

Riley Grade 4

Week 3 and 4 School Work Packet

April 13- April 24, 2020

Guided Practice and Instruction

Mrs. Anderson ☺

Ms. O'Shea ☺

Dr. McKinney ☺

Teacher: O'Shea, Anderson, and Dr. McKinney Grade: 4

Week 3	Monday 4/13	Tuesday 4/14	Wed. 4/15	Thursday 4/16	Friday 4/17
<p>Reading:</p> <p>Please read and complete the guides practices.</p>	<p>Wonders Unit 6 Week 5</p> <p>Read for enjoyment for 20 minutes</p> <p>Genre/Literary Element – Free Verse Guided practice #1 – My Name is Ivy</p> <p>Student will complete <u>Quiet Room</u></p> <p>Imagery & Personification p. 296</p>	<p>Wonders Unit 5 Week 1</p> <p>Read for enjoyment for 20 minutes</p> <p>Students will read <u>The Mysterious Egg</u> and answer questions.</p>	<p>Wonders Unit 6 Week 4</p> <p>Read for enjoyment for 20 minutes</p> <p>Students will write whether the phrase in bold is a simile or a metaphor.</p> <p>Guided practice #2 – Sadie's Game</p> <p>Similes & Metaphor p. 207 and p. 297</p>	<p>Wonders Unit 6 Week 4 Day 4</p> <p>Read for enjoyment for 20 minutes</p> <p>Student will read <u>Space Food</u> and answer questions.</p>	<p>Wonders Unit 5 Week 5</p> <p>Read for enjoyment for 20 minutes.</p> <p>Students will underline the clue that gives the meaning of each proverb or adage. Then circle the letter of the correct meaning.</p> <p>Proverbs and Adages p. 287 and 247 Guided practice #</p>
Math	<p><u>Monday 4/13</u></p> <p>Acaletics Math Portal Example (problem 20) MAFS.4.NF.3.7</p> <p>Compare two decimals to hundredths.</p> <p>Students will complete problems 1-5.</p>	<p><u>Tuesday 4/14</u></p> <p>Acaletics Math Portal Example (problem 20) MAFS.4.NF.3.7</p> <p>Compare two decimals to hundredths.</p> <p>Students will complete problems 6-9.</p>	<p><u>Wed. 4/15</u></p> <p>Acaletics Math Portal Example (problem 20) MAFS.4.MD.1.2</p> <p>Use the 4 operations to solve word problems involving money.</p> <p>Students will complete problems 1-5.</p>	<p><u>Thursday 4/16</u></p> <p>Acaletics Math Portal Example (problem 20) MAFS.4.MD.1.2</p> <p>Use the 4 operations to solve word problems involving money.</p> <p>Students will complete problems 6-10</p>	<p><u>Friday 4/17</u></p> <p>Review: MAFS.4.NF.3.7</p> <p>MAFS.4.MD.1.2</p>

Science/Social Studies (Florida)	Students will identify resources available in Florida Read: <u>Natural Resources</u>	Natural Resources Review/Practice Students will complete p 24	Students will identify physical weathering in Florida Read: <u>Weathering & Erosion</u>	Weathering & Erosion Review/Practice Students will complete p. 27-28	Review Natural Resources and Weathering & Erosion

Week 4	Monday 4/20	Tuesday 4/21	Wed. 4/22	Thursday 4/23	Friday 4/24
<p>Reading</p> <p>Please read and complete the guides practices.</p>	<p>Wonders Unit 6 Week 2</p> <p>Read for enjoyment For 20 minutes</p> <p>Genre/Literary Element – Historical Fiction</p> <p>Guided practice #1</p> <p>Student will complete <u>August 23, 1886: Arrival in America</u></p>	<p>Wonders Unit Week</p> <p>Read for enjoyment For 20 minutes</p> <p>Students will read <u>The Poetry Quilt</u> and answer questions.</p>	<p>Wonders Unit 5 Week 1</p> <p>Read for enjoyment For 20 minutes</p> <p>Students will divide the words into syllables then write the syllables on the line.</p> <p>Guided practice #2 Syllables/Latin Prefixesrp. 208 and p. 258</p>	<p>Wonders Unit 6 Week 4 Day 4</p> <p>Read for enjoyment For 20 minutes</p> <p>Student will read <u>The Sign</u> and answer questions.</p>	<p>Wonders Unit 5 Week 5</p> <p>Read for enjoyment For 20 minutes.</p> <p>Students will choose the correct word to complete the sentences.</p> <p>Guided practice # And #5 Latin & Greek Prefixes p. 277 ar 248</p> <p>Homophones/Lat suffixes p. 268</p>
Math	<p><u>Monday 4/20</u></p> <p>Acaletics Math Portal Example (problem 30) MAFS.4.G.1.1</p> <p>Identify perpendicular lines in two-dimensional figures.</p> <p>Students will complete problems 1-4.</p>	<p><u>Tuesday 4/21</u></p> <p>Acaletics Math Portal Example (problem 30) MAFS.4.G.1.1</p> <p>Identify perpendicular lines in two-dimensional figures.</p> <p>Students will complete problems 5-9.</p>	<p><u>Wed. 4/22</u></p> <p>Acaletics Math Portal Example (problem 31) MAFS.4.G.1.2</p> <p>Classify two-dimensional figures.</p> <p>Students will complete problems 1-4.</p>	<p><u>Thursday 4/23</u></p> <p>Acaletics Math Portal Example (problem 31) MAFS.4.G.1.2</p> <p>Classify two-dimensional figures.</p> <p>Students will complete problems 5-8</p>	<p><u>Friday 4/27</u></p> <p>Acaletics Math Portal Example (problem) MAFS.4.G.1.3</p> <p>Classify two-dimensional figures.</p> <p>Students will complete problems 1-9.</p>

Science/Social Studies (Florida)	Students will measure & compare objects in Florida Read: <u>Physical Properties of Matter</u>	Physical Properties of Matter Review/Practice Students will complete p. 31-32	Students will investigate & describe what objects magnet can attract in Florida Read: <u>Magnets</u>	Magnets Review/Practice Students will complete p. 35	Review Physical Properties of Matter and Magnets

Standard Analysis

For ACALETICS (MATH PORTAL) login:

- 1 – Log into classlink
- 2 – click onto the ACALETICS tile
- 3 – scroll down to Math Portal
- 4 – click on the test item number practice video to assist you with mastering the skills needed for that standard
- 5 – click the test item number you are working on (which covers the skills needed to successfully master the standard) and solve 5 sample problems.

Standard Analysis



Standard	Standard Description	Test Item(s)
4.G.1.1	Identify perpendicular lines in two-dimensional figures.	30 (QuestionsTNCPP2501.php?QN=30)
4.G.1.2	Classify two-dimensional figures.	31 (QuestionsTNCPP2501.php?QN=31)
4.MD.1.1	Record measurement equivalents in a two-column table.	21 (QuestionsTNCPP2501.php?QN=21)
4.MD.1.2	Use the four operations to solve word problems involving money.	22 (QuestionsTNCPP2501.php?QN=22)
4.MD.1.3	Apply the area and perimeter formulas for rectangles.	23 (QuestionsTNCPP2501.php?QN=23)
4.MD.2.4	Solve problems using information presented in line plots.	25 (QuestionsTNCPP2501.php?QN=25)
4.MD.3.5.a	An angle is measured with reference to a circle.	26 (QuestionsTNCPP2501.php?QN=26)
4.MD.3.7	Recognize angle measure as additive.	29 (QuestionsTNCPP2501.php?QN=29)
4.NBT.1.1	Recognize a digit in one place represents ten times what it represents in the place to its right.	8 (QuestionsTNCPP2501.php?QN=8),
4.NBT.1.2	Write whole numbers using base-ten numerals.	9 (QuestionsTNCPP2501.php?QN=9),



Teacher: McKinney, Terria

Group: 4

School: John G. Riley Elementary

acaleticsapp.net/acaleticsapp.com/NCPPGENCSRViewTResultsGroupP.php?NCPP=25&Teacher=8952

2/3

Standard	Standard Description	Test Item(s)
4.NBT.1.3	Round multi-digit whole numbers to any place.	10 (QuestionsTNCPP2501.php?QN=10)
4.NBT.2.4	Add and subtract numbers using the standard algorithm.	11 (QuestionsTNCPP2501.php?QN=11)
4.NBT.2.5	Multiply a whole number of up to four digits using strategies based on place value.	12 (QuestionsTNCPP2501.php?QN=12)
4.NBT.2.6	Find whole-number quotients and remainders.	13 (QuestionsTNCPP2501.php?QN=13)
4.NF.1.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models.	14 (QuestionsTNCPP2501.php?QN=14)
4.NF.1.2	Compare two fractions with different numerators and different denominators.	15 (QuestionsTNCPP2501.php?QN=15)
4.NF.2.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	16 (QuestionsTNCPP2501.php?QN=16)
4.NF.2.4	Understand a multiple of a/b as a multiple of $1/b$.	17 (QuestionsTNCPP2501.php?QN=17)
4.NF.3.5	Add two fractions with respective denominators 10 and 100.	18 (QuestionsTNCPP2501.php?QN=18)
4.NF.3.6	Use decimal notation for fractions with denominators 10 or 100.	19 (QuestionsTNCPP2501.php?QN=19)
4.NF.3.7	Compare two decimals to hundredths.	20 (QuestionsTNCPP2501.php?QN=20)
4.OA.1.1	Interpret a multiplication equation as a comparison.	1 (QuestionsTNCPP2501.php?QN=1),
4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison.	33 (QuestionsTNCPP2501.php?QN=33)
4.OA.1.3	Solve multistep word problems using the four operations.	4 (QuestionsTNCPP2501.php?QN=4),
4.OA.1.a	Determine whether an equation is true or false by using comparative relational thinking.	3 (QuestionsTNCPP2501.php?QN=3),
4.OA.1.b	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking.	36 (QuestionsTNCPP2501.php?QN=36)
4.OA.2.4	Find all factor pairs for a whole number in the range 1 - 100.	6 (QuestionsTNCPP2501.php?QN=6),
4.OA.3.5	Identify apparent features of the pattern that were not explicit in the rule itself.	7 (QuestionsTNCPP2501.php?QN=7),

Show 50 entries

Showing 1 to 28 of 28 entries

1. Genre/Literary Element

1 EXPLAIN

Share with students the following key characteristics of **free verse poetry**.

- Free verse poetry does not have a rhyme scheme.
- Free verse poetry does not have a metrical pattern.
- Free verse poetry may have irregular lines.

2 MODEL CLOSE READING: TEXT EVIDENCE

Model identifying features of free verse poetry in "My Name Is Ivy" on page 440. Point out that the lines in "My Name Is Ivy" do not rhyme. Focus on how the last word in each line does not rhyme with the last word in any other line. Ask: *Why do you think the poet chose not to have a rhyme scheme in this poem?*

CLASS PRESENTATION ROUTINE

Genre: Poetry: Free Verse

- Select the genre mini-lesson.
- Use "My Name Is Ivy" to model how to identify the characteristics of a free verse poem. Click through the mini-lesson or use the tools to model identifying the elements of a free verse poem.
- After modeling go to the Your Turn section of the mini-lesson.
- Ask partners to reread the poem "Collage" to explain why it is a free verse poem. Have them record their responses at their desks.
- Then call volunteers to the whiteboard to identify and discuss the elements they found.
- Have students compare what they wrote to the volunteer's response.
- Or you can choose to assign the Your Turn for independent practice or a computer center activity with a partner.

Your Turn: Answer Students can circle "Grandma gave me her eyes. "Eyes of a panther," Grandpa whispers." This shows that "Collage" has no rhyming pattern.

Students can circle "Dad gave me his long skinny toes. "My roots reach back to the lemurs," he jokes"

This shows that "Collage" has no metrical pattern

3 GUIDED PRACTICE OF CLOSE READING

Have students work with partners to identify features of free verse poetry in the poem "Collage" on page 441. Partners should find text evidence to illustrate each feature. Then have them share their work with the class.

- "... as though she were a queen."

Ask students to work in pairs to determine whether each example is a simile or a metaphor. Then have partners explain what is being compared in each example.

My Name Is Ivy

"Why did I name you after a plant?

Look, this is ivy," my mother explains,
pointing at an intricate fan

of glossy green heart-shaped leaves
decorating the side
of our house.

"Ivy will grip onto anything,
will grow where it wants to go.

Will use its long skinny fingers
to find a way over

brick walls, up stone walls,
will climb a roof and keep on
going until it touches
the stars."

— Bryce Neale

2. Similes and Metaphors

1 EXPLAIN

Explain to students that **similes** and **metaphors** are two types of figurative language.

- A simile is the comparison of two unlike things using the words *like* or *as*.
- A metaphor is the comparison of two unlike things without the use of *like* or *as*.

2 MODEL CLOSE READING: TEXT EVIDENCE

Model identifying the meaning of the simile on page 311 of "Sadie's Game": "The referee's whistle went off like a shrieking bird..." Point out that this is a simile and not a metaphor because the word *like* is used in the comparison.

CLASS PRESENTATION ROUTINE

Vocabulary Strategy

Figurative Language

- Select the vocabulary strategy mini-lesson.
- Use page 311 of "Sadie's Game" to model identifying the meaning of the simile: "The referee's whistle went off like a shrieking bird ...". Click through the mini-lesson or use the tools to model using figurative language.
- After modeling go to the Your Turn section of the mini-lesson.
- Ask partners to figure out the meanings of the similes and metaphors listed in the Your Turn activity. Have them record their responses at their desks.
- Then call volunteers to the whiteboard to demonstrate how they used figurative language.
- Have students compare what they wrote to the volunteers' responses.
- Or you can choose to assign the Your Turn for independent practice or a computer center activity with a partner.

Your Turn: Answers

highlight the text "as **fussy** as a mother cat" in yellow

highlight all the text in green

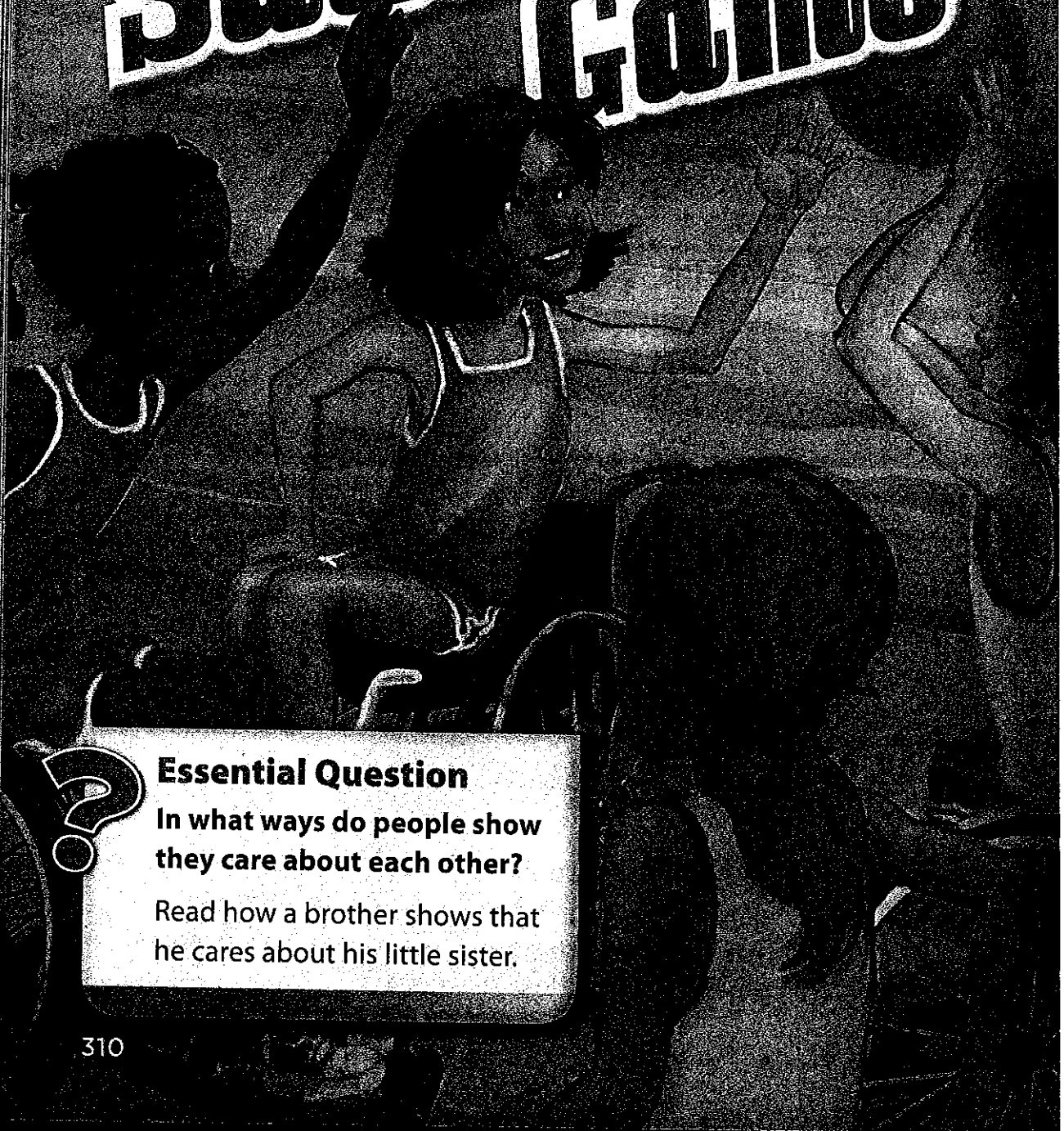
highlight text "as though she were a queen" in yellow

3 GUIDED PRACTICE OF CLOSE READING

Have students review the following phrases:

- "He was as fussy as a mother cat cleaning her kittens."
- "Mama was her sun . . ."

Sadie's Game



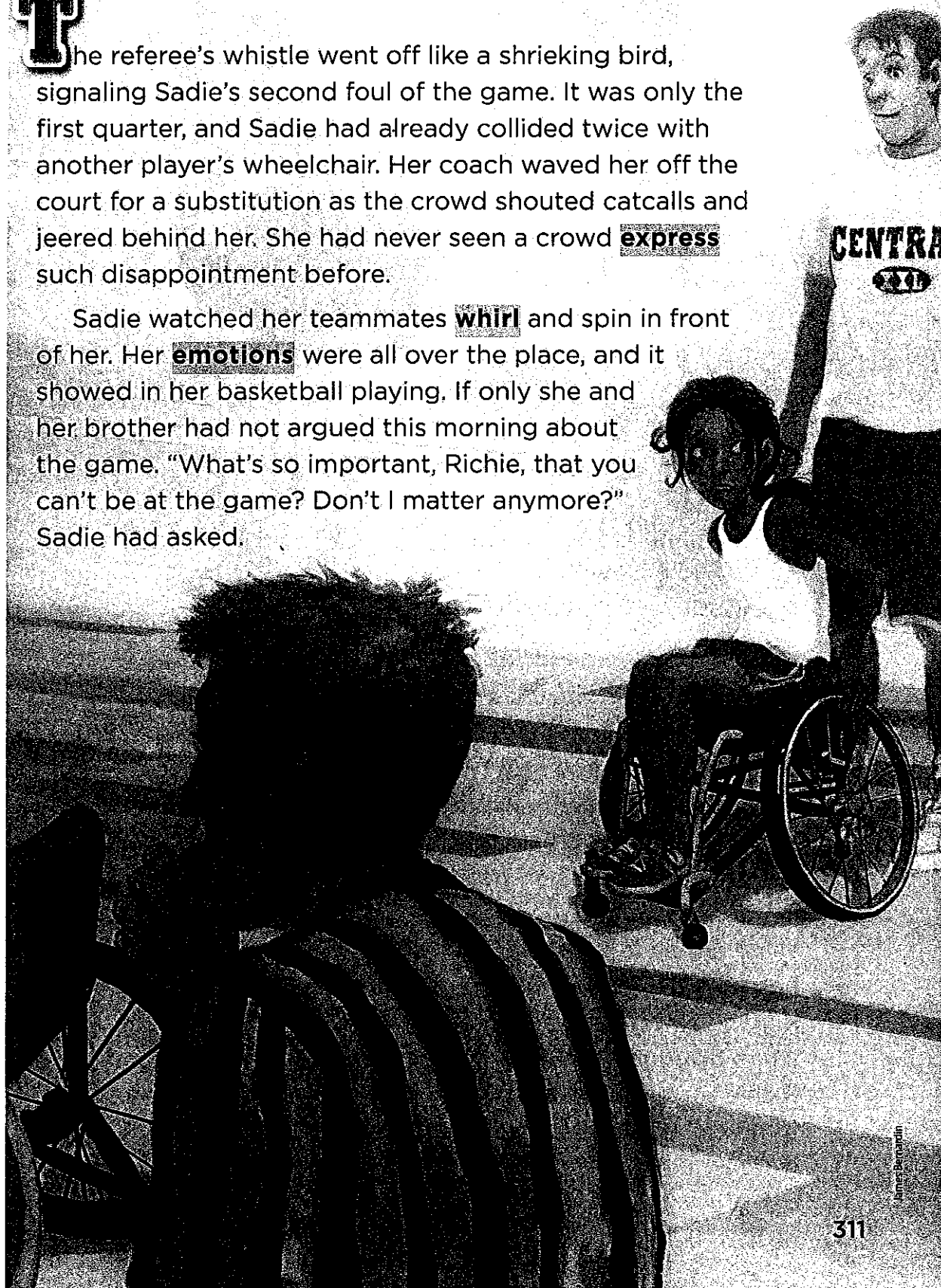
Essential Question

In what ways do people show they care about each other?

Read how a brother shows that he cares about his little sister.

The referee's whistle went off like a shrieking bird, signaling Sadie's second foul of the game. It was only the first quarter, and Sadie had already collided twice with another player's wheelchair. Her coach waved her off the court for a substitution as the crowd shouted catcalls and jeered behind her. She had never seen a crowd **express** such disappointment before.

Sadie watched her teammates **whirl** and spin in front of her. Her **emotions** were all over the place, and it showed in her basketball playing. If only she and her brother had not argued this morning about the game. "What's so important, Richie, that you can't be at the game? Don't I matter anymore?" Sadie had asked.

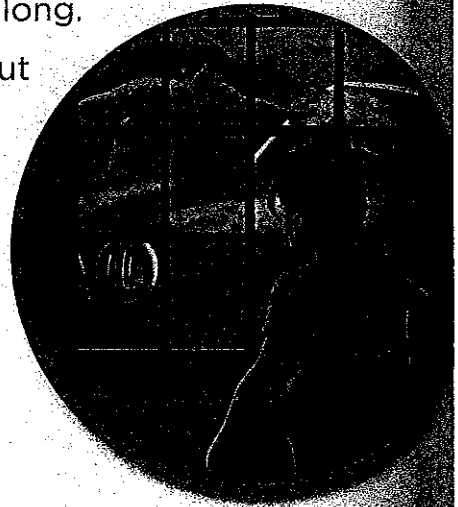


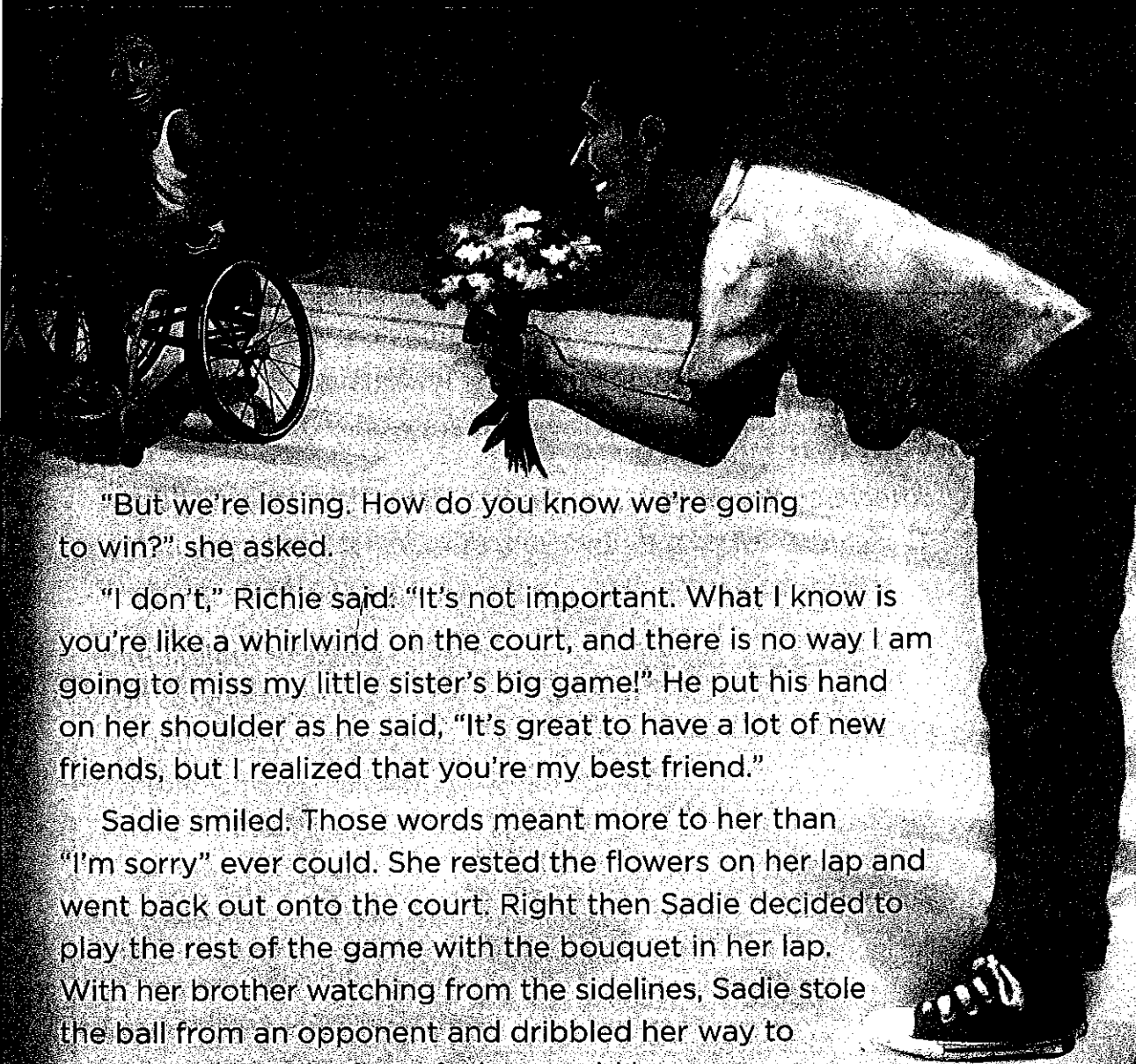
Richie was Sadie's whole world, and they both loved sports, especially basketball. Sadie loved to play before her accident, and it was Richie who had taught her to play again afterward. There had been days when she did not want to get out of bed, and he would coax and bully her until she got up. He even borrowed a wheelchair himself to help her learn to play the game all over again. Together they would roll across the outdoor court, zipping, zooming, passing, and dribbling all day long.

But lately Richie preferred to hang out with his new high school friends. Sadie would watch through the window as Richie polished every little nook of his new car. He was as **fussy** as a mother cat cleaning her kittens. When he drove away, Sadie would keep staring out of the window, tears clouding her eyes.

Mama was her sun. Her arms would reach out and **encircle** her in a long, warm embrace. "Sadie," she would say, "your brother loves you. Even though he's got new priorities now, that doesn't mean he doesn't care." But Sadie felt hurt.

Sadie looked up and saw her coach frowning. She searched sadly for her mother, expecting disappointment in her eyes, but instead she saw a wide smile. It was the same happy face she saw in **portraits** of her mother at home. Sadie followed her mother's gaze to find Richie jogging toward her across the gym, holding a purple and white **bouquet** of flowers wrapped tightly with a ribbon. Richie's eyes **sparkled**, and his smile gleamed. He bowed to his sister and handed her the flowers as though she were a queen.





"But we're losing. How do you know we're going to win?" she asked.

"I don't," Richie said. "It's not important. What I know is you're like a whirlwind on the court, and there is no way I am going to miss my little sister's big game!" He put his hand on her shoulder as he said, "It's great to have a lot of new friends, but I realized that you're my best friend."

Sadie smiled. Those words meant more to her than "I'm sorry" ever could. She rested the flowers on her lap and went back out onto the court. Right then Sadie decided to play the rest of the game with the bouquet in her lap. With her brother watching from the sidelines, Sadie stole the ball from an opponent and dribbled her way to the net, making the first of what would be many amazing shots for the team.

Make Connections



Talk about how Richie shows he cares about his little sister, Sadie. **ESSENTIAL QUESTION**

Whom do you care about in the same way that Richie cares about Sadie? Explain how you show you care. **TEXT TO SELF**

3. Proverbs and Adages

1 EXPLAIN

Explain to students that writers often use figurative language to more effectively describe an idea. In an informational article, **proverbs and adages** are sometimes used to help the reader better understand the topic of the text.

- Proverbs and adages are common sayings that get passed on over time. These sayings are considered to be true by many people because they have been said so often over many years.
- Every culture has its own popular proverbs and adages.
- Students should use context clues to find the meaning of an unfamiliar proverb or adage.

2 MODEL CLOSE READING: TEXT EVIDENCE

Model using context clues in the section "The Struggle to Survive" on page 367 to find the meaning of the proverb *Ignorance is bliss*. Point out the nearby phrases that give clues to the meaning.

CLASS PRESENTATION ROUTINE

Vocabulary Strategy

Proverbs and Adages

- Select the vocabulary strategy mini-lesson.
- Use page 367 of "The Struggle to Survive" to model using context clues to find the meaning of the proverb "Ignorance is bliss." Click through the mini-lesson or use the tools to model using context clues.
- After modeling go to the Your Turn section of the mini-lesson.
- Ask partners to use context clues figure out the meanings of the proverbs and adages listed in the Your Turn activity. Have them record their responses at their desks.
- Then call volunteers to the whiteboard to demonstrate how they used context clues.
- Have students compare what they wrote to the volunteers' responses.
- Or you can choose to assign the Your Turn for independent practice or a computer center activity with a partner.

Your Turn: Answers

An example of a context clue is word "tough" in the selection. The proverb means that everyone needed to do their part to help them survive.

Examples of context clues are "attitude" and "endanger" in the selection. The proverb means that not thinking of others could be dangerous.

3 GUIDED PRACTICE OF CLOSE READING

Have students work in pairs to figure out the meanings of *He that will not work, shall not eat* and *Every man for himself* in "Where It All Began." Encourage partners to use context clues to help them determine each meaning of the proverb or adage.

4. Number Prefixes

1 EXPLAIN

Certain Greek and Latin prefixes have numerical meanings.

- The number prefixes *uni-* and *mono-* mean "one": *unicorn*, *monorail*.
- The number prefix *bi-* means "two": *biweekly*.
- The number prefix *tri-* means "three": *triangle*.
- The number prefix *deca-* means "ten": *decathlon*.
- The number prefix *cent-* means "hundred": *century*.

2 MODEL

Write and say *bicycle*. Have students repeat after you. Model finding the number prefix *bi-*. Point out that this prefix means "two," which helps you understand that a bicycle has two wheels.

CLASS PRESENTATION ROUTINE

Phonics Number Prefixes

- Select the Phonics/Word Study activity.
- Read the directions and model how to answer the first prompt. At their desks have students identify how to answer the rest of the prompts in Round 1.
- Then call volunteers to complete the first round.
- Have students compare their answers to the volunteers' responses.
- Continue with the additional rounds or assign them as independent practice.

3 GUIDED PRACTICE

Write the words *universe*, *triceratops*, and *centennial* on the board. Have students underline the number prefixes and say each word. Then discuss how each prefix helps you understand the word's meaning.

1. Historical Fiction

1 EXPLAIN

Share with students the following key characteristics of **historical fiction**.

- Historical fiction has realistic characters, events, and settings.
- Historical fiction is set in the past and is based on real events.
- Historical fiction has fictional characters that are interwoven with characters based on real people in history.
- Historical fiction can be a series of diary entries or letters.

2 MODEL CLOSE READING: TEXT EVIDENCE

Model identifying the characteristics of historical fiction on page 398 of "Freedom at Fort Mose."

Diary Entries Explain that historical fiction can sometimes be a series of diary entries. Point to the date on the diary entry on page 398. Remind students that looking at dates is one way to tell if a story is set in the past.

CLASS PRESENTATION ROUTINE

Genre: Historical Fiction

- Select the genre mini-lesson.
- Use "Freedom at Fort Mose" to model how to identify the characteristics of historical fiction. Click through the mini-lesson or use the tools to model identifying and using text features.
- After modeling go to the Your Turn section of the mini-lesson.
- Ask partners to reread "Freedom at Fort Mose" to find two specific details that show that it is historical fiction. Have them record their responses at their desks.
- Then call volunteers to the whiteboard to identify and discuss the details they found.
- Have students compare what they wrote to the volunteer's response.
- Or you can choose to assign the Your Turn for independent practice or a computer center activity with a partner.

Your Turn: Possible Answer The text tells us that this story takes place in 1947. Rosie and Eddie listen to the radio instead of watching TV. The furniture, buildings, and the way the characters dress show that this story takes place in the past. This is a made up story about a real event, so it is historical fiction. Mayor O'Dwyer was the real mayor of New York beginning in 1946, so he is a real person in this story.

3 GUIDED PRACTICE OF CLOSE READING

Have students work with partners to find two details in the text that show "Freedom at Fort Mose" is historical fiction. Partners should discuss how each example signals that the story is historical fiction. Then have them share their work with the class.

2. Closed Syllables

1 EXPLAIN

Remind students that every syllable in a word has one vowel sound. Write *den* on the board. Point out that when a syllable ends in a consonant, as in *den*, it is called a closed syllable. Most closed syllables have a short-vowel sound.

2 MODEL

Write the word *dentist* on the board. Underline the first syllable, *den*. Model how to pronounce the syllable using the short *e* vowel sound. Repeat with the second syllable. Then run your finger under the word as you sound out the whole word.

CLASS PRESENTATION ROUTINE

Phonics

Closed Syllables

- Select the Phonics activity.
- Read the directions and model how to answer the first prompt.
- At their desks have students identify how to answer the rest of the prompts in Round 1.
- Then call volunteers to complete the first round.
- Have students compare their answers to the volunteers' responses.
- Continue with the additional rounds or assign them as independent practice.

3 GUIDED PRACTICE

Write the following closed syllables and words on the board. Help students pronounce each first syllable and then each full word.

com as in comics *hid as in hidden* *con as in contact*
mag as in magnet *pep as in pepper* *frag as in fragment*
hab as in habit *viv as in vivid* *sub as in submit*

READ MULTISYLLABIC WORDS

Transition to Longer Words Draw a T-chart on the board. In the first column, write *splen*, *fan*, and *en*. In the second column, write *splendid*, *fantastic*, and *enchantment*. Have students chorally read the closed syllable in the first column. Point to the words in the second column and explain that the other syllables are also closed. Ask students to draw a line between the syllables in the words in the second column. Model how to read each word. Point to each word in random order and have students read the words chorally.

3. Latin Prefixes

1 EXPLAIN

Remind students that a prefix is a group of letters that appears at the beginning of a word. Many English words have Latin prefixes. These prefixes give clues to a word's meaning.

- The Latin prefix *extra-* means "outside" or "beyond" (*extracurricular*).
- The Latin prefix *inter-* means "between" (*intersection*).

2 MODEL

Write and say *extraordinary*. Have students repeat it. Model identifying the prefix *extra-* by covering the word *ordinary*. Point out that *extraordinary* means "beyond ordinary."

CLASS PRESENTATION ROUTINE

Phonics

Latin Prefixes

- Select the Phonics/Word Study activity.
- Read the directions and model how to answer the first prompt.
- At their desks have students identify how to answer the rest of the prompts in Round 1.
- Then call volunteers to complete the first round.
- Have students compare their answers to the volunteers' responses.
- Continue with the additional rounds or assign them as independent practice.

3 GUIDED PRACTICE

Write the words *interstate*, *extrasensory*, and *international* on the board. Have students identify each prefix and then say the word. Discuss with students the meaning of each word.

5. Latin Suffixes

1 EXPLAIN

Explain that the English language includes words with Latin suffixes. These suffixes provide clues to a word's meaning.

- The Latin suffixes *-ible* and *-able* mean "can be done," or "the quality or state of." They are used to form an adjective: *visible*.
- The Latin suffix *-ment* means "the state, action, or result of." It is used to form a noun from a verb: *argument*.

2 MODEL

Write and say *agreeable*. Have students repeat after you. Model identifying and circling the Latin suffix *-able*. Point out that this suffix forms an adjective from the verb *agree*.

CLASS PRESENTATION ROUTINE

Phonics

Latin Suffixes

- Select the Phonics/Word Study activity.
- Read the directions and model how to answer the first prompt.
- At their desks have students identify how to answer the rest of the prompts in Round 1.
- Then call volunteers to complete the first round.
- Have students compare their answers to the volunteers' responses.
- Continue with the additional rounds or assign them as independent practice.

3 GUIDED PRACTICE

Write the words *detectable*, *eruptible*, and *investment* on the board. Have students identify each Latin suffix and then say each word. Review how the suffixes change each word's part of speech.