

Description

This lesson is designed to help students listen for details and form mental pictures of story events. Students are prompted to ask questions to improve understanding and clarify information.

Teacher Tips

You can use the structure of this lesson with other three-event narratives.

If this lesson involves more than one student, present the following rules for discussion:

(1) Listen to each other, (2) take turns when talking, and (3) speak clearly.

Preparation/Materials

- A copy of the 4 pictures at the end of the lesson.

Warm-Up

say Let's see what kinds of pictures we can make inside our head. Close your eyes. Now, picture a playground. What do you see?

Elicit a variety of detailed responses (e.g., children on swings, two kids taking turns shooting baskets, or a big, yellow, covered slide).

say You just made pictures inside your head! When we listen to a story, we do the same thing. We picture what's happening to understand the story, even when we're not looking at pictures in a book.

Direct Instruction

Display the picture of the bear on a swing.

say Let's look at this picture. Listen as I describe what I see. The main thing I see is a bear at a playground. I can ask myself some questions to find the important details in the picture, like: How many? How big? What is happening?

say How many bears do I see? (one) How big is the bear? (she is little) What is the bear doing? (swinging) So, some important details in this picture are the **number** of bears, the **size** of the bear, and **what** she is doing.

Guided Practice

Display the picture of the two bears. Repeat the questions from Direct Instruction with this picture, eliciting responses to each question from the students. Then, display both bear pictures.

say Listen to this sentence and pay attention to the details. Which picture shows what you hear in the sentence? "Bessie Bear is playing on the swingset." (students point to picture) "Bessie and Boris Bear are playing on the see-saw." (students point to picture) Do you have any questions about the main thing you see or the details in this picture? Remember that asking questions can help us understand better.

Independent Application

Display the two clown pictures.

say Remember, when we look at a picture, we look for the main thing. Be sure to ask yourself or others questions to help you understand better. What is the main thing in both of these pictures? (clowns)

What are three important details you can ask yourself to find in the picture? (size, number, action)

If students have trouble answering, use the steps from Direct Instruction to elicit responses.

say Now, listen to these sentences and pick the picture that shows what you hear. “The three tall clowns are juggling balls.” (students point to picture) “The two short clowns are making balloon animals.” (students point to picture)

Wrap-Up

Check students’ understanding.

say What are some questions you can ask yourself to make a detailed picture in your head? (how many, how big, what are they doing).

Use students’ responses to guide your choice of activities in the Adaptations section below.

Adaptations

For Students Who Need More Support

Option 1: Focus on simple pictures with only two questions to describe size and number.

Option 2: Use a wordless picture book to develop awareness of visual details. Look for pictures with clear numbers of objects, sizes, and actions. First describe something in a scene on one page. Ask a follow-up question for students to answer, first by visualizing and then by examining the page. For example:

say The rain is falling hard on the city street. What do you think it looks like outside? (Sample responses: Everything is wet; there are puddles; people have umbrellas.) Let’s look at the picture closely. What can we see?

For Students Ready to Move On

Option 1: Add additional types of questions to the discussion about colors, shapes, and settings.

Option 2: When reading aloud from a picture book, give students opportunities to describe what they picture in their head before you display an illustration. Then talk about details that match the pictures they formed and other details that the artist included.

Students who complete this lesson should return to the online activities in **Lexia Reading Core5**.
For further development of automaticity with these skills, provide students with Lexia Skill Builders.



Description

This lesson is designed to help students understand the concept of antonyms and practice identifying appropriate antonyms for a variety of vocabulary words. As students engage in the lesson, they develop their vocabulary skills and broaden their vocabulary.

Teacher Tips

You can adapt this lesson by using vocabulary words that are appropriate for students' individual vocabulary levels. A list of possible antonym pairs to use in extending or adapting the lesson can be found at the end of this lesson.

Preparation/Materials

- Copies of the pictures and word cards at the end of this lesson.
- A thin, lightweight book and a thick, heavy book.

Direct Instruction

say Today we're going to work with antonyms. Antonyms are words that mean the opposite of each other.

Display pictures of an elephant and a mouse.

Here is a picture of an elephant and a picture of a mouse. These animals are very different sizes.

Point to the elephant.

I wonder what word I can use to describe an elephant's size. How about **big**? Yes, I can say that an elephant is big.

Write the word **big** under the elephant and read it to students.

Point to the mouse.

What word I can use to describe the size of a mouse? How about **little**? Yes, I can say that a mouse is little.

Write the word **little** under the mouse and read it to students.


The words **big** and **little** both tell about sizes, but they have opposite meanings. They are antonyms. Antonyms are words that have opposite meanings. **Big** and **little** are antonyms.

When you want to figure out whether two words are antonyms, think about their meaning. If they have opposite meanings, then the two words are antonyms.

Guided Practice


 *Now let's work together to find antonyms for another word. Remember, antonyms are words that have opposite meanings, like big and little.*

Pick up a thin, lightweight picture book.


 *This book doesn't weigh much. It is **light**.*

Write the word **light**. Read it with students.

Now struggle to pick up a thick, heavy book.

 *This book weighs a lot. It is not light at all.*

Write the words **wide** and **heavy**.

 *One of these words means the opposite of light. Which word means the opposite of light? (heavy) Is this book heavy? (yes) Yes, it weighs a lot. It's not light. The words light and heavy are antonyms. They have opposite meanings. Wide does not mean the opposite of light; they are not antonyms.*

If students need additional practice before moving on to Independent Application, you can extend this task by using the antonym pairs provided at the end of this lesson along with objects or pictures from the classroom to illustrate.

Independent Application

Have students work in pairs or independently. Cut apart the picture cards at the end of the lesson and give each student/pair a set of picture cards, along with the corresponding word cards.


Ask students to display the picture cards and find an antonym word card to match each picture. Not all word cards will be used.


Have students discuss what they see and read the word under the picture and the antonym they have selected (e.g., fast and quick). Have students use each word in a short sentence that tells about the picture and discuss whether the two sentences have opposite meanings.

If students need additional practice, you can extend this task by using the antonym pairs provided at the end of this lesson along with objects or pictures from the classroom to illustrate.

Wrap-Up

Check students' understanding.

 *What are antonyms? (Students may say they are words that are opposites, have opposite meanings, or are very different.)*


 *How can you be sure that two words, like hot and cold, are antonyms? (Students' answers should get at word meaning. They might say that they decide if the words have opposite meanings or that cold means "not hot," so it's the opposite of hot.)*

Use students' responses to guide your choice of activities in the Adaptations section below.


Adaptations

For Students Who Need More Support


Use the picture cards. Follow this procedure (which uses the hot sun card as an example):

 *I'm going to show you a picture of a word.*

Display the card and identify the target word **hot**. Have students repeat this word.

 *I'm going to show you a different word.*


Display one of the word choices.

 *This word is ____ (yellow or cold, whichever you chose). Does (yellow or cold) mean the opposite of hot? Let's see.*

Display an incomplete sentence using a blank for the target word (e.g., **It is __ today.**) Fill in the target word hot. Read it with students. (*It is hot today.*)


Insert the word you chose (yellow or cold) into the incomplete sentence. Ask students if this sentence has the opposite meaning of the first sentence.

Depending on the word you chose, sum up.

 *Hot and cold are antonyms. They are opposites. (Or say: Hot and yellow are not antonyms. They do not have opposite meanings.)*

For Students Ready to Move On

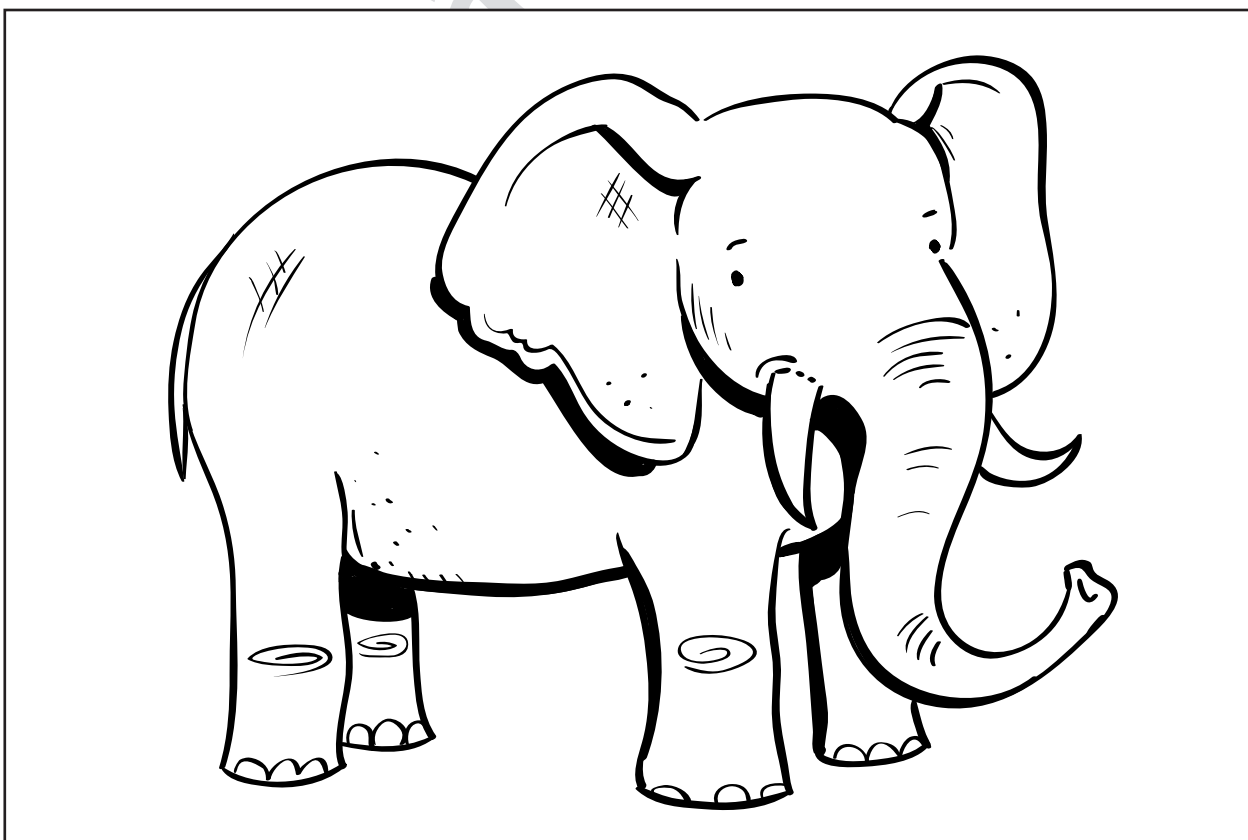
Option 1: Use the antonym pairs at the very end of this lesson. Display and say one of the words, and then use it in an oral sentence.

 *I'm thinking of a word that means the opposite as (pick one word in the pair). It starts with (give the beginning letter) and ends with (give the final letter). What is the word?*

Option 2: Have students think of two words that are antonyms (or you might assign them a pair from the list at the very end of this lesson).

- Ask them to write these two words on the back of a piece of drawing paper.
- Fold them to the piece in half.
- On the blank side, they should draw two pictures, one in each half: a picture that goes with one of the words on one half, and a picture that goes with the other word on the other half.
- Have them display their picture and challenge classmates to figure out what two antonyms they pictured. (If necessary, have the drawer identify one of the words in the pair.)
- After the antonyms have been named, students can discuss each picture.

Students who complete this lesson should return to the online activities in **Lexia Reading Core5**. For further development of automaticity with these skills, provide students with **Lexia Skill Builders**.



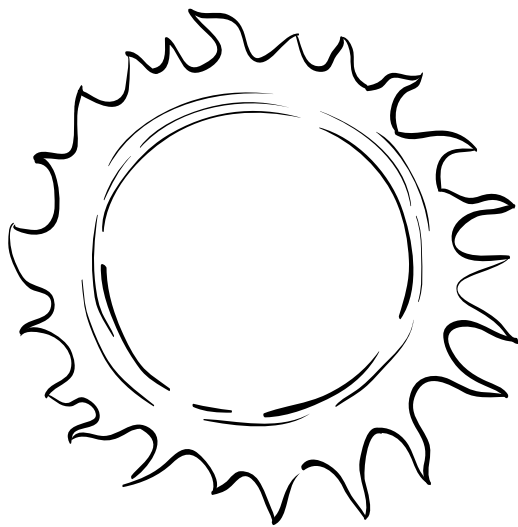


yellow

cold

dry

drip





shell

fast

bed

well



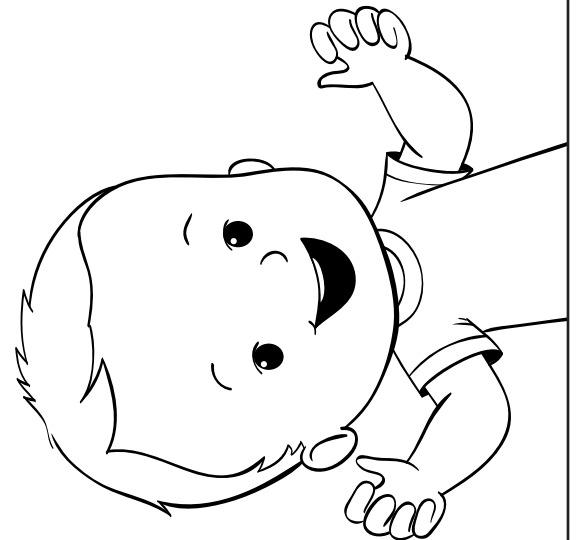
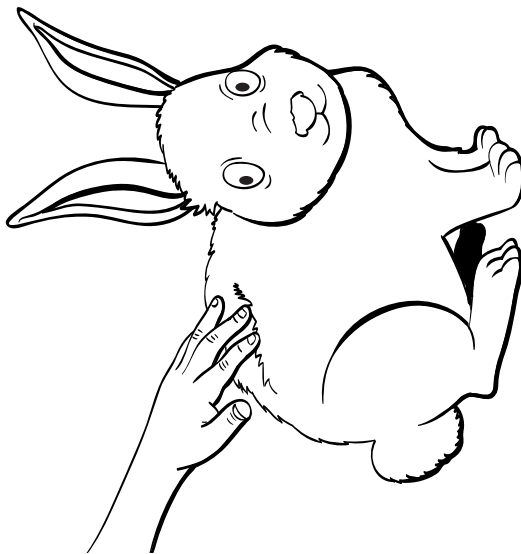


hard

mat

smile

sad



Antonym Pairs

First Word

sweet
ugly
right
new
soft
light
slow
shout
laugh
found
rainy
sick
give
thick
dry
happy
sharp
simple
high
come
start

Possible Second Word

sour
pretty
wrong
old
hard
dark
fast
whisper
cry
lost
sunny
healthy
take
thin
wet
sad
dull
fancy
low
go
end

Description

This lesson is designed to help students recognize common prefixes and understand that prefixes can change the meaning or form of a base word. The ability to identify prefixes serves as a foundation for understanding the structure of words (prefix, stem, suffix) and helps students develop word identification strategies for multi-syllabic words.

Teacher Tips

This lesson teaches prefixes using the prefix **re-**. Use the same sequence to give students practice with other prefixes (listed in the Adaptations section).

Preparation/Materials

- For each student, a piece of lined paper for use in Independent Application.
- Sticky notes (for Adaptations).

Direct Instruction

say Today we are going to learn about prefixes. Prefixes are meaningful word parts that can be added to the beginning of a base word or a root.

Write the word **return** on the board and read it aloud to students.

*“I will return this book to the library.” What does this sentence mean? (I will take back this book to the library.) Re-turn, **re-** is a prefix.*

Circle the prefix: **return**

*This prefix means back or again. Prefixes go at the front of words. In the word return, **re-** is in front of the word **turn**.*

Underline the base word: **return**

Return means to take something back.

Write the word **replay** on the board.

*Let’s look at this word. To read words with prefixes, there are three steps we can use. **Step 1:** Find the prefix and circle it.*

Circle the prefix: **replay**

***Step 2:** Underline the rest of the word and read it.*

Underline the base word: **replay**

***Step 3:** Read the whole word: re-play. Replay means to play something again. The prefix **re-** can mean again, like it does in the word replay.*

We can use these three steps every time we see a word with a prefix.

Guided Practice

Write the three steps for reading words with prefixes on the board.

say Let's read some words together. Let's follow these three steps we just learned.

Point to the list of the three steps and read them again to students. Then, write a list of words on the board and ask students to take turns following these three steps to identify the parts of the word and read it aloud.

Words to use: **redo, rename, reread, remix, refold, redraw, reheat.**

Independent Application

Have students work independently or in pairs. Give students a piece of paper and ask them to number it 1-10 on separate lines. Write these 10 words on the board: **restring, retest, retell, redo, replace, refresh, resell, retype, repack, repaint.**

say Let's see if you can find the prefix in these words on your own. Remember to circle the prefix, underline the rest of the word, and then read the word aloud.

Have the students complete the rest of the words on the word list while you walk around and check all students know how to do this while naming the steps.

Wrap-Up

Check students' understanding.

say What is a prefix? (a meaningful word part that we add to the beginning of a word)

Which prefix did we learn today? (**re-**)

What does it mean? (again or back)

Use students' responses to guide your choice of activities in the Adaptations section below.

Adaptations

For Students Who Need More Support

Give students sticky notes.

On the board, write base words or roots that can be combined with the prefix **re-**.

Words to use: **do, mix, draw, name, read, place, type.**

Have students read the word, write **re-** on the sticky note, place it in front of a word, and read the new word.

For Students Ready to Move On

In subsequent lessons, four or five prefixes could be taught at a time.

Teach the prefixes in two groups: ones that can attach to base words, and ones that attach to roots.

Group 1: **un-, non-, mis-, dis-, in-**

Group 2: **pre-, con-, ad-, sub-, ex-, de-, pro-, ob-, ab-**

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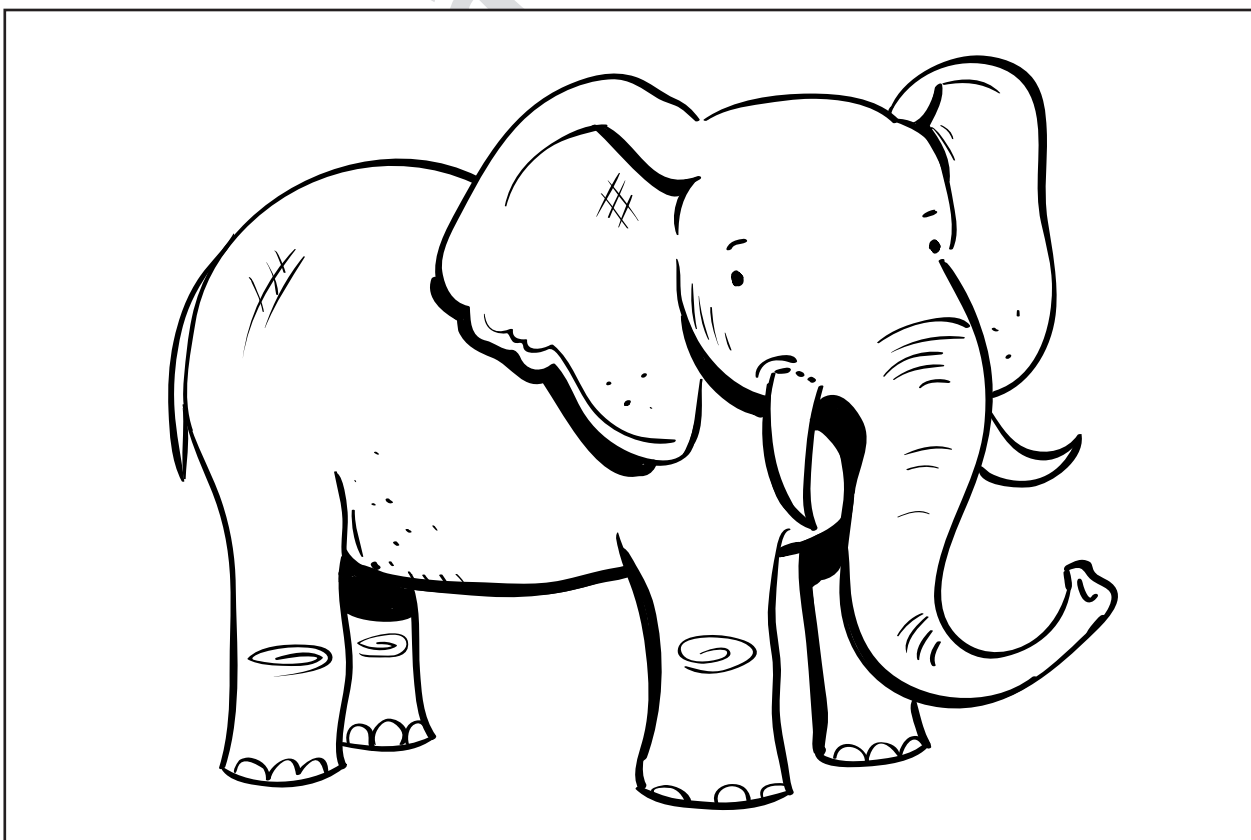
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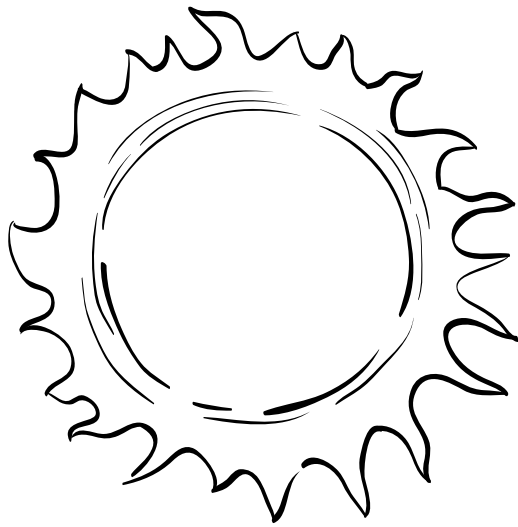


yellow

cold

dry

drip





shell

fast

bed

well



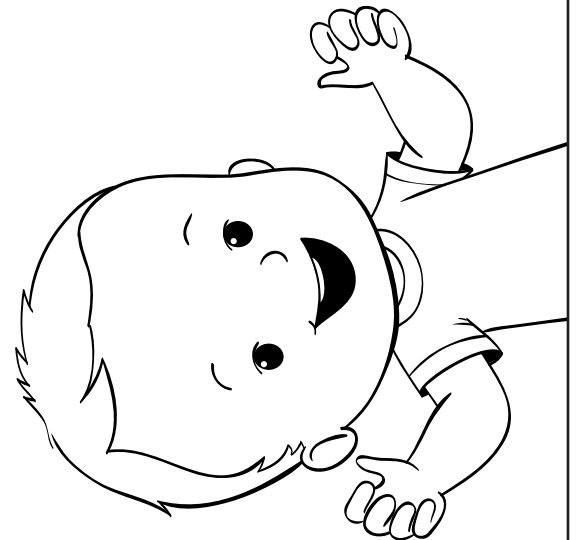
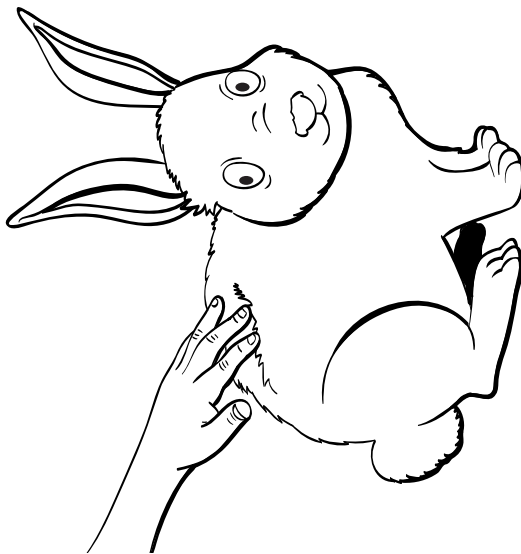


hard

mat

smile

sad



Antonym Pairs

First Word

sweet
ugly
right
new
soft
light
slow
shout
laugh
found
rainy
sick
give
thick
dry
happy
sharp
simple
high
come
start

Possible Second Word

sour
pretty
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lost
sunny
healthy
take
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sad
dull
fancy
low
go
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