Introducing the Unit

Almost everyone has made something in the kitchen, whether it was a piece of toast or a bowl of soup. The first selection in this unit, “A Chili Contest,” offers students a humorous account of a cooking experience, while the second selection, “Dog Dish Dos and Don’ts,” offers practical healthy advice for feeding a dog.

Tell students that in this unit they will be reading and talking about food for people and food for dogs. Invite students to think about why people and dogs don’t eat the same things.

Ask students whether they have a special recipe that they have tried and would like to share.

EL Connection

Invite English Learners to share with their English-speaking classmates any recipes that they have tried in their home countries. Encourage them to explain, orally or through pictures, what ingredients make up the recipe and how the food looks and tastes when prepared.

Assessment

Most comprehension assessments are conducted with students reading silently. As an option in this unit, you can administer the comprehension assessment orally. Begin by having the student read the selection aloud at a natural pace. This will give you an additional opportunity to obtain a measure of reading rate. After the oral reading, have the student read aloud the questions and answer choices and then choose the correct answer. You may prompt the student as necessary, but give the student the opportunity to attempt to read the questions and answer choices independently. Hearing the student read aloud the questions and answer choices will help you learn how well the student understands the assessment process. You can extend the assessment by asking the student to explain the correct answer and support it by showing which part of the selection helped to answer the question.
### Before Reading

**What I Know**

**Selection Vocabulary:**
- recipe, ingredients, supplied, pantry, slobbered

### Reading and Understanding

**Reading the Selection:**
- “A Chili Contest”

**Comprehension Strategies:**
- Visualizing
- Summarizing

### After Reading

**Discussing the Selection:**
- “A Chili Contest”

**Reviewing Selection Vocabulary**

**Progress Check**

### Focusing on Writing

**Teacher-Led Activities**

**Independent Student Activities**

### Workshop

### Comparing the Selections

**Extending Your Adventure**

**Focusing on Writing**

**Presenting:**
- Favorite food

### Extending Your Adventure

**What if?**

- What would you do?
- What did you discover?

### Focusing on Writing

**LESSON 4**

<table>
<thead>
<tr>
<th>Word Study</th>
<th>Word Recognition</th>
<th>Word Meaning</th>
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**LESSON 5**

<table>
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<th>Fluency</th>
<th>Comprehension</th>
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**SAMPLE ONLY**

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Materials

- *Student Reader*, pp. 94–101
- *Assessment Guide*, Unit 6
- *Activity Cards* Card 29

Objectives

Students will

- understand the prefix *over-* and the suffix *-y*.
- understand the selection vocabulary.
- understand and use the comprehension strategies *Visualizing* and *Summarizing*.
- read and discuss “Dog Dish Dos and Don’ts”
- draft favorite food papers.

LESSON 3 ▶ Pacing

**Getting Ready to Read**

- 20 min.
- Word Study
- Word Play
- Progress Check

**Before Reading**

- 10 min.
- What I Know
- Selection Vocabulary

**Reading and Understanding**

- 30 min.
- Reading the Selection
- Comprehension Strategies

**After Reading**

- 20 min.
- Discussing the Selection
- Reviewing Selection Vocabulary
- Progress Check

**Focusing on Writing**

- 10 min.
- Writing
- Conferencing

**Workshop**

- 30 min.
- Teacher-Led Activities
- Independent Student Activities
Word Study

Sight Words

High-frequency or sight words often do not follow regular phonics rules. Students therefore need to learn to recognize them “on sight.”

Below are four words found in “Dog Dish Dos and Don’ts.” Write the words on the board, and then read them to students. Have students read the words back to you. Carefully pronounce any word with which students have difficulty. Then have students use each word in a sentence.

enough often them water

Word Knowledge

The words in the lines and sentences below provide practice with the prefix over- and the suffix -y. Remind students that a prefix is a word part added to the beginning of a word to make a new word, while a suffix is added to the end of a word. The prefix over- means “too much.” The suffix -y after a noun makes an adjective meaning “having the quality of.”

Write each word on the board, and have students read aloud each word together. Then have students read each sentence. Use the suggestions in About the Words and Sentences to discuss the words.

Line 1: overfeed overeat overcook overdo
Line 2: skinny healthy doggy tasty
Sentence 1: Do you overfeed your dog?
Sentence 2: Do you give your pet too many doggy snacks?

EL Tip

Spanish does not have an equivalent for the English prefix over-. Help English Learners understand the meaning of this prefix. You may also wish to highlight the distinction between the prefix over- and the preposition over.

EL Tip

Point out to Spanish speakers that the English suffix -y sometimes mirrors the Spanish suffix -o, as in skinny/flaco, healthy/sano, doggy/perruno, and tasty/sabroso.
About the Words and Sentences

- Have students identify the base words for the words in Line 1.
  (feed, eat, cook, do) Ask students what part of speech these base words are. (They are all verbs.)

- Have students identify the base words for the words in Line 2.
  (skin, health, dog, taste) Ask students what part of speech these base words are. (They are all nouns.)

- Have students identify the word with the prefix over- in Sentence 1. (overfeed)

- Have students identify the word with the suffix -y in Sentence 2. (doggy)

Oral Practice

Have a volunteer choose a word from the word lines and give a riddle or sentence clue for the word. For example, It means to cook too long (overcook), or Something that tastes good is . . . (tasty) Continue until all students have given clues for all the words.

Written Practice

Have students continue their practice with the prefix over- and the suffix -y by completing Teacher’s Resource Guide page 45. Students who need more time can complete the page during Workshop.
Word Play

Have students practice the prefix over- and the suffix -y with The Make-a-Word Game.

The Make-a-Word Game

Point out to students that with the prefix over- and the suffix -y, it is easy to make up new words. Over- can prefix almost any verb to make a new verb. The suffix -y added to almost any noun makes a new adjective. Many of the new words would not be a part of a dictionary, but would be easily understood in context.

- Have each student make a list of five verbs and five nouns.
- Have a volunteer choose a word from his or her list.
- If the student gives a verb, add the prefix over-. If the student gives a noun, add the suffix -y.
- Ask students to define the new word and use it in a sentence. Examples might be:
- Choose another word and play again.

Progress Check

During The Make-a-Word Game, note how well students can create their words and use them in sentences. Even if the words students create are not standard, they should be able to use the words in a meaningful sentence.

EL Tip

As students play this game, make clear to English Learners which words are standard English words and which are not.

Assessment Tip

If any students cannot use the newly created words, continue the activity during Workshop, and have students revise one another’s sentences. Each student should write their revised sentences and read them aloud to the group. Review students’ completed sentences and reinforce their efforts.
What I Know

- This week’s theme is Incredible Edibles. Tell students that they will be reading the selection “Dog Dish Dos and Don’ts.” Based on the title, ask students what they think the story is about. Ask students what they think a “dog dish don’t” might be. *(feeding a dog candy)*

- Ask students whether they have dogs or have ever fed a neighbor’s or a relative’s dog. Ask for volunteers to share any pet stories they might have or that they know about.

- Ask students whether they think dogs require a balanced diet like people do. Encourage students to give reasons for their answers.

Selection Vocabulary

Write the following vocabulary words on the board. Tell students these words are from the selection. Ask students to point out any words that are familiar to them.

- **affectionate** *(page 94) adj.* Full of or showing tenderness and love.
- **provides** *(page 96) v.* A form of the verb *provide*: To give; supply.
- **require** *(page 98) v.* To need.
- **veterinarian** *(page 99) n.* A doctor for animals.
- **gradually** *(page 100) adv.* Slowly; over time.

Have students read the words, stopping to blend any words they have trouble reading. Demonstrate how to decode multisyllabic words by breaking the words into syllables and blending the syllables. If the word is not decodable, provide students with its pronunciation.
Reading the Selection
“Dog Dish Dos and Don’ts”
Read aloud the selection without stopping. Have students follow along in their Student Readers.

Comprehension Strategies
After reading the selection, assess students’ knowledge of the terms Visualizing and Summarizing. If necessary, remind students that visualizing, or forming mental images of people, places, and events as they are reading, will help them better understand the text. At the end of a selection or a larger section of text, students should summarize, or retell the most important points from the selection they have read. Use the following samples from the selection to illustrate the strategies:

Page 94 paragraph 1
Visualizing: What are you visualizing as you read?
Student Sample Response: I am visualizing a happy dog jumping up and down and trying to lick a girl’s face as she walks in the door.

Page 101
Summarizing: At the end of an informational article, it is a good idea to summarize what you have read. How would you summarize this article?
Student Sample Response: Dogs can be overweight. This happens because people overfeed their dogs, because the dog’s diet is poor, or because the dog gets too little exercise. People can correct these problems and help their dogs.

Teacher Tip
Remind students that a prefix is a word part added to the beginning of a word to make a new word and a suffix is a word part added to the end of a word to make a new word. Point out the prefix over- in the word overfeed and the suffix -y in the word healthy on page 97.
Discussing the Selection

- Have students discuss “Dog Dish Dos and Don’ts” as a group. Encourage them to discuss any personal thoughts, reactions, problems, or questions that may have arisen from the reading.

- Use the questions below from Teacher’s Resource Guide page 46 to help students extend their discussion. Read aloud each question to students. Write students’ responses on the board. Then have them write their answers on the blank lines on their worksheets.
  * What does a dog need from its owner?
  * What are the three ways dogs can become too heavy?
  * What does a balanced diet for a dog include?
  * Why is the right amount of exercise important for a dog?
  * Who can help an owner understand what his or her dog needs?

Reviewing Selection Vocabulary

Have each student choose one vocabulary word and write a sentence using that word. Then have each student read aloud his or her sentence to the class, leaving out the vocabulary word. Have a volunteer supply the missing vocabulary word.

Progress Check

As students read the selection aloud, note the fluency with which they read their text. The selection “Dog Dish Dos and Don’ts” is written in everyday language, so students should read at an acceptable rate. Because it is nonfiction, however, their pattern of reading might not match the meaning of the text. Note both the rate at which students read the words and their ability to reflect the meaning of the text.
10 min. **Focusing on Writing**

**Writing**
Have students take out their notes and ideas from Lesson 2 for their favorite food papers. Tell students they should begin writing their favorite food papers. Tell them they are working on a rough draft now, so they should focus on getting their ideas on paper. They will have time to revise later.

**Conferencing**
Meet with individual students and discuss their ideas for their favorite food papers. Be sure they can explain what goes into the dish and how it is served.

30 min. **Workshop**

**Teacher-Led Activities**
- Administer the oral fluency tests in the *Assessment Guide*. If time does not permit you to assess every student, complete your assessments the following day.
- Reread “Dog Dish Dos and Don’ts” with students who are having difficulty reading.

**Independent Student Activities**
- Partner read “Dog Dish Dos and Don’ts” for fluency practice.
- Continue writing drafts of their favorite food papers.
- Use *Activity Cards* Card 29 for additional practice with the prefix *over-* and the suffix *-y.*