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.
   
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>unreal</td>
<td>unable</td>
</tr>
<tr>
<td>unseen</td>
<td>unlimited</td>
</tr>
<tr>
<td>unbelievable</td>
<td>unfortunate</td>
</tr>
<tr>
<td>uncertain</td>
<td></td>
</tr>
</tbody>
</table>

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

   - What sound? (Signal.) *ǐīī.*
   - 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.)
Lesson 26

EXERCISE 4

VOCABULARY

1. Touch part 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. ✓

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.)
Lesson 26

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.

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.

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.

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. 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.)
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)

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

1. (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.)
2. (Direct the students to count the number of errors and write the number in the Errors box at the top of the Workbook page.)
3. (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