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Problems and Resolutions

Skill 15: The student will recognize a passage’s problem(s) and resolution of the problem(s).

Instructional Preparation

Duplicate the following (one per student, unless otherwise indicated):

- “It’s Gone!” passage
- “Good Deed” passage (*one per student pair*)
- “Problem and Its Solution” handout (*one per student pair*)

Prepare a transparency of the following:

- “It’s Gone!” passage
- “Problem and Its Solution” handout

Recall

Before beginning the **Review** component, facilitate a discussion based on the following questions:

- * What does it mean to have a problem? (*An appropriate response is as follows: having something that is difficult to deal with.*)
- * What does problem mean when talking about a story? (*An appropriate response is as follows: it is the difficult thing characters must deal with and solve in a story.*)
- * What does it mean to have a solution? (*Appropriate responses are as follows: finding an answer; explaining something.*)
- * What does solution mean when talking about a story? (*An appropriate response is as follows: it is how a character’s problem is worked out in a story.*)

Tell the students that in this review lesson they will be reading to practice recognizing the problem(s) in a story and finding the solution(s).

Review

1. Distribute copies of the “It’s Gone!” passage and display the transparency. Read aloud the passage while the students read along silently. Ask the following questions (*below and on page 82*):

- * Who is the main character in the story? (*Lalya*)
- * What is the problem that Lalya is dealing with in the story? (*She has lost or misplaced her homework.*)

Problems and Resolutions (cont.)

It’s Gone!

Lalya looked all around. She thought she remembered putting her homework next to her backpack. But it was not there; it was gone. She looked in her bedroom: it was not there. She looked in the kitchen; it was not there, either. She looked and looked in every nook and cranny around the house. Her homework was nowhere to be found. What was she going to do? She thought about going to school without her homework, but that would not be good. Doing her homework was important. She always did her homework and had never turned it in late. She was not going to start now. She still had about 30 minutes until she had to catch the bus. So she decided to redo it. Thank goodness she could remember her spelling words. Now she could look up the definitions again and write the sentences. Then her homework redo would be done.

Problem

→

Its Solution

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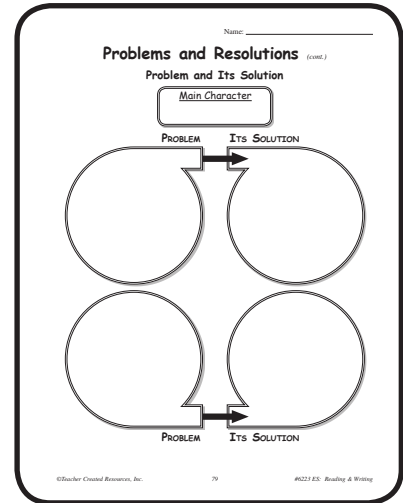
Problems and Resolutions *(cont.)*

Review *(cont.)*

- * What does she do to try to solve her problem? *(She looks in every room in the house for her lost homework.)*
- * How does Lalya solve her problem? *(She redoes her homework before she goes to school.)*

Discuss the responses, and write the problem and its solution in the organizer below the passage on the transparency. Have the students do the same on their copy of the handout. Explain that the problem is what drives the plot of a story and makes the story interesting.

2. Have the students pair up. Distribute copies of the “Good Deed” passage and the “Problem and Its Solution” handout. Read the passage aloud while the students read it silently.
3. Tell each pair to reread the passage together. Have the pairs identify the main character, the problems in the story, and the solutions to each problem. Tell them to underline the parts of the story that explain these elements. Then have them complete the handout by writing in the appropriate spaces the main character in the story, the problems he or she is dealing with, and the solution to each problem.
4. Display the “Problem and Its Solution” transparency. Ask volunteers to share their main character, problems, and solutions. Discuss the responses for accuracy, writing appropriate responses on the transparency.



Wrap-Up

- To conclude the lesson, ask the following questions: What is the problem and its solution in a story? How do you find the problem and its solution? Why is knowing the problem and its solution important to understanding a story?
- Ask volunteers to share their responses. Based on the responses, facilitate a review of how to recognize a problem and its solution in a story.

Problems and Resolutions *(cont.)*

It's Gone!

Lalya looked all around. She thought she remembered putting her homework next to her backpack. But it was not there; it was gone. She looked in her bedroom: it was not there. She looked in the kitchen; it was not there, either. She looked and looked in every nook and cranny around the house. Her homework was nowhere to be found. What was she going to do? She thought about going to school without her homework, but that would not be good. Doing her homework was important. She always did her homework and had never turned it in late. She was not going to start now. She still had about 30 minutes until she had to catch the bus. So she decided to redo it. Thank goodness she could remember her spelling words. Now she could look up the definitions again and write the sentences. Then her homework redo would be done.

Problem

Its Solution



Problems and Resolutions *(cont.)*

Good Deed

It was a cold day. Sherman and his family lived on the edge of the Arizona desert. Even in the desert it gets cold. Today was no different. Sherman's mom had asked him to chop some firewood. So he put on his sweatshirt and gloves and headed outside.

Sherman began chopping the wood that had been laid out next to the house. As he chopped, he thought he heard something. So he stopped. He didn't hear anything. Then he started chopping again and thought he heard the noise again. He stopped chopping and listened: nothing. Just as he was about to start chopping again, he heard it. A faint chorus of whimpering was coming from a nearby sage bush.

Sherman put down the ax and silently crept over to the bush. When he looked into the thick bush, he thought he saw something move. So he reached his hands into the bush and separated the leaves and twigs. There tucked inside the bush were a dog and five puppies. The dog was as skinny as could be. She must have been abandoned somewhere on the reservation. *She and the pups must be starving*, Sherman thought to himself. *What should I do?*

Sherman knew he couldn't let the dog starve. He headed back toward the house. Then he silently opened the back door and tiptoed into the kitchen. He opened the refrigerator and found a pot of leftover chicken. Thank goodness his mom was folding laundry in the bedroom. She would be angry when she found it was gone: the family was going to have it for lunch. Then he went to get a couple of bowls from the cupboard. All that was there was his mother's good china. He could not use that. "What am I going to put the food and water in?" he whispered to himself. "I know!"

Sherman quietly raced to his room and grabbed two small tubs filled with toys. He dumped the toys on the floor and ran back to the kitchen. He filled one bowl with water and the other with chicken.

When the dog noticed Sherman with the food, her ears perked up. She ate and drank like she hadn't had food in days. About an hour later, the pups were busy nursing. Now they would not be hungry.

When Sherman's mom found out what he had done, she was not mad: she was proud of him. He had seen a creature in need and was responsible enough to help.

Problems and Resolutions *(cont.)*

Problem and Its Solution

Main Character

