

## WORD-ATTACK SKILLS

### Student Book



#### EXERCISE 1

**NEW** SOUND COMBINATIONS: soft g (ge, gi)

1. Open your Student Book to Lesson 52. ✓

1

A	B	C
ge	engine	ledge
gi	edge	huge
	bridge	change
	large	strange

- Touch column A in part 1. ✓
- The letter **G** usually makes the sound **j** when it comes before **E** or **I**. What sound? (Signal.) *j*.
- 2. In the words you're going to read now, the letter **G** makes the sound **j**.
- 3. Touch the first word in column B. ✓
- What word? (Signal.) *Engine*.
- 4. Next word. ✓
- What word? (Signal.) *Edge*.
- 5. (Repeat step 4 for **bridge**, **large**.)
- 6. (Repeat steps 3–5 for the words in column C.)

#### EXERCISE 2

### WORD READING

1. Touch the first word in part 2. ✓

2

excited coil filtered fallen curl first

- What sound? (Signal.) *sss*.
- What word? (Signal.) *Excited*.
- 2. Next word. ✓
- What sound? (Signal.) *oy*.
- What word? (Signal.) *Coil*.
- 3. (Repeat step 2 for each remaining word.)

#### EXERCISE 3

### COMPOUND WORDS

1. Touch part 3. ✓

3

A	B
sun	sunlight
under	underbrush
south	southwest

- (Call on a student.) Read all the words in column A. *Sun*, *under*, *south*.
- 2. Everybody, touch the first compound word in column B. ✓
- What word? (Signal.) *Sunlight*.
- 3. Next word. ✓
- What word? (Signal.) *Underbrush*.
- 4. (Repeat step 3 for **southwest**.)
- 5. (Repeat steps 2–4 until firm.)

#### EXERCISE 4

### WORD READING

#### Task A Irregular words

1. Touch the first word in part 4. ✓

4

ocean knot course heart few  
grew due machete fortune  
wild white bare world trunk  
dense stream jungle arrows  
squinted beetle rotting twist moment  
full tied throw sure ferns

2. That word is **ocean**. What word? (Signal.) *Ocean*.
- Spell **ocean**. (Signal for each letter.) O–C–E–A–N.
- What word? (Signal.) *Ocean*.
3. The next word is **knot**. What word? (Signal.) *Knot*.
- Spell **knot**. (Signal for each letter.) K–N–O–T.
- What word? (Signal.) *Knot*.

4. The next word is **course**. What word?  
(Signal.) *Course*.
  - **Spell course**. (Signal for each letter.)  
C–O–U–R–S–E.
  - **What word?** (Signal.) *Course*.
5. The next word is **heart**. What word?  
(Signal.) *Heart*.
  - **Spell heart**. (Signal for each letter.)  
H–E–A–R–T.
  - **What word?** (Signal.) *Heart*.

**Task B**

1. Go back to the first word. ✓

**4**

ocean knot course heart few  
grew due machete fortune  
wild white bare world trunk  
dense stream jungle arrows  
squinted beetle rotting twist moment  
full tied throw sure ferns

- **What word?** (Signal.) *Ocean*.
2. **Next word.** ✓
  - **What word?** (Signal.) *Knot*.
  3. (Repeat step 2 for each remaining word.)

**EXERCISE 5****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 4 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.)

**GROUP READING****EXERCISE 6****STORY READING**

1. Everybody, touch part 5. ✓
2. After you read each part of the story without making more than 2 errors, I'll ask questions about that part.

**5****More Landmarks**

3. (Call on a student to read the title.)  
*More Landmarks*.
  - **What do you think this story is about?**  
(Accept reasonable responses.)
4. (Use the following procedures for each part of the story.)
  - a. (Call on individual students. Each is to read one or two sentences. Praise students who read without making errors.)
  - b. (At the end of the part, tell the students the number of errors the group made and whether the group earned points for that part.)
  - c. (If the group made more than 2 errors, direct the group to reread the part.)
  - d. (After the group reads a part with no more than 2 errors, call on individual students to answer the comprehension questions for that part.)

Everything was green inside the jungle. Even the light was green. Tony's white shirt looked green. No sunlight got through the dense trees. Only a green glow filtered down to the floor of the jungle.

Salt was leading the way. Tony followed. Then came Rosa. After they reached the huge, moss-covered rock, they turned slightly to the south and paced off another twenty-six paces. They stopped at the edge of the stream. They jumped across the stream, turned more toward the west, and paced off another twenty-six paces. They stopped at the edge of a very steep slope.

[1]

### First-part questions:

- What color was everything in the jungle? *Green.*
- What was the landmark they started pacing from? (Idea: *A large rock.*)
- How many paces did they go from the huge rock? (Idea: *Twenty-six and then twenty-six more; fifty-two.*)

"This must be the foot of the volcano," Salt said. "So far we've been lucky. There has been a landmark for every arrow on the map."

Now Salt and the others turned south. The map said *W-16*. So Salt stepped off twenty-three paces and stopped. There was no landmark.

Salt mopped the sweat from his face. He squinted and looked through the underbrush. "No landmark," he said. "But let's go on. We know that we were going right when we got to the foot of the volcano."

The next arrow on the map was pointing due west. The map said *X-16*. "Twenty-four paces," Salt said and began to step them off.

[1]

### Second-part questions:

- When they walked south, they couldn't find something. What was that? (Idea: *A landmark.*)
- Had there been landmarks for the other arrows on the map? *Yes.*

When Salt stopped, he looked around. Tony and Rosa looked around. No landmark. Salt shook his head. The jungle was not as dense as it had been. There were a few plants. Most of them were huge ferns. It would have been easy to see a landmark. But there was none.

"What should we do?" Tony asked.

Salt ran his sleeve across his face. "What should we do? Do you think we came across the ocean so that we could stop here? We're going on. That's what we're going to do!"

Salt took out his compass, turned to the southwest, and checked the map.

"Twenty-six paces," he said and began to step them off.

[1]

### Third-part questions:

- Did they find another landmark after going west twenty-four paces? *No.*
- What did Salt decide to do? (Idea: *Go on.*)
- The next arrow on the map shows that they had to pace in a southwest direction. How did Salt figure out which direction was southwest? (Idea: *He checked his compass.*)

When Salt stopped he shook his head. No landmark was in sight.

“This doesn’t look good. We’ll find that treasure, all right. But we may have gone off course back there.”

With that, Salt sat down on the ground. The ground was almost bare. And it was wet, as Tony found out when he sat down.

Suddenly a big beetle, almost as big as your fist, darted across Tony’s leg. Tony jumped up. “What was that?” he yelled. He could feel his heart pounding in his ears.

[1]

#### Fourth-part questions:

- a. What did Salt think may have happened? (Idea: *That they may have gone off course.*)
- b. What did they do to rest? (Idea: *Sat on the ground.*)
- c. What gave Tony a scare? (Idea: *A big beetle.*)

Salt laughed. “That, my boy, is what we call a bug. It’s not a big bug for this part of the world, but it’s a bug just the same. And we’ll be living with lots of bugs for the next few days.”

Tony almost said, “Let’s go back. Let’s forget about the gold and get out of here.” But he knew that it would be silly to leave when they were so close to the treasure. So he didn’t say anything.

Tony didn’t want to sit on the ground any more. So he looked around for something else to sit on. He saw a fallen tree trunk a few feet from the others.

[1]

#### Fifth-part questions:

- a. What did Salt say that they would have to live with for the next few days? (Idea: *Lots of bugs.*)
- b. What did Tony see to sit on? (Idea: *A fallen tree trunk.*)

But when Tony walked over to the tree trunk, he didn’t like the way it looked. It was rotting and falling apart. It looked as if it were full of all kinds of bugs. And it had a strange twist in the trunk. The trunk looked as if somebody had tied it into a knot.

A knot in the trunk of an old tree—it took Tony a moment to realize what that could mean.

“Hey,” Tony yelled. “I found a landmark. Come here.” The others ran over to the fallen tree. “Look at the trunk,” Tony said.

[1]

#### Sixth-part questions:

- a. What was unusual about the fallen tree? (Idea: *It looked as if somebody had tied a knot in the trunk.*)
- b. Why did Tony think the knot in the tree trunk was important? (Idea: *Because he thought it could be a landmark.*)

“Sure,” Salt said. “It’s a mark all right. It was a young tree at the time they tied a knot in the trunk. The tree grew bigger and bigger. Then it died and fell over. In a few years there won’t be anything left of it. But there it is, the landmark. We’re right on course.”

Tony walked to the roots of the old tree. He took out his compass and looked at the map. “U-sixteen,” he said. “That means twenty-one paces.”

Salt stepped them off. He stopped at the foot of a steep hill. Tony felt very excited. He knew the map by heart. He knew that there was one more arrow before the treasure—  
*H-16.*

[1]

Tony didn’t wait for Salt. He began to pace off eight paces to the east. He stopped in front of a large pile of rocks.

“This is it,” he hollered. “We found the treasure. It’s under this pile of rocks.”

He ran over and threw his arms around Rosa. Rosa was soaking wet. “We did it, Rosa,” he said. “We’re rich.”

“Not yet, we’re not,” Salt said. “We’re not rich until we get that treasure out of the ground.”

Rosa said, “But we’ve already done the hard part. The rest is going to be easy.”

“No, it won’t,” Salt said. “Our real work has just begun.”

[1]

### **Seventh-part questions:**

- a. **What happened to the tree trunk?** (Idea: *Somebody tied a knot in the tree trunk when it was a young tree.*)
- b. **How old had the tree been when this happened?** (Idea: *Young.*)
- c. **What would the tree have looked like if Tony and the others came to the jungle a few years later?** (Idea: *There wouldn’t have been anything left of it.*)

### **Eighth-part questions:**

- a. **Where were Tony and the others after they paced off the last eight paces?** (Idea: *In front of a large pile of rocks.*)
  - b. **Why were Tony and Rosa so happy?** (Idea: *Because they were at the spot where the treasure was buried.*)
  - c. **What did Salt tell them about how close they were to the treasure?** (Idea: *That the real work had just begun.*)
  - d. **In this selection, what caused Tony to become very frightened?** (Idea: *A big beetle.*)
5. (After the group has completed reading the story and answering the comprehension questions, tell the students the total number of points to record in Box B of their Point Chart. Maximum = 8 points.)

## FLUENCY ASSESSMENT

### EXERCISE 7

#### READING CHECKOUTS

1. (For this part of the lesson, assigned pairs of students work together during the checkouts.)
2. (Each student does two checkouts.)
  - (First checkout: Students can earn 2 points by making no more than 2 errors on the first part of story 52. Students record points in Box C-1 of their Point Chart.)
  - (Second checkout: 1-minute timed reading. Students can earn 2 points by reading at least 120 words and making no more than 3 errors on the first part of story 51. Students record points in Box C-2 of their Point Chart.)
3. (During each checkout, observe at least two pairs of students. Make notes on mistakes. Give checkers feedback.)
4. (Direct all students to plot their reading rate—the number of words they read in 1 minute—on the Individual Reading Progress Chart at the end of their Workbook.)
  - (Direct students to circle the number of errors they made during the timed reading.)
5. (Record on the Fluency Assessment Summary form the timed reading checkout performance for each student you observed.)

## WORKBOOK EXERCISES

### Independent Student Work

1. Open your Workbook to Lesson 52. ✓
- Complete all parts of your Workbook lesson. If you make no more than 3 errors, you earn 4 points.
2. (After checking the Workbooks, direct students who made no more than 3 errors to record 4 points in Box D of their Point Chart.)

### END OF LESSON 52

**Lesson 52**

**1** Write the answers to these questions:

1. What color was everything inside the jungle? green
2. When they had trouble finding another landmark, what did Salt think may have happened?  
(that they may have gone off course)
3. While they were resting, what scared Tony? (a big beetle)
4. Tony looked for something to sit on. What did he see that was important?  
(a tree with a knot in it)
5. Why were Tony and Rosa so happy at the end of this story?  
(Because they were at the spot where the treasure was buried.)

**2** Read the sentence and answer the questions.  
Tony walked to the roots of the old tree and took out his compass in order to read the map.

1. Where did Tony walk? (to the roots of the old tree)
2. Why did he take out his compass? (in order to read the map)
3. What kind of tree did Tony walk to? an old tree

**3** The words in the first column have endings. Write the same words without endings in the second column.

landed	<u>land</u>
slipping	<u>slip</u>
topped	<u>top</u>
pacing	<u>pace</u>
sharing	<u>share</u>

**4** Write the word **weather**. Make a line under **ea**. weather  
Write the word **reflection**. Circle **tion**. reflection

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