

**Topic:** Pirates**Tier:** 3**Text Type:** Narrative Fiction**Word Count:** 556**Lexile® Measure:** 620L

**Skills:** Using Context  
 Completing Sentence Stems  
 Applying Target Words  
 Using Prefixes (*un-, re-, dis-, over-, mis-, out-*)

**Lesson 1****Time:** 30 minutes**Skills:** Using Context**Student Pages:** The Lost Treasure of the *Ruby Dagger*, Examples and Non-Examples**Materials:** students' vocabulary logs**Lesson 2****Time:** 30 minutes**Skills:** Completing Sentence Stems**Student Pages:** The Lost Treasure of the *Ruby Dagger*, Sentence Stems**Materials:** students' vocabulary logs**Lesson 3****Time:** 30 minutes**Skills:** Applying Target Words**Student Pages:** The Lost Treasure of the *Ruby Dagger*, Was It Just a Dream?**Materials:** students' vocabulary logs, blank paper**Lesson 4****Time:** 30–40 minutes**Skills:** Using Prefixes (*un-, re-, dis-, over-, mis-, out-*)**Materials:** students' vocabulary logs**Lesson 5****Time:** 40 minutes**Skills:** Reviewing Target Words and Prefixes**Student Pages:** Prefix Jeopardy Board**Materials:** paper and tape**Note:** This activity is optional and may be used if you wish to review the words covered in a game format.

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**Note: Words in bold are said aloud by the teacher.**

## Teach

Write these sentences on the board and underline the word *reluctant*:

*James was reluctant to feed the parakeet. He didn't want to go near the cage because the bird scared him.*

**Let's read these sentences together.** Read the sentences. **What does the word *reluctant* mean? Think about it for a minute.** Ask students to share their responses aloud. Make sure students explain the reasons for their answers. Do not say whether the answers are correct or incorrect.

**Now, let's look at the sentences. Sometimes when we read we come across words we do not know the meaning of. I want to show you ways to help you figure out the meaning of an unknown word. Many times the context will help. Context is the text that surrounds the unknown word. The sentence the word is in may help, or sometimes the sentences before or after the word will help define the word. When I come to an unknown word, I stop and ask myself some questions.** Write each of the four questions on the board as you discuss it.

1. ***What do the words around the unknown word tell me about the word?***

**Are there examples or descriptions given for the word?**

2. ***What is the part of speech for the word?***

**Knowing whether the word is a noun (Is the author referring to someone?), verb (Did someone do something?), adjective (Is the author describing something?), or adverb (Is the author telling how something is done?) can help me figure out what the author is trying to tell me.**

3. ***Is there a word part that can help me with the meaning?***

**If the word has a prefix, suffix, or root which I know the meaning of, this can help me determine the meaning of the entire word.**

4. ***What words would go together with this word?***

**Are there synonyms or antonyms in the text around the word that may give me a clue?**

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**Teach (cont.)**

**Watch and listen as I talk through how to figure out what this word means.** Reread the sentences on the board.

***What do the words around the unknown word tell me about the word?*** Point to the first question.

**The sentences are talking about James and feeding a parakeet. James is *this*** (point to the word *reluctant*) **when he is trying to feed the bird.**

***What is the part of speech for the word?*** Point to the second question.

**The word is describing James, so it is an adjective. It is describing James' reaction when feeding the parakeet.**

***Is there a word part that can help me with the meaning?*** Point to the third question.

**I do not recognize any parts in the word.**

***What words would go together with this word?*** Point to the fourth question.

**The second sentence says that James did not want to go near the cage because he was scared. The words *didn't want to go near* and *scared* help me understand more about the word *reluctant*. I think the word *reluctant* means "not wanting to" or "unwilling to do something." If someone is reluctant, he or she is unwilling to do something. I will use my definition in the sentences to see if it makes sense. James was *unwilling* to feed the parakeet. He didn't want to go near the cage because the bird scared him. Yes, the definition makes sense.**

Ask students what they know about the word *reluctant*. In what situation could they use the word *reluctant*? Allow students to discuss when they could use the word.

Review the four questions to help students figure out the meaning of an unknown word by using the context.

**Guided Practice**

Distribute "The Lost Treasure of the *Ruby Dagger*" (Student Activity 1). **We will read a passage about some pirates who try to save their treasure.** Choral read or read the passage aloud to students. As you get to each underlined word, write the word on the board. Guide students in determining the meaning using the questions from the Teach section. As

## Guided Practice (cont.)

students determine the meaning of the word, have them share their thoughts. They may work with a partner to come up with the definition. Write a definition of the word on the board. See “Words and Definitions” below. Have students copy each word and definition into their vocabulary logs.

### Words and Definitions

untouched – not harmed or handled

unsettle – to make someone feel uncomfortable

alarmed – frightened

plundering – using force to rob or steal from others

dense – so thick and close together that there is little or no open space

exhausted – very tired

somber – sad and serious

## Independent Practice

Distribute “Examples and Non-Examples” (Student Activity 2). Read the directions with the students and check for understanding. Then, have students complete the worksheet independently.

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**Note: Words in bold are said aloud by the teacher.**

30  
minutes

## Teach and Guided Practice

Redistribute or have students take out “The Lost Treasure of the *Ruby Dagger*” (Student Activity 1). Have students reread the story. Provide about three minutes for this activity. Distribute “Sentence Stems” (Student Activity 3). **In our last lesson, we read a passage and determined the meanings of certain words. Today we will look more closely at those words. We will use the words in sentences. On this worksheet, the first part of each sentence has been written. What we write at the end of the sentence should show that we know the meaning of the word. We will do these together.** Students may work in pairs to complete each sentence. Students should then discuss as a group the various completions for each stem. Agree as a group on the best completion and have each student write the same completion on his or her worksheet.

## Independent Practice

Have each student choose three target words and write an additional sentence for each one in his or her vocabulary log. Allow students to share their sentences.

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30  
minutes

## Teach and Guided Practice

Redistribute or have students take out “The Lost Treasure of the *Ruby Dagger*” (Student Activity 1). Have students reread the story. Provide about three minutes for this activity. Distribute “Was It Just a Dream?” (Student Activity 4). **We will practice using the words we have learned. Let’s use the words in a new passage.** Read the passage aloud or chorally with students, inserting the word *blank* for every underlined open space. **For each blank, determine which target word best belongs. You may take out your vocabulary log and refer to the definitions if necessary.**

Challenge students by giving them a time limit to finish. They may work individually or in groups of two or three. When time is up, reread the passage, stopping at each blank and allowing students to talk about the word they chose and why. Correct when necessary.

## Independent Practice

Make sure each student has a blank sheet of paper. Have each student write a brief story using at least five vocabulary words in the correct context.

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## Teach

Write the following two sentences on the board:

- *They didn't finish the chess game before bedtime, so the board remained **untouched** until the next morning.*
- *The expensive price tags in the store **unsettled** Juanita, so she left.*

Read the sentences aloud. Then underline the target words *untouched* and *unsettled*. **What can you tell me about these two words?** Allow time for responses. Then circle the prefix *un-* in each word. **This is a prefix. A prefix is a letter or a group of letters placed at the beginning of a word. Prefixes have meanings. For example, the prefix *un-* means "not." In the first sentence, the chessboard was *not* touched. In the second sentence, Juanita was *not* settled by the prices in the store.**

**Some words have *u-n* at the beginning, but *u-n* is not always a prefix. For example, look at the word *unite*.** Write the word *unite* on the board. **If I remove *u-n* from the front of this word, the remaining letters do not form a word. If *u-n* is a prefix, it is added to a whole word. One way to decide if *u-n* is a prefix in the word is to cover *u-n* and look at the remaining letters. If the remaining letters form a word, then *u-n* is probably a prefix in that word. Knowing prefixes can help you figure out an unknown word.**

**What other words do you know that have the prefix *un-*?** Make a list of these words on the board and discuss the meaning of each word using context and the prefix. Ask students to use each word in a sentence.

## Guided Practice

**Let's look at some different prefixes.** Write the following sentences on the board:

- *Reapply the glue every 5 minutes to make sure the pieces stay together.*
- *Can you recall the words we studied yesterday?*

**The prefix *re-* can mean "again" or "back."** Write the prefix and its definition on the board. **In the first sentence, what does the word *reapply* mean? (to apply again)** If necessary, help students determine a correct definition. **In the second sentence, what does the word *recall* mean? (to call back)** If necessary, help students determine a correct definition. **Name other**

**Guided Practice (cont.)**

**words you know that have the prefix *re-*.** (Example words: *revisit, reappear, rebuild, repay, redo*)

Repeat the procedure with the following sentences and prefixes. Example words are provided.

- ***dis-* “the opposite of”**  
The sun **disappears** at night, only to be seen again every morning.  
(*disagree, disallow, disarm, disconnect, discontinue*)
- ***over-* “too much”**  
Jim was so exhausted when he went to bed that he worried he would **oversleep**.  
(*overpriced, overbearing, overbook, overwork*)
- ***mis-* “badly” or “wrongly”**  
Students who **misbehave** in class get detention.  
The little girl **miscounted** the number of blocks.  
(*mistrust, mispronounce, mismatch, mislead, misinform, misidentify*)
- ***out-* “more than” or “better than”**  
The record shows that Michael can **outrun** his older brother.  
(*outbid, outlive, outclass, outperform*)

**Independent Practice**

Have students take out their vocabulary logs. Demonstrate how to draw and complete a vocabulary square. Draw a square and divide it into four smaller squares. Then, place the prefix in the first square, an example word and definition in the second square, the definition of the prefix in the third square, and an illustration showing the prefix’s meaning in the last square. See the example below.

mis-	miscounted- counted incorrectly
badly or wrongly	• • • = 6 • • The answer
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**Independent Practice (cont.)**

On a blank page, have each student draw and complete six vocabulary squares for the prefixes *dis-*, *un-*, *re-*, *mis-*, *over-*, and *out-*. Allow students to work individually or in pairs to complete each vocabulary square with the prefix, meaning, example word and definition, and illustration.

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**Note: Words in bold are said aloud by the teacher.**

40  
minutes

**This activity is optional and may be used if you wish to review the words covered in a game format.**

## Review

Project "Prefix Jeopardy Board" (Student Activity 5), or recreate it on a chart or board. Cover the squares using pieces of paper and tape. For each square, write the number located at the bottom of the square on its cover sheet. A finished board with cover sheets should look like the example below.

"not"	"again"	"badly"	"too much"	"the opposite"
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

**Today, we will review the words and prefixes we have been learning using a fun game of Jeopardy. Read the categories to students. We have bonuses in the game. If you choose a square and see the words *Vocabulary Word* at the top, the points will be doubled. If the square says *Vocabulary Word*, the answer is one of the vocabulary words we've learned.**

Have students form two teams. Allow teams to take turns choosing a category and number. Remove the paper and read aloud what is in the square. Students need to answer in the form of a question: "What is \_\_\_\_\_?" If the team does not answer correctly, the other team gets a chance to answer. Give the team that answers correctly the cover sheet with the number on it. At the end of the game, each team can add up its points. The team with the most points wins.

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Date: \_\_\_\_\_

## The Lost Treasure of the *Ruby Dagger*



Over the warm waves of the Caribbean, a dangerous wind blows. It stirs the untouched beauty of the island of Dominica. It unsettles the peaceful creatures of the rain forest.

“Pirates are near,” whispers the wind. Alarmed, parrots move higher into the trees. Snakes and lizards slither into the shadows. Even the insects become still and silent.

On the same ill wind, a pirate ship races toward the island. It is the *Ruby Dagger*, the ship of Captain Henry Steel. He and his band of thirteen have robbed more than one hundred ships. The king’s men seek to hunt him down and stop his plundering.

“Gather on deck!” bellows the fierce captain. His men quickly obey. “The king’s ship is not far behind us. We must act quickly or our treasure will be theirs.”

Steel steps back and uncovers a magnificent carved chest. The men gasp. They have never seen such a thing in all their years of robbing ships.

“This chest is the key to my plan,” exclaims Steel. He explains that the chest has fifteen drawers. He will divide their treasure, and the men will hide it on the island ahead. Each man will make a map showing where he has hidden his share. One map will be locked in each drawer of the chest. The last drawer will hold a master map showing all of the hiding places.

“One more thing,” says Steel. “I will give each of you a key to one of the drawers. Bury it with your loot. After this battle, if you live to come back for your share, use that key to get another map from the chest. Then you can find another set of treasure.”

“And another key,” thinks each man greedily. It is an extremely brilliant plan. Just one survivor could end up with all the treasure!

At the island of Dominica, each man hikes in a different direction with his share of treasure. The men fight their way through dense plants and vines. They record their path carefully. Without a good map, the treasure will be lost forever.

Finally, the exhausted pirates return to the ship. Their mood is somber and quiet. They know that in the morning they will face the king’s army.

At dawn, the *Ruby Dagger* races out to sea to find the enemy ship. “There she is!” calls Captain Steel. “Raise the Jolly Roger flag. Let them know who they are up against!”

# 1A

## Vocab

# ISIP Advanced Reading Student Activity 1

So begins a fight to the death. Captain Steel's small crew fights fiercely. Suddenly, a cannon shot startles the crew and tears a hole in the pirate ship. Though they have killed thirty-nine of the king's men, the pirates' fate is sealed.

The captain of the king's ship writes in his log that Steel and his men have gone down with their ship, never to threaten the waters again.

But did they? Some say the pirates came back for the treasure hidden on the island. Others say their ghosts spirited the treasure away. But maybe the treasure still waits to be found. Is it beneath a roaring waterfall? Is it deep in the rain forest, guarded by towering trees? Is it hidden inside a dark cave in a rocky cliff? Will the rain forest keep it hidden forever?

Be still. Listen. Perhaps the wind will whisper the answer!

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Examples and Non-Examples****Read each description under the word. Circle the description that shows an example of the word.****untouched**

The girl comes home from college and sees that her room looks just like it did when she left.

The girl comes home from college and sees that her room has been painted and the furniture has been rearranged.

**unsettle**

A boy who plays quarterback for the high school football team is told that he will not play in Friday's game.

A boy who plays quarterback for the high school football team is told that he was named the Most Valuable Player.

**alarmed**

A person studying in a library hears someone whispering.

A person studying in a library suddenly hears a loud crash.

**plundering**

After the woman leaves, a group of teenagers getting extra cookies accidentally breaks the cookie jar.

After the woman leaves, a group of teenagers breaks a window and takes a TV and stereo from the house.

**dense**

The campers used a compass to help them walk through the forest.

The campers used sticks to push back the plants and vines as they walked through the forest.

**exhausted**

The runner fell to his knees at the end of the race.

The runner jumped up and down at the end of the race.

**somber**

The student receives his failing grade and wonders how to tell his parents.

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The student receives his failing grade and hides it in his locker.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sentence Stems**1. **untouched**After the storm, the tree house remained untouched because \_\_\_\_\_

\_\_\_\_\_

2. **unsettle**It unsettles me when \_\_\_\_\_

\_\_\_\_\_

3. **alarmed**Alarmed by the banging noise, I \_\_\_\_\_

\_\_\_\_\_

4. **plundering**While plundering, the men in the house \_\_\_\_\_

\_\_\_\_\_

5. **dense**The smoke from the house was so dense that \_\_\_\_\_

\_\_\_\_\_

6. **exhausted**The ladies were exhausted because \_\_\_\_\_

\_\_\_\_\_

7. **somber**The man was in a somber mood because \_\_\_\_\_

\_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Was It Just a Dream?

Read the passage below. Choose the best word from the box to complete each sentence.

somber   dense   untouched   exhausted   plundering   alarmed   unsettled

The food on Jaime's plate sat \_\_\_\_\_. Instead of eating, he sat quietly at the table, staring into space. Thinking about the exam had put Jaime in a \_\_\_\_\_ mood. All he could think about was the exam. Passing the test meant that he could attend the party on Saturday with his friends. It \_\_\_\_\_ him to think that he wouldn't do well.

He had studied the night before until he was \_\_\_\_\_. As soon as his head hit the pillow, he was out like a light. But there was still no rest. He dreamt that he was running to the classroom to take the test, but he couldn't get there. He could see the door to the room, but a \_\_\_\_\_ crowd of students blocked the entrance. As he tried to push his way through the crowd, a loud bell sounded. \_\_\_\_\_, Jaime had woken up.

While sitting at the kitchen table, he thought, "I am going to do well on the test. I know all the information. Why is fear \_\_\_\_\_ all my confidence? I can't let this happen. I will make a good grade."

With confidence, Jaime got up from the table. He put on his jacket and picked up his books. As he walked out the door and headed down the street to school, he saw a large crowd of students. "What's going on?" thought Jaime. "What I dreamt can't really be happening!"

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Prefix Jeopardy Board

"not"	"again"	"badly"	"too much"	"the opposite"
<p>the part of the word <i>untie</i> that means "not"</p> <p>100</p> <p>the word that means "not able"</p> <p>unable, misable, overable</p> <p>200</p> <p>not fastened</p> <p>300</p> <p><i>Vocabulary Word</i> not handled</p> <p>400</p> <p><i>Vocabulary Word</i> caused someone to feel upset or unsure</p> <p>500</p>	<p>the word that means "to play something again"</p> <p>100</p> <p>the part of the word <i>redo</i> that means "again"</p> <p>200</p> <p>to make something again</p> <p>300</p> <p>the word that means "to show up again"</p> <p>reappear, disappear, retake</p> <p>400</p> <p>to go back to visit</p> <p>500</p>	<p>the word that means "to handle something in a bad way"</p> <p>100</p> <p>to not follow the rules at school</p> <p>200</p> <p><i>Vocabulary Word</i> taking what is not yours by force</p> <p>300</p> <p>the word that means "to say incorrectly"</p> <p>repronounce, mispronounce, unpronounce</p> <p>400</p> <p><i>Vocabulary Word</i> very difficult to get through</p> <p>500</p>	<p>to eat a lot</p> <p>100</p> <p>to work too hard</p> <p>200</p> <p>weighing too much</p> <p>300</p> <p><i>Vocabulary Word</i> how someone may feel after running a long distance</p> <p>400</p> <p>having a higher price than it should</p> <p>500</p>	<p>the part of the word <i>dislike</i> that means "the opposite of"</p> <p>100</p> <p>not allowed</p> <p>200</p> <p><i>Vocabulary Word</i> the opposite of calm</p> <p>300</p> <p>the word that means "to unplug"</p> <p>disallow, disconnect, disagree</p> <p>400</p> <p><i>Vocabulary Word</i> the opposite of cheerful</p> <p>500</p>

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1A

Vocab

## Prefix Jeopardy Answers

<b>"not"</b>	<b>"again"</b>	<b>"badly"</b>	<b>"too much"</b>	<b>"the opposite"</b>
What is <i>un</i> -? 100	What is <i>replay</i> ? 100	What is <i>mishandle</i> ? 100	What is <i>overeat</i> ? 100	What is <i>dis</i> -? 100
What is <i>unable</i> ? 200	What is <i>re</i> -? 200	What is <i>misbehave</i> ? 200	What is <i>overwork</i> ? 200	What is <i>disallowed</i> ? 200
What is <i>unfastened</i> ? 300	What is <i>remake</i> ? 300	What is <i>plundering</i> ? 300	What is <i>overweight</i> ? 300	What is <i>alarmed</i> (or <i>unsettled</i> )? 300
What is <i>untouched</i> ? 400	What is <i>reappear</i> ? 400	What is <i>mispronounce</i> ? 400	What is <i>exhausted</i> ? 400	What is <i>disconnect</i> ? 400
What is <i>unsettled</i> ? 500	What is <i>revisit</i> ? 500	What is <i>dense</i> ? 500	What is <i>overpriced</i> ? 500	What is <i>somber</i> ? 500

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