Application Lesson 15

Materials Needed:

- Student Book: Application Lesson 15
- Application Overhead Transparencies 57–60
- Appendix B Optional Vocabulary Activities: Application Lesson 15
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation
- Washable overhead transparency pen

Text Treatment Notes:

- Black text signifies teacher script (exact wording to say to students).
- Green text in parentheses signifies directions or prompts for the teacher.
- Green text signifies answers or examples of answers.
- Green graphics treatment signifies reproduction of Overhead information.
- Green text and green graphics treatment do not appear in the Student Book.
**ACTIVITY A**

**Vocabulary**

**ACTIVITY PROCEDURE, List 1**

*See the Student Book, page 139.*

Tell students each word in the list. Then, have students repeat the word and read the definition aloud. For each definition, provide any additional information that may be necessary. Then, have students practice reading the words themselves.

Note A.1-1: See Appendix E, Pronunciation Guide for Unique Words, for correct pronunciations of uncommon vocabulary words.

Use Overhead 57: Activity A

**List 1: Tell**

1. (Show the top half of Overhead 57.) Before we read the passage, let's read the difficult words. (Point to Egypt.) The first word is Egypt. What word? Now, read the definition...

2. (Point to Cairo.) The next word is Cairo. What word? Now, read the definition...

3. (Pronounce each word in List 1, and then have students repeat each word and read the definition.)

4. Open your Student Book to Application Lesson 15, page 139...

5. Find Activity A, List 1, in your book... Let's read the words again. First word... Next word... (Continue for all words in List 1.)

**ACTIVITY PROCEDURE, List 2**

*See the Student Book, page 139.*

Have students circle prefixes and suffixes, then underline the vowels. Using the overhead transparency, assist students in checking their work. Next, have students figure out each word to themselves, then say it aloud. Have them read the definition aloud.

Use Overhead 57: Activity A

**List 2: Strategy Practice**

1. (Show the bottom half of Overhead 57.) Before you check your work on List 2, look at item #4. (Point to the first example and the ap that is circled.) Remember, you can also circle *ap*. What prefix? Now, go back to item #1. Check and fix any mistakes...

2. Go back to the first word again. Sound out the word to yourself. Put your thumb up when you can read the word. Be sure that it is a real word... What word? Now, read the definition...

3. (Continue Step 3 with all remaining words in List 2.)

Note A.2-1: You may wish to provide additional practice by having students read words to a partner.
ACTIVITY PROCEDURE, List 1 and 2
(See the Student Book, page 139.)

Tell students to look in List 1 or List 2 for a word you are thinking about. Have them circle the number of the word and tell you the word. Explain to students to make a tally mark for each correct word in the Tally box, and then enter the number of tally marks as points in the blank half of the Vocabulary box.

1. Remember, the words I’m thinking about will be in either List 1 or List 2. Make a tally mark in the Tally box at the bottom of page 139 for every correctly identified word.

2. Circle the number of the appropriate word.
   - This is set up to honor a person or an event. (Wait.) What word? monument
   - If someone will pay you for work to be done, they will do this. (Wait.) What word? commission
   - This country is in northeastern Africa. (Wait.) What word? Egypt
   - If the directions are difficult to understand, it can do this to a task. (Wait.) What word? complicate
   - What do we call something done as a sign of respect? (Wait.) What word? tribute

3. Count all the tally marks, and enter that number as points in the blank half of the Vocabulary box.

ACTIVITY PROCEDURE, List 3
(See the Student Book, page 140.)

The words in the third list are related. Have students use the REWARDS Strategies to figure out the first word in each family. Have them read the definition and then read the other two words in the family.

Use Overhead 5B: Activity A
List 3: Word Families

1. Turn to page 140. Find Family 1 in List 3. Figure out the first word. Use your pencil if you wish. Put your thumb up when you know the word... What word?... Read the definition...

2. Look at the next word in Family 1. Figure out the word... What word?...

3. Next word. Figure out the word... What word?...

4. (Repeat Steps 1–3 for all word families in List 3.)

Note A.3-1: You may wish to provide additional practice by having students read a word family to the group or to a partner.

Note A.3-2: Additional vocabulary practice activities are provided in Appendix B of the Teacher’s Guide. These activities are optional and can be assigned during class, for homework, or as small group, in-class activities.
ACTIVITY B
Spelling Dictation

ACTIVITY PROCEDURE
(See the Student Book, page 140.)

For each word, tell students the word, then have students say the parts of the word to themselves while they write the word. Then, have students enter the number of correctly spelled words as points in the blank half of the Spelling box.

Note B-1: Distribute a piece of light cardboard to each of the students.

Use Overhead 58: Activity B

1. Find Activity B.
2. The first word is history. What word? Say the parts in history to yourself as you write the word. (Pause and monitor.)
3. (Show history on the overhead.) Check history. If you misspelled it, cross it out and write it correctly.
4. The second word is historical. What word? Say the parts in historical to yourself as you write the word. (Pause and monitor.)
5. (Show historical on the overhead.) Check historical. If you misspelled it, cross it out and write it correctly.
6. (Repeat the procedures for the words historian, construct, construction, and deconstruct.)
7. Count the number of words you spelled correctly, and record that number as points in the blank half of the Spelling box at the bottom of the page.
ACTIVITY C
Background Knowledge

ACTIVITY PROCEDURE

(See the Student Book, page 141.)

Read the Background Knowledge paragraph using one of three methods: read it to students, have students read it together, or call on individual students to read. Examine the timeline and the related graphic together. Then, preview the passage together by examining the title and the headings. Have students tell partners two things the passage will tell about.

1. Turn to page 141. Let's read the paragraph. (Read or ask students to read. Then examine the timeline and graphic together.)

2. Now, let's turn the page and preview the passage. Read the title. What is the whole passage going to tell about?

3. Now, let's read the headings. Read the first heading. Read the next heading. (Continue until students have read all headings.)

4. Turn to your partner. Without looking, tell two things this passage will tell about.
Passage Reading: Accuracy

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

Option A
If you are teaching a small group of students who are having difficulty, use Option A:

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

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

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

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

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

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

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

Passage Reading: Comprehension Questions

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

#1 Why were the Seven Wonders compiled into a list?
They were tributes to science, religion, art, and power.

#2 How many of the Seven Wonders remain today?
Only one remains standing; you can see pieces of the others in museums. You can find historical descriptions of many.

#3 Why was the Great Pyramid built?
To be a tomb for the Egyptian pharaoh Khufu.

#4 What did the Hanging Gardens of Babylon look like?
They were terraced steps, filled with plants.
#5 What was the Statue of Zeus made from?  
Gold and ivory.

#6 Why was the Temple of Artemis at Ephesus built?  
To honor the goddess Diana.

#7 What was the cause of damage to the Mausoleum?  
An earthquake.

#8 What did the Colossus of Rhodes inspire?  
The French sculptor Auguste Bartholdi's creation of the Statue of Liberty.

#9 How did the Lighthouse of Alexandria work?  
A mirror at the top reflected light from the sun or from a fire.

ACTIVITY E  Fluency Building

ACTIVITY PROCEDURE

Have students complete a Cold Timing, one or two practices, and a Hot Timing of the Activity E article. For each timing, have students record the number of correct words read. Finally, have students complete their Fluency Graphs.

Note E-1: When assigning partners for this activity, have the stronger reader read first. As a result, the other reader will have one additional practice opportunity.

1. Now, it’s time for fluency building.
2. Find the beginning of the passage again. (Pause.)
3. Whisper-read. See how many words you can read in one minute. Begin. (Time students for one minute.) Stop. Circle the last word that you read. Record the number of words you read after Cold Timing in Activity E at the bottom of page 143.
4. Let’s practice again. Begin. (Time students for one minute.) Stop. Put a box around the last word that you read. Record the number of words you read after Practice 1.
5. Optional Let’s practice one more time before the Hot Timing. Begin. (Time students for one minute.) Stop. Put a box around the last word that you read. Record the number of words you read after Practice 2.
6. Please exchange books with your partner. Partner 1, you are going to read first. Partner 2, listen carefully and underline any mistakes or words left out. Ones, begin. (Time students for one minute.) Stop. Twos, cross out the last word that your partner read. Twos, record the number of words in your partner’s book after Hot Timing.
7. Partner 2, you are going to read next. Partner 1, listen carefully and underline any mistakes or words left out. Twos, begin. (Time students for one minute.) Stop. Ones, cross out the last word that your partner read. Ones, record the number of words in your partner’s book after Hot Timing.
8. Exchange books. Turn to the Fluency Graph on the last page of your book, and indicate on the graph the number of Cold Timing and Hot Timing words you read correctly.
ACTIVITY F

Comprehension Questions—Multiple Choice and Short Answer

ACTIVITY PROCEDURE

(See the Student Book, pages 144–145.)

Have students complete the Multiple Choice and Short Answer questions on the passage. Give feedback to students on their answers. Lead students in a discussion of their Multiple Choice answers and rationales. Have students record points for each correct item. For each Short Answer response, give one point for using the wording of the question in the answer, and one point for accuracy of the answer (total of 4 points possible for two complete answers).

Note F-1: The correct Multiple Choice answers are circled.

APPLICATION LESSON

Comprehension Strategy—Multiple Choice

Step 1: Read the item.
Step 2: Read all the choices.
Step 3: Think about which choice might be correct or incorrect. Check the article as needed.
Step 4: From the possible correct choices, select the best answer.

1. Read this sentence from the passage: "In the second century B.C., a Greek writer compiled the list." What does the word compiled mean in that sentence?
   a. furnished a list for the list
   b. used the Greek language
   c. Made a pile of items for the list
   d. Stacked up cards with names of items written on them

2. The writer's purpose in creating the list of the Seven Wonders of the Ancient World was to:
   a. have each site named a historical place
   b. direct people to great vacation destinations
   c. recognize very important buildings and monuments of ancient times
   d. establish the basis for a movie on ancient accomplishments

3. How is the Great Pyramid different from the other six Wonders of the Ancient World?
   a. The Great Pyramid is the only Wonder of the Ancient World that is a structure rather than artwork.
   b. The Great Pyramid is the only Wonder of the Ancient World that is located in Egypt.
   c. The Great Pyramid is the only Wonder of the Ancient World made from stone.
   d. The Great Pyramid is the only Wonder of the Ancient World that stood today.

4. Main Idea Which sentence gives the best summary of the article?
   a. The "Seven Wonders of the Ancient World" list names monuments that all educated people should visit.
   b. The "Seven Wonders of the Ancient World" list contains important buildings and monuments of ancient times.
   c. The Seven Wonders of the Ancient World were so important that no current structure or monument will ever be greater.
   d. The Greek writer compiled the list for his own use in planning vacations.

Multiple Choice Comprehension

APPLICATION LESSON

Comprehension Strategy—Short Answer

Step 1: Read the item.
Step 2: Turn the question into part of the answer and write it down.
Step 3: Think of the answer or locate the answer in the article.
Step 4: Complete your answer.

1. How did we learn about these ancient wonders?
   Example answer: We learned about these ancient wonders through historical descriptions written down by scholars. Also, these wonders inspired many artists and architects who went on to create great art and buildings. Finally, pieces of some of the structures and the art from within can be found in museums throughout the world.

2. Why do you think these seven things were chosen to be the Seven Wonders of the Ancient World?
   Example answer: I think these seven things were chosen to be the Seven Wonders of the Ancient World because they were the "best" representations of art and architecture of that time period. People probably thought they would last forever as reminders of their cultures and civilizations.
ACTIVITY G

Expository Writing—Extended Response

ACTIVITY PROCEDURE

(See the Student Book, pages 146–147.)

Have students read the prompt and record their position. Next, have them LIST reasons and explanations in the Planning Box by referring back to the article. Encourage them to record notes rather than write complete sentences. When students are done with their lists, have them compare their reasons and explanations with those of their classmates and the Example Plan.

1. Time to write. First, read the prompt on page 146. Then, use the Planning Box on page 146 to start thinking about your first sentence. Then, write your LIST. When you are finished, compare your list to your partner’s list.

Use Overhead 59

Example Extended Response Plan

2. Now, compare your list to the list on the overhead.

ACTIVITY PROCEDURE

Next, have students complete the additional steps in the Extended Response Writing Strategy. Have them reread their lists and CROSS OUT any weak or unimportant reasons or explanations. Then, have students CONNECT explanations that could go together in one sentence, NUMBER their reasons in a logical order, and WRITE their extended responses on a separate piece of paper. When they are done, have them EDIT their paragraphs, revising for clarity and proofreading for errors in spelling, capitalization, and punctuation.

Have students read their extended responses to their partners. Then, read the Example Extended Response.

Have students read each of the attributes on the rubric, examine their extended responses, and circle either “Yes” or “Fix up.” Give students time to make necessary changes.

Optional: During or after the class session, fill in the third column of the rubric chart and assign points to the extended responses.

Optional: Have students date their writing and place the sample in a folder. Thus, students will be able to look back at their
3. Now, CROSS OUT, CONNECT, NUMBER, and WRITE._
4. Reread your response and EDIT. Check to be sure your response is easy to understand. Fix any errors you find in spelling, capitalization, and punctuation. (Monitor.)
5. Read what you’ve written to your partner._

Use Overhead 60

Example Extended Response

6. Look at the overhead. Let’s read this Example Extended Response. Yours doesn’t need to be exactly the same, but it should be similar.

7. (Have students turn to the rubric on page 147. Ask students to evaluate their own or their partner’s writing to determine what to edit. When they have finished the evaluation, give students adequate time to make changes. Have students enter their points in the blank half of the Writing Box below the rubric.)