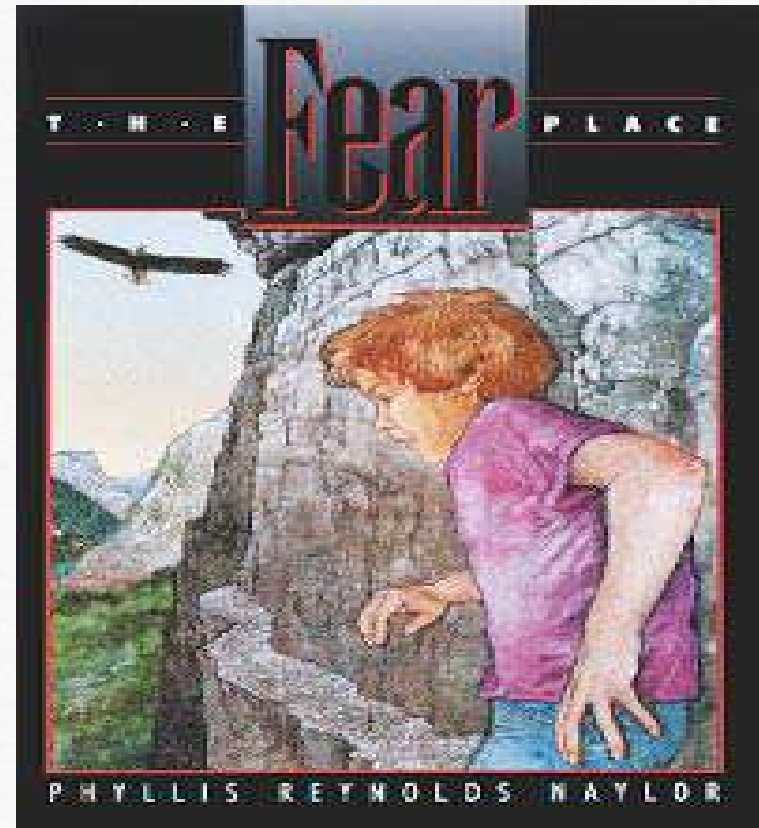


The Fear Place

- Author: Phyllis Reynolds Naylor
- Genre: Realistic Fiction
- Day 1
- Day 2
- Day 3
- Day 4
- Day 5



Day 1 Schedule

- Reading
 - Vocabulary
 - Predicting Outcomes
 - Making Inferences
 - Read Segment 1 (185-194)
- Word Work
 - Pretest (207g)
- Writing and Language
 - Daily Language Practice

Vocabulary

We will define vocabulary words

- Cautious: careful
- Concentrate: give one's full attention to
- Discomfort: feeling of uneasiness
- Dismayed: troubled, distressed
- excitement: a state of activity or agitation
- Immobile: unable to move
- Stamina: the power to resist fatigue
- Terrified: frightened
- Unsure: not certain

We will fill in vocabulary words where they best fit the context.

Cautious

Concentrate

Discomfort

Dismayed

Excitement

Immobile

Stamina

Terrified

unsure

Carlos had trained for the marathon for five months, so he knew he'd have the to finish the race. However, he'd never actually run more than fifteen miles at one time. A part of him was _____ of "hitting the wall," reaching that imaginary point about twenty miles into the race when you feel like you can't go on.

He'd heard about other runners who had reached that point and become _____, unable to take even one more step. The idea him, so he decided to try to _____ on his running form. He wanted to be and not run too fast.

Just after he'd reached the twenty-five-mile marker, he began to feel _____ in his side. It soon turned into a terrible cramp that made him bend over as he ran. Just when he was starting to feel _____ about whether he could take another step, he heard several voices shouting. He looked up and saw his friends cheering him on. Filled with _____ Carlos forgot about the cramp and sprinted to the finish line.

Predicting Outcomes:

We will make predictions about what characters will do

Prior Knowledge

- Last week we made predictions about Manuel's actions in "La Bamba."
- This week we will continue making predictions about what will happen in "The Fear Place."

Concept

- Prediction: an educated guess based on information you have read and on your own knowledge and experience.

We will make predictions about what characters will do

1. Think about the selection details.
2. Combine that with your personal knowledge
3. Think about what might happen next.

Practice: Read the first 2 paragraphs on page 187.

Selection Details	Personal Knowledge
<ol style="list-style-type: none">1. Doug needs to get past a narrow ledge to look for his brother.2. The journey seems futile to Doug because every time he climbs, he goes back down again.3. Doug has made it to the narrow ledge before.	People who have done something before, even if it was difficult, know that they can do it again.

Prediction: Doug will at least make it back to the ledge that frightens him.

We will make predictions about what characters will do

- Closure:
- What is a prediction?
- What 2 things do we use to make a prediction?
- Guided Practice:
- As we read we will continue filling in the chart on practice book page 99.
- Independent Practice
 - Later in the week we will complete practice book pages 101-102

Making Inferences

We will make inferences about ideas not directly stated by the author.

Prior Knowledge

- You see your friend frowning and sitting with her arms crossed, what might you guess about how she is feeling?
- You know that people frown or cross their arms when they are angry. So you might guess that your friend is angry.

Concept

- Inference: an educated guess about ideas not directly stated by the author

Importance:

This skill will help you better understand story events.

Skill

1. Think about the information given to you by the author.
2. Think about your own personal experiences.
3. Combine the two to make an inference.

- I do:

In the past, many thousands of people went to the National Zoo each year to see Hsing-Hsing, the panda. Sometimes, there were as many as 1,000 visitors in one hour! Like all pandas, Hsing-Hsing spent most of his time sleeping. Because pandas are so rare, most people think it is exciting to see even a sleeping panda!

Do you think giant pandas are popular?

Clues from text:

Personal experience:

Inference:

Skill

1. Think about the information given to you by the author.
2. Think about your own personal experiences.
3. Combine the two to make an inference.

- We do:

Tasha knew that if she were late one more time, Mr. Yin would send her to the principal's office. With her jacket half-on and her shoes untied, she ran full-speed and caught the school bus.

What inference can you make about Tasha?

Evidence from text:

Personal experience:

Inference:

Skill

1. Think about the information given to you by the author.
2. Think about your own personal experiences.
3. Combine the two to make an inference.

- You do:

Carlos stared wide-eyed at the closed curtain in front of him. He could hear people rustling their programs as he picked up his flute with trembling fingers.

How does Carlos feel?

Evidence from text:

Personal experience:

Inference:

Closure

- What is an inference?
- How do we make inferences?
- Read the next-to-last paragraph on page 191. What type of relationship do Doug's mother and her brother, Lloyd have?
- Independent practice:
 - After reading segment 1, make an inference about Doug's relationship with his brother, Gordie.

Daily Language Practice

We will proofread and correct sentence
with spelling and grammar errors

Her tooths were soor after they were cleaned.

The hayr ran fast but the hound still caught it.

Uncle sid asked to carv the turkey.

Day 2 Schedule

- Reading
 - Segment 2 (194-201)
 - Predicting Outcomes
 - Practice book pg. 99
 - Comprehension questions(202)
 - Practice book pg. 100
 - Vocabulary
 - Practice book pg. 98
- Word Work
 - Suffixes –ward and –ous
 - Spelling
 - Practice book pg. 104
- Writing and Language
 - Daily Language Practice

Suffixes –ward and –ous

We will identify the meaning of words with the suffixes –ward and -ous

Prior Knowledge

- Doug feared that turning sideways might be more dangerous than walking straight.
- What does the word dangerous mean?

Concept

- -ous: a suffix meaning “full of”
 - Dangerous: full of danger
- -ward: a suffix meaning “in a certain direction”
 - Downward: moving down

Skill

1. Circle the suffix
2. Underline the base word
3. Put the meaning of both together to define the whole word

- I do
 - Envious
 - “full of” envy
- We do
 - Homeward
 - “in the direction” of home
- You do
 - Nervous
 - “full of” nerves

Closure

- What does the suffix –ward mean?
- What does the suffix –ous mean?
- What is the meaning of perilous?
 - a) In the direction of peril
 - b) Full of peril
- Independent practice
 - Practice book pg. 103

Daily Language Practice

We will proofread and correct sentences with spelling and grammar errors

Have you ever seen a picture of this rair flower.

Cara and i toar open the package.

Day 3 Schedule

- Reading
 - Partner Read
 - Predicting Outcomes
 - Practice book pg. 101-102
- Word Work
 - Spelling
 - Practice book pg. 105
- Writing and Language
 - Daily Language Practice
 - Write about an experience
 - Write a few paragraphs about a time when you had to overcome an obstacle to reach an important goal.

Daily Language Practice

We will proofread and correct sentences with spelling and grammar errors

did you have a chance to swim in a gorje on your vacation?

Will Ned have a scarr from his accident

The subway fayr is fifty cents for childs under twelve.

Day 4 Schedule

- Reading
 - Skimming and Scanning
 - “Blind to Limitations” (204-207)
- Word Work
 - Spelling
 - Practice book pg. 106
 - Homophones
- Writing and Language
 - Daily Language Practice

Skimming and Scanning

We will skim and scan to find information in a nonfiction text.

Concept

- Skimming: a way of previewing an article to find out what it is about
- Scanning: a way of reading quickly to find a particular fact or answer.

Importance

- Being able to skim and scan for information will help you quickly pick out the important information.

Skimming and scanning

Skim for main points

1. Read the title, the captions, and the introduction.
2. Read the first and last paragraphs.
3. Read the first sentence in the following paragraphs, and note key words.

Scan to find information quickly

1. Look quickly at the paragraphs
2. Look for words or phrases with the information you want.

Practice

Skim

1. Read the title, the captions, and the introduction.
2. Read the first and last paragraphs.
3. Read the first sentence in the following paragraphs, and note key words.

Scan

1. Look quickly at the paragraphs
2. Look for words or phrases with the information you want.

- I do:
 - Skim the article, “Blind to Limitations” (pg. 204) and identify the topic.
- We do:
 - Scan the article to find out where Mount McKinley is.
- You do:
 - Scan the article to find out why Erik Weihymer decide to climb Mount McKinley.

Closure

- What does it mean to skim and article?
- Why do we scan nonfiction information?
- Scan the article to find how you could tell that the climb to the summit was steep.

Homophones

We will use context clues to figure out which homophone is being used in a sentence.

Prior Knowledge

- The dove gracefully dove down onto the tree branch.
- These words are homographs, words that are spelled the same but have different meanings.
- Today we will work on homophones.

Concept

- Homophones: words that sound alike but have different spellings and meanings.

Skill

1. Underline the homophones.
2. Circle context clues that will help define the meaning of the homophone.

- Doug's fear grew during the course of the hike.
- He watched Charlie lick her fur with her coarse tongue.
- One underlined word means "rough," and the other means "movement from one point to the next."
- Course = movement from one point to the next
- Coarse = rough

We do:

1. Underline the homophones.
 2. Circle context clues that will help define the meaning of the homophone.
- The sun shone down hotter and hotter as he climbed.
 - To think that a cougar had shown him how to get around the ledge!
 - One underlined word means “demonstrated,” and the other means “did shine.”
 - shone = did shine
 - shown = demonstrated

You do:

1. Underline the homophones.
 2. Circle context clues that will help define the meaning of the homophone.
- He pried apart the branches to get back on the trail.
 - He would find great pride if he could make it past the ledge.
 - One underlined word means “ a feeling of accomplishment,” and the other means “to pull.”
 - pried = to pull
 - pride = a feeling of accomplishment

Closure

- What is a homophone?
- What do we use to figure out the meaning of homophones?
- He gave a groan when he looked down into the canyon.
- Doug felt as if he had grown a foot taller.
- Which homophones means “a sound of despair”?
- Independent practice:
 - Practice book pg. 107

[Back to Day 4 Schedule](#)

Daily Language Practice

We will proofread and correct sentences with spelling and grammar errors.

- The guard will warne you about putting your foots in the fountain.
- I were tired from washing the flore.

Day 5 Schedule

- Reading
 - Comprehension test
 - Vocabulary test
- Word Work
 - Spelling test