

# Lesson 26

## WORD-ATTACK SKILLS

### Board Work

#### EXERCISE 1

##### NEW AFFIX: ex

1. (Print in a column on the board:)

tend  
cite  
ample  
plain  
pose

2. (Point to **tend**. Pause.) **What word?** (Signal.) *Tend*.
  - (Repeat for **cite**, **ample**, **plain**, **pose**.)
  - (Repeat the list until firm.)
3. (Add **ex** to the beginning of each word:)

extend  
excite  
example  
explain  
expose

4. (Point to **extend**. Pause.) **What word?** (Signal.) *Extend*.
  - (Repeat for **excite**, **example**, **explain**, **expose**.)
  - (Repeat the list until firm.)

### Student Book



#### EXERCISE 2

##### NEW AFFIX: un

1. Open your Student Book to Lesson 26. ✓

#### 1

un

A

unreal

unseen

unbelievable

uncertain

B

unable

unlimited

unfortunate

- Touch the letters **U–N** in part 1. ✓
- When those letters appear at the beginning of a word, they usually mean **not**. What does **un** mean? (Signal.) *Not*.
- 2. Touch the first word in column A. ✓
  - What word? (Signal.) *Unreal*.
  - What does **unreal** mean? (Signal.) *Not real*.
- 3. Touch the next word. ✓
  - What word? (Signal.) *Unseen*.
  - What does **unseen** mean? (Signal.) *Not seen*.
- 4. (Repeat step 3 for each remaining word.)
- 5. (Repeat the list until firm.)
- 6. (Repeat steps 2–5 for the words in column B.)

#### EXERCISE 3

### WORD PRACTICE

1. Touch the first word in part 2. ✓

#### 2

bright easily interesting contained  
distance gigantic although falter  
fifteenth branches approaches flights  
matches floating frightened

- What sound? (Signal.) *īīī*.
- What word? (Signal.) *Bright*.
- 2. Touch the next word. ✓
  - What sound? (Signal.) *ēēē*.
  - What word? (Signal.) *Easily*.
- 3. (Repeat step 2 for each remaining word.)
- 4. (Repeat each row of words until firm.)

## EXERCISE 4

## VOCABULARY

1. Touch part 3. ✓

3

1. tunnel
2. fluttered
3. snaked
4. drizzly
5. canopy

- We're going to talk about what those words mean.
2. Touch word 1. ✓
    - What word? (Signal.) *Tunnel*.
    - Who can tell me what a **tunnel** is? (Call on a student.) (Idea: *A passage through water or mountains*.)
  3. Everybody, touch word 2. ✓
    - What word? (Signal.) *Fluttered*.
    - **Flutter** is another way of saying **move back and forth rapidly**. What's another way of saying "The leaves **moved back and forth rapidly** in the breeze"? (Signal.) *The leaves fluttered in the breeze*.
  4. Touch word 3. ✓
    - What word? (Signal.) *Snaked*.
    - **Snaked** is another way of saying **twisted**. Everybody, what's another way of saying "The road **twisted** between the mountains"? (Signal.) *The road snaked between the mountains*.
  5. Touch word 4. ✓
    - What word? (Signal.) *Drizzly*.
    - Who knows what a **drizzly** rain is like? (Call on a student.) (Idea: *Like a light, quiet rain*.)
  6. Everybody, touch word 5. ✓
    - What word? (Signal.) *Canopy*.
    - A **canopy** is like a **roof** above something. Everybody, what's another way of saying "The branches were a **roof** above the forest"? (Signal.) *The branches were a canopy above the forest*.

## EXERCISE 5

## WORD PRACTICE

1. Touch the first word in part 4. ✓

4

sequoia foliage building cousin  
 swirled\* darkness drifted develop  
 survive\* through swayed\* Pacific  
 November create covered among  
 suggested neither extended  
 constructed parent rapidly

- What word? (Signal.) *Sequoia*.
2. Next word. ✓
    - What word? (Signal.) *Foliage*.
  3. (Repeat step 2 for each remaining word.)
  4. (Repeat each row of words until firm.)
  5. What does **swirled** mean? (Call on a student.)
    - (Repeat for **survive**, **swayed**.)

## EXERCISE 6

**NEW** WORD-ATTACK SKILLS:  
 Individual tests

1. (Call on individual students. Each student reads a row or column. Tally the rows and columns read without error. If the group reads at least 10 rows and columns without making errors, direct all students to record 5 points in Box A of their Point Chart. Criterion is 80 percent of rows and columns read without error.)
2. (If the group did not read at least 10 rows and columns without errors, do not award any points for the Word-Attack Skills exercises.)

## SELECTION READING

## EXERCISE 7

## STORY READING

1. Everybody, touch part 5. ✓
2. The error limit for this story is 12. If the group reads the story with 12 errors or less, you earn 5 points.

5

## The Redwood Tree

3. (Call on a student to read the title.) *The Redwood Tree*.
  - What do you think this story is about? (Accept reasonable responses.)
4. (Call on individual students. Each is to read two to four sentences.)
5. (Call on individual students to answer the specified questions during the story reading.)

This is the story of a redwood tree that is living today in northern California. That redwood, like many others, has had an interesting life.

Its life began with a seed contained in a cone. A redwood cone is about as big as a quarter. The cone starts to grow in early summer. By late summer it is full-sized and bright green with many seeds inside. The cone is not yet full grown, however. As fall approaches, the cone begins to change color, turning brown. Small flaps on all sides of the cone open, and as they do, the tiny seeds fall out. The seeds are so small that ten of them would easily fit on the end of your finger. If you wanted a pound of these seeds, you would have to collect about 120 thousand of them. ❶

1. How big is a redwood cone? (Idea: About as big as a quarter.)
1. How big are the redwood seeds? (Ideas: Very small; so small that ten could fit on the end of your finger.)

It seems strange that a seed so small can grow into the world's tallest tree, but it's true. Redwoods are the tallest trees, although a cousin of the redwood—the giant sequoia—has a thicker trunk than the redwood. Some giant sequoias have trunks so thick that people have constructed tunnels through them, and these tunnels are so big that cars can pass through them. The giant sequoia, however, does not grow as tall as the redwood. To get an idea of how tall the bigger redwoods are, imagine what it would be like to climb a flight of stairs as high as these redwoods. Imagine climbing five flights of stairs. Imagine how far down it is when you are five stories high. A big redwood is much taller than a five-story building, however. So imagine going up to the tenth floor, the fifteenth floor, the twentieth floor. From up here you can see a long distance, and it's a long, long way down. However, if you were on the twentieth floor of a building, you would not be near the top of a big redwood. You would probably be tired from climbing twenty flights of stairs; however, to reach the top of a big redwood, you would have to climb another fifteen flights of stairs. That's right. A very tall redwood is about as tall as a thirty-five-story building. A person standing down at the base of the tree would look like an ant. The base of the redwood's trunk is so big that eight people could stand next to each other and hide behind the trunk. And that gigantic tree develops from a seed smaller than a grain of wheat. ❷

2. Which kinds of trees are the tallest? *Redwoods*.
2. Which kinds of trees have the thickest trunks? *Giant sequoias*.
2. How tall is a very tall redwood? (Idea: About as tall as a thirty-five-story building.)

It was on a sunny November day that the seed of the redwood tree in this story fluttered from the cone. The parent tree stood on the bank of a small creek that snaked among the giant redwoods. The weather had been cold, and a drizzly rain had been falling for days. During the rain, the flaps of the redwood cone swelled up and closed. But now the sun emerged, and a brisk wind swirled through the tops of the redwoods, bending their tops to the south. As the top of the parent tree swayed in the cool wind, the cones began to dry out, and the flaps began to open. Below, the forest was deeply shaded by the foliage of the giant redwoods, which formed a canopy of green that extended as far as one could see. In the distance was the sound of the Pacific Ocean.

Late that afternoon, a sudden gust of wind pushed through the forest, bending branches of the redwoods. When that wind hit the parent tree, six of the cone's forty seeds fluttered down and drifted down, down, into the dark forest below. One of those seeds would develop into a giant. The others would not survive. **3**

**3. When did the seeds from the redwood tree flutter from the cone?** (Idea: *On a very sunny November day.*)

**3. How many seeds fluttered down?** *Six.*

**3. How many seeds survived?** *One.*

6. (Award points quickly.)

7. (If the group makes more than 12 errors, repeat the reading immediately or on the next day.)

## FLUENCY ASSESSMENT

### EXERCISE 8

#### TIMED READING CHECKOUTS

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
  - (If one student does not have a checkout partner, arrange another time when you can give the checkout.)
2. (Each student does a 2-minute timed reading. Students earn 5 points by reading at least 240 words and making no more than 5 errors on the first part of story 26. Students record points in Box C of their Point Chart and plot their reading rate and errors on the Individual Reading Progress Chart.)
  - (During each timed checkout, observe one pair of students for 2 minutes. Make notes on any mistakes the reader makes.)
3. (Record the timed reading checkout performance for each student you observed on the Fluency Assessment Summary form.)

## WORKBOOK EXERCISES

Lesson  
26

Errors

Lesson  
26

**1** 1. How does a redwood tree's life begin? (with a seed in a cone)

2. How big is a redwood cone? (about as big as a quarter)

3. How big are redwood seeds? (tiny; so small that ten of them would easily fit on the end of your finger)

4. Which kind of trees have the thickest trunks? giant sequoia

5. How would you describe a giant sequoia trunk to show how thick it is?  
(Some have had tunnels built in them that were big enough for cars to pass through.)

6. How tall is a very tall redwood?  
(about as tall as a thirty-five-story building)

7. Which trees are the tallest in the world? redwoods

8. When did the seeds from the redwood tree flutter from the cone?  
(on a sunny November day)

9. Why didn't the seeds fall from the cone when it was raining?  
(The flaps of the cone were swelled up and closed.)

10. How many seeds survived? one

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## Independent Student Work

## Task A

- Open your Workbook to Lesson 26. ✓
- Complete all the parts of your Workbook lesson using a pencil. If you make no errors, you will earn 5 points.

## Task B

- (Before presenting Lesson 27, check student Workbooks for Lesson 26.)
- (Call on individual students to read the items and answers in each part. Students mark errors using a pen.)
- (Direct the students to count the number of errors and write the number in the Errors box at the top of the Workbook page.)
- (Award points and direct students to record points in Box D of their Point Chart.)
 

0 errors.....	5 points
1 error .....	3 points
2 or 3 errors .....	1 point
more than 3 errors .....	0 points

## END OF LESSON 26

Lesson  
26

**2** Fill in each blank using a word in the box.

tunnel	snaked	fluttered
salvage	drizzly	emerged

1. The baby birds fluttered their wings.

2. The door opened, and a tall man emerged.

3. The road snaked around the mountains instead of tunneling through them.

**3** Write the parts for each word.

1. untended = un + tend + ed

2. explaining = ex + plain + ing

3. excitement = ex + cite + ment

4. uninteresting = un + interest + ing

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