Chapter 16 – Endings

THEME

Created Wonders

• The theme of this chapter is coral reefs. Coral reefs are known as "the beautiful gardens of the sea." The beauty of the underwater coral colonies rivals the most beautiful places on land. The coral reef community is one of the most diverse ecosystems in the world. Fringing reefs, barrier reefs, and atolls are the three types of coral reefs.

PREPARATION

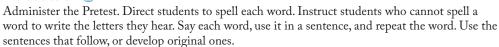
- Select two Challenge Words. Consider using the word preference because it has the ending ence. Print BLM 16.1A Chapter 16 Words and Phrases for each student. (16.1)
- Print BLM 16.2A Chapter 16 Phrases and Sentences for each student. (16.2)
- Select **DM 16.4A Coral Reef** for display. Print **BLM 16.4A Chapter 16 Test Prep** for each student. (*16.4*)

RECOVERY

- Assign the following reduced word list as needed: sensible, obedient, entrance, important, difference, comfortable, atoll, polyp, barrier, tropical, exclaim, disruption. Modify the evaluation of assignments and Posttest accordingly.
- Use BLM 1.0A A Spelling Study Strategy in instructional groups to provide assistance with some or all of the words.

Lesson 16.1 – Pretest

Introduction **W**



Pattern Words

- 1. Do you know the difference between tree coral and brain coral?
- 2. Coral is not indestructible since it can be damaged by storms.
- 3. Sensible scuba divers always dive with a buddy.
- 4. Diving and exploring a coral reef is a pleasant adventure.
- 5. Scuba divers wear comfortable wet suits to keep their bodies warm.
- 6. Divers must be reasonable and not spend long periods underwater.
- 7. God gave each one of us the <u>intelligence</u> to learn about Him.
- 8. A <u>convenient</u> way to learn about coral is to read a book.
- 9. It is important to protect our environment.
- 10. The Lord wants us to be <u>obedient</u> to His Word.
- 11. We have <u>deliverance</u> through Jesus Christ from the evil one.
- 12. The entrance to the dive shop is on the west side of the building.

Content Words

- 13. Coral reefs are only located in warm, tropical waters.
- 14. A polyp will float in the water and attach itself to a rock.
- 15. Corals receive <u>nutrients</u> from the algae that live in them.
- 16. Polyps produce <u>calcium</u> that helps to form the base of a reef.
- 17. A barrier reef is like a long wall that is parallel to a coastline.
- 18. The largest atoll in land area is Christmas Island.
- 19. A skeletal base provides protection for polyps from predators.

Vocabulary Words

- 20. Some divers are <u>corrupting</u> reefs by taking pieces of coral.
- 21. Pollution in the ocean causes a disruption in the reef's ecosystem.
- 22. Max began to exclaim in order to get everyone's attention.
- 23. The teacher's proclamation about the field trip excited the class.

Challenge Words

24.	
25	

Directed Instruction 🖤 🗐 🞓 🗷

- 1 Allow students to self-correct their Pretest. Write each word on the board. Point out that this chapter's list contains Pattern Words with the **endings** *able*, *ance*, *ant*, *ence*, *ent*, *ible*. Note the roots *claim*, *clam*, and *rupt* in the Vocabulary Words.
- **2** As a class, read, spell, and read each word. Direct students to circle misspelled words with a colored pencil and rewrite them correctly.
- **3** Proof each student's Pretest. This becomes an individualized study sheet that can be used at school or at home.
- 4 Homework suggestion: Distribute BLM 16.1A Chapter 16 Words and Phrases to each student.

Lesson 16.2 – Word Analysis and Vocabulary

Introduction

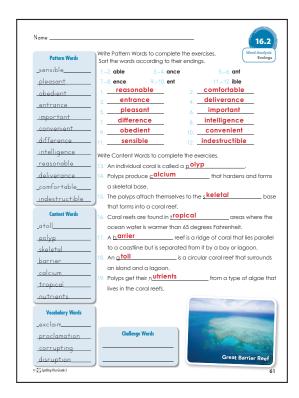
Write the following **endings** on the board: able, ance, ant, ence, ent, ible. Invite students to refer to the list words, found on page 61, for this activity. Read each Pattern Word and select a volunteer to state and spell the **ending** of the word.

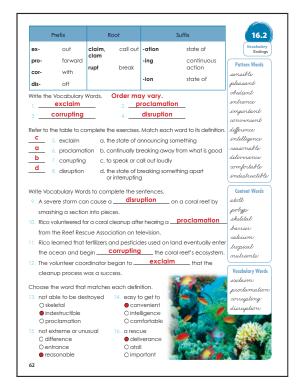
Directed Instruction W

- 1 Explain that this chapter's Content Words relate to the theme of coral reefs. Teach about the following kinds of reefs—atoll, barrier, and fringing. An atoll is a circular coral reef surrounding a lagoon; a barrier reef lies farther out in the ocean, is parallel to the coastline, and has a lagoon that separates the reef from the shore; a fringing reef lies close to the coastline and does not have a lagoon between it and the shore. Point out that *atoll* and *barrier* are Content Words.
- **2** Proceed to PAGE 61. Say, spell, and say each Pattern, Content, and Vocabulary Word. Provide this chapter's Challenge Words and have students write them in the spaces provided. Instruct students to complete the page.
- **3** Proceed to PAGE 62. Remind students that each Vocabulary Word contains a root and an affix(es). Build each Vocabulary Word before students complete the page. For example, the prefix *ex* goes with the root *claim* to get the word *exclaim*. Allow students to independently complete the page. Assist as needed.
- 4 Homework suggestion: Distribute BLM 16.2A Chapter 16 Phrases and Sentences to each student.

ENRICHMENT

- For students who spelled all the words correctly on the Pretest, select and assign Extra Challenge Words from the following list: melodic, exhortation, amendment, emphysema, syntax, telecommuting.
- Challenge students to write several paragraphs about an undersea diving adventure at the Great Barrier Reef near Australia. Have students write about what they would see, touch, hear, taste, or smell. Encourage students to use several spelling words.





EXTENSION

- Print BLMs 16.0A—B Chapter 16
 Spelling Words I and II on CARD STOCK for each student. Cut apart and distribute flash cards for students to practice their spelling words at school or at home.
- Invite students to write the Challenge Words, numbers 24 and 25, in the Word Bank. in the back of their textbook.
- Read Proverbs 16:24: "Pleasant words are like a honeycomb, sweetness to the soul and health to the bones." Discuss with the students how kind words are much more beneficial than harsh words, even in times of conflict. Brainstorm a list of pleasant words and phrases titled, "Ways to Praise." Write the words and phrases on a poster board and display it in your classroom. Challenge students to refer to the poster when they feel the urge to say words that are unkind and negative, encouraging them to replace their harsh words with kind and pleasant words.
- For visual learners, write the Pattern Words on one set of twelve 3" × 5" INDEX CARDS, omitting the endings. On a second set of twelve 3" × 5" INDEX CARDS, write each ending on two cards—able, ance, ant, ence, ent, and ible. Allow students to match the beginning part of each word to its ending. Students may refer to the list of words in their spelling book to check for accuracy.

Lesson 16.3 – Word Study Strategies

Introduction

Instruct students to refer to the list words on page 63 for today's activities. Write the following incomplete analogies on the board:

- Square is to a box as circle is to an _____. (atoll)
- A person is to a citizen as a wall is to a _____. (barrier)
- <u>Incomplete</u> is to <u>unfinished</u> as <u>unbreakable</u> is to _____. (<u>indestructible</u>)

Read the first analogy and ask a volunteer to state how the words *square* and *box* are related. (Possible answer: A *square* is the shape of a *box*.) Apply the same relationship to the second part of the analogy by asking students which list word has a circular shape. (an atoll) In the next analogy, assist students in understanding the relationship between *person* and *citizen*. (*Person* and *citizen* are synonyms.) Apply the same relationship to *wall*. (barrier) Continue with the third bulleted analogy.

Directed Instruction

- **1** Write the following related words on the board:
 - inconveniences, inconvenient, conveniences, _____ (convenient)
 - obey, obediently, obedience, _____ (obedient)

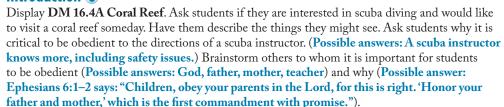
Read the first group of words and have a volunteer state a list word that is a related form of the given words. Repeat the process for the second group of related words.

As a challenge, select volunteers to make their own list of related words for the following:

- cooperate (Possible answers: cooperates, cooperating, cooperated)
- possible (Possible answers: possibility, impossible, impossibility)
- **2** Proceed to PAGE 63. Allow students to read the directions and complete the page independently. Select volunteers to read the exercises and provide the answers.

Lesson 16.4 – Writing

Introduction **W**



Directed Instruction W

- 1 Explain that today's assignment has to do with synonyms. Remind students that a synonym is a word that means the same or almost the same as another word. Select a volunteer to state a list word that can be a synonym for *hot*. (**tropical**) As a challenge, select volunteers to name several synonyms and write them on the board.
- **2** Proceed to PAGE 64. Select a student to read the sentences at the top of the page. Allow students to work independently, assisting as needed. When finished, invite a volunteer to read the invitation orally, inserting the synonyms in place of the given words.
- **3** Homework suggestion: Distribute **BLM 16.4A Chapter 16 Test Prep** to each student.

Lesson 16.5 – Posttest

Introduction

Provide a review, utilizing WHITEBOARDS, FLASH CARDS, or the Word Wall.

Directed Instruction (1)

- **1** Administer the test by dictating the list words, using the Pretest sentences or developing original ones. Reserve *entrance*, *important*, *atoll*, *tropical*, and *disruption* for the dictation sentences.
- 2 Read each sentence. Repeat as needed.
 - Lee walked through the entrance to the library.
 - He had an important science project to do.
 - · Lee wanted to make a model of an atoll.
 - He needed to learn about this type of <u>tropical</u> coral reef.
 - Lee was quiet and did not cause a disruption for the librarian.
- 3 If assigned, dictate Extra Challenge Words.
- **4** Score the test, counting each misspelled word as an error. Correct the dictation sentences by grading only the spelling words or grading the complete sentences.

