the adjectives. You know she’s scared, that much you are told, but you don’t feel the winter’s cold, or understand that she is wet, starving, and only a baby. The writer chose to use *adjectives* to convey connotation as well as information, so you really feel how *vulnerable* Goldie was when they found her.
- Finally, consider the third example on the visual. Once again, read the passage without the modifiers first, and then with the modifiers.

The Power of Adjectives

Example #1

Without adjectives: Last night Elida’s mother cooked a dinner of *arroz con pollo* with salsa and tortillas on the side.

With adjectives: Last night, Elida’s mother cooked a *delicious* dinner of *fragrant* and *spicy* *arroz con pollo* with a *green tomatillo* salsa and *warm, buttery, corn* tortillas on the side.

Example #2

~~Cold, weak from hunger, and shivering with fear, five-week-old~~
Goldie washed onto a California beach one ~~foggy~~ winter day.

Example #3

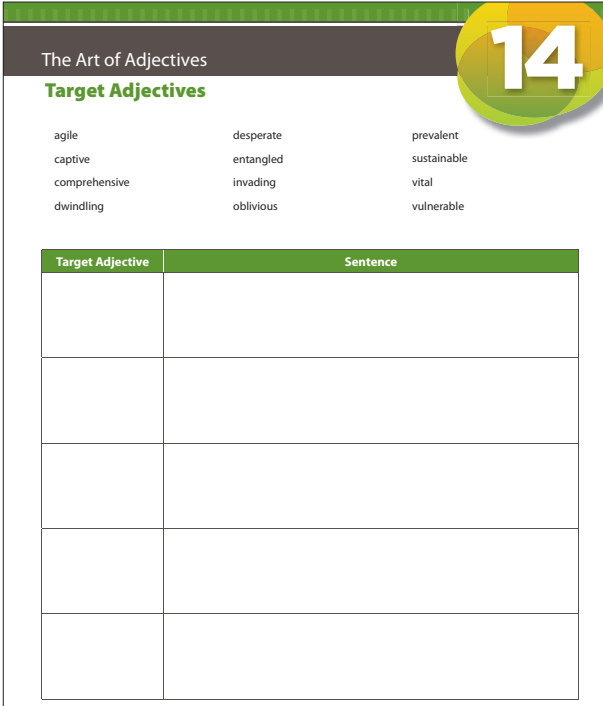
...the ~~five-pound~~ ball of ~~fluffy-brown~~ fur needed constant care.

The Power of Adjectives, Online Resources

- Have students discuss how the words that make you smile when you think of Goldie the baby otter on her way to recovery are lost without the adjectives.
- Adjectives are what show Goldie to readers and make the readers care about her.
- Revisit other sentences from the Foundations module readings that contain adjectives from the target words (see Lessons 1, 6, and 11 for lists of target words), and have students discuss how the target adjectives work in context to contribute to the readers' mental images and emotional responses.

Work Time

- Refer students to the **Target Adjectives** page in the Student Book.
- Explain that the words listed at the top of the page are all adjectives from their Target Words List.
- Divide students into small groups, and assign each group several of the words.
- Have the groups create sentences using their assigned target words in context.
- Model the activity first, and then monitor groups' progress.
- Allow students to use dictionaries to check understanding.
- Share the group's sentences at the end of the session as a whole-class discussion.



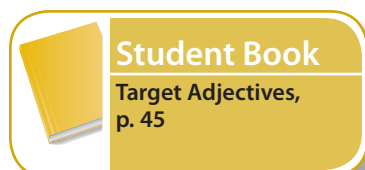
The Art of Adjectives

Target Adjectives

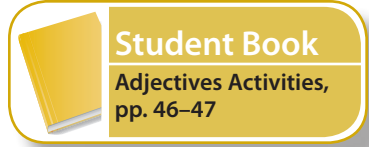
agile	desperate	prevalent
captive	entangled	sustainable
comprehensive	invading	vital
dwindling	oblivious	vulnerable

Target Adjective	Sentence

Target Adjectives, Student Book, page 45



- Refer students to the **Adjectives Activities** pages in the Student Book. Have students complete the two activities in small groups or individually in the Student Book.



14 The Art of Adjectives
Adjectives Activities

1. Write a paragraph describing your room at home. Use as many adjectives as you can. Think of words that will help others see, hear, smell, taste, and touch your room. Think about the ways your room makes you feel, and try to choose adjectives that will help your reader feel that too.

2. Circle the adjectives in the following sentences and rewrite the sentences without the circled adjectives in the Word Study Student Book. Explain what you think is lost in each case when you delete the adjectives (if anything).

Bald eagles are big, beautiful birds. "Flying Again"

The Art of Adjectives
Adjectives Activities

After surgery, the eagle . . . is placed for a while in a small, quiet cage. "Flying Again"

After six months of loving care that included around-the-clock attention, a good diet, and a comfortable home at the project's headquarters, Dunia was looking and acting like a healthy, happy young gorilla should. "Gorilla Rescue"

Adjectives Activities, Student Book, pages 46-47

- In the first activity, students write a description of their room, using as many adjectives as possible.
- In the second activity, students work with several sentences from their readings. They circle adjectives in the passages and rewrite the passages without adjectives.
- Discuss the following questions as a group.
 - How did thinking about adjectives help you as a reader today?
 - How did thinking about adjectives help you as a writer today?

Adverbs Add Detail

OBJECTIVES

- Understand role and function of adverbs and adverbs as parts of speech.
- Recognize how adverbs contribute to the vivid sensory details that comprise descriptive writing.
- Reinforce and demonstrate knowledge by recognizing adverbs in context.

ACTIVITIES

- Define and review role and function of adverbs as a part of speech.
- Highlight exemplary use of adverbs in passages from the Foundations module readings.
- Model using context clues and knowledge of parts of speech to determine meaning.

PREP

- Provide dictionaries and thesauruses for student use.
 - Gather chart paper and markers.
 - Prepare the Adverbs Add Detail visual*.
- *Available on Community of Learning*

TARGET WORDS

agile**desperate****enclosure****faring****sustainable****touted****vital**

STUDENT MATERIALS

Student Reader

- “Bengal Tiger” (pp. 53–56)

Student Book

- Target Adverbs (p. 49)
- Finding Adverbs (p. 50)

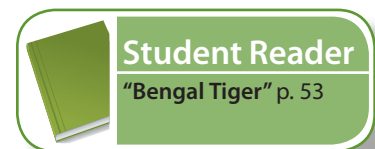
Introduction

- Have students share what they know about adverbs, giving examples and supplying rudimentary definitions or descriptions of their functions.
- With students' assistance create a specific definition and chart it or add it to a word study display for student reference. An example might be:
 - An *adverb*, like an adjective, is a modifier. But instead of modifying nouns, *adverbs* modify or clarify verbs or other adjectives. *Adverbs* tell readers something about time, place, or by answering such questions as “When?” “Where?” and “How?” So, adverbs are good words for you to pay special attention to.
- On the **Adverbs Add Detail** visual, chart paper, or the board, write some simple sentences with and without adverbs. Use the following suggestions or create your own:
 - Without adverb: Janet attends ballet class.
 - With adverb: Janet *eagerly* attends ballet class.
 - Without adverb: Raul picked up his toys.
 - With adverb: Raul *slowly* picked up his toys.

Adverbs Add Detail	
With Adverbs	Without Adverbs

Adverb Add Detail, Online Resources

- Guide students to see how much more information is conveyed about the when, where, or how of the related event.
- Think aloud with students how the adverb in each sentence works to modify a verb, and highlight how the addition of a simple adverb moves the writing beyond mere telling the reader something happened, to showing them how, when, or where it happened.
- Verify that adverbs that modify adjectives likewise add crucial dimension to writing and spell out in greater detail for the readers the answers to how, when, or where.
- Examine with students the following passage from the Foundations module reading “**Bengal Tiger**” (paragraphs 1 and 2). Identify (or have students identify) the four adverbs in the excerpted lines.

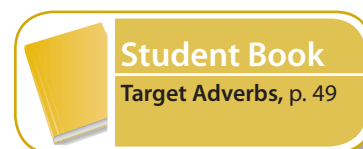


Tigers are the largest of the big cats. They are *incredibly* powerful predators.... And in their forest habitats, they can disappear in an instant, melting *soundlessly* into the brush.... They're *normally* solitary animals, but they have been known to *occasionally* hunt in packs.

- Point out how the adverbs work in each sentence to modify either a verb or an adjective, and how in each case, they work to emphasize or intensify the concept they are paired with:
 - *Incredibly* modifies the adjective *powerful* and gives it some extra “umph,” and *soundlessly* likewise gives you a wonderful sense of the tiger quietly melting into the woods. The adverb *normally* modifies the adjective *solitary*, and *occasionally* modifies the verb *hunt*. But no matter what kind of word the adverb modifies, it helps fill readers in on “how” and “when” the tigers do what the writer is describing.
- Point out to students that adverbs often can be identified by the ending or suffix *-ly* but not *all* words ending with *-ly* are adverbs. (Consider the word *family*, for example.)
- Spend time reviewing some of the common adverbs that do not end with *-ly*, for instance, *now*, *that*, *just*, *also/too*, *soon*.
- Examine some of these words in context by reading the following excerpt from “**Bengal Tiger**” (paragraph 4):

For tigers, crisis has *quickly* become catastrophe; *soon*, the tiger’s fire will be ashes.

- After discussing how both the *-ly* and non *-ly* adverbs operate in the above sentence, discuss the metaphor that ends the line, and how the adverb *soon* builds a sense of the animals’ plight that “ignites” the fiery metaphor.



Work Time

- Refer students to the **Target Adverbs** page in the Student Book. Tell students that they will revisit the target words listed at the top of the page.
- Have students work in groups to identify which words are already adverbs (in *-ly* form). Tell them to circle these words.
- Then have students determine which words can be made into sensible adverbs by adding *-ly*. Tell students to write in the *-ly* suffix next to these words.
- Let them check their thinking using dictionaries and thesauruses for verification.

Adverbs Add Detail

Target Adverbs

1. Circle the words in this list that are adverbs.

2. Can any of these words be made into adverbs by adding *-ly*? Show which ones by writing *-ly* after them.

abundance	entangled	oblivious
agile	erodes	prevalent
captive	extensively	sanctions
continuously	faring	sustainable
comprehensive	finality	touted
desperate	intending	vital
dwindling	invading	vulnerable
enclosure		

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Target Adverbs, Student Book, page 49

- Conduct a whole-class discussion to share what they learned about adverbs and other words today.
- Refer students to the **Finding Adverbs** page in the Student Book. Have students complete the activities. Then share their responses as a class.



15 Adverbs Add Detail

Finding Adverbs

- Revisit the following passage from the Koala Fun Facts section of "The Great Koala Rescue."

Sometimes mistakenly called koala bears, koalas actually are not bears. They are mammals called marsupials. Female marsupials usually have pouches where their underdeveloped newborns finish growing.

 - Underline the adverbs in the passage.
 - Fill in the T-chart below, listing each adverb you underlined on the left and specifying on the right which type of question (How? Where? or When?) you think it answers.
- Visit other favorite articles from the Student Reader. Identify the adverbs in these passages and fill in the T-chart with these words.

Adverb	Which Question Does this Adverb Answer: How? Where? or When?

Finding Adverbs, Student Book, page 50

post-test



Upon completion of the module, students take the post-test, which measures their level of improvement. Use the post-test's results to determine which students would benefit from continued intervention.

The post-test is available on ARO at <http://aro.pearsoncmg.com>.

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