

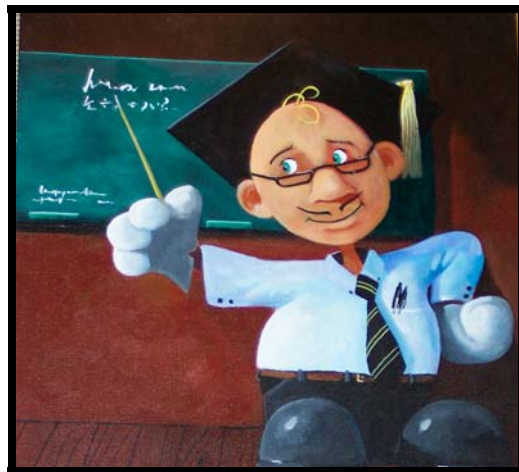
# The Professors Tutor

## SDAA II

2nd Level  
Reading

**Teacher's Lesson Plans**

First Edition



TM

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## Introduction

It is important to remember that the best preparation for SDAA II is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential. Based on the input from the TEA the SDAA II tests will become more rigorous as students move from instructional level to instructional level. Because of this vertical alignment the increase in rigor will be appropriate and logical and, most importantly, will be based on the TEKS curriculum for each instructional level.

The TEKS student expectations assessed at each grade level of TAKS and each instructional level of SDAA II are part of the curriculum for that Level. For example, the TAKS Level 2 reading test assesses content from the Level 2 reading TEKS. Similarly, the SDAA II Instructional Level 2 reading test assesses content from the Level 2 reading TEKS.

Some modifications frequently made in classroom instruction for students with disabilities have been implemented for SDAA II. These modifications may include fewer test items, more white space per page, larger print, less complex sentence structure, shorter reading and writing passages, and more illustrations accompany passages and test items. However, it is important to remember that these modifications do not affect the level of the TEKS curriculum assessed. Therefore, The ProfessorsTutor attempted to be fair, but maintained a degree of difficulty that the student needs in order to pass the test.

This kit was designed to provide the instructor with organized lesson plans and student practice materials. It was designed to drastically shorten, and in most instances, eliminate the planning phase of tutoring. The materials meet the format of the questioning specifications and also the level of difficulty required on the Texas Assessment of Knowledge Skills (SDAA II). The ProfessorsTutor has attempted to make the format as simple as possible without compromising the quality of the testing goal.

The book contains questions that meet the Texas Education Agency (TEA) specifications for the Texas Assessment of Knowledge Skills (SDAA II) for the third Level. Each instructional target could be presented in the SDAA II test in any of several different formats.

It is important that the students' critical thinking skills be sharpened in order to be able to analyze culturally diverse written text on the SDAA II. The process we have used is not suggested to be the only method for sharpening critical thinking skills. It is hopeful that the students will develop their own method as tutoring progresses. Our method is simply one that will aid the student who is struggling to develop a method.

We know that everyone involved in your organization will benefit greatly by using The ProfessorsTutor.

# LESSON 9

**The ProfessorsTutor**  
**SDAA II**  
**2nd Level**  
**Lesson 9**  
**Objective 1 (3.8) (D)**

(3.8) **Read / vocabulary development.** The student develops an extensive vocabulary.  
The student is expected to

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words  
[for example, by sorting, classifying, and identifying related words]

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**Put transparency 1 on the overhead**

**Ask:** Will someone volunteer and read A?  
Who wants to read and answer A1? [Answer: A]  
Who wants to read and answer A2? [Answer: H]  
Will someone volunteer to read B?  
Who wants to read and answer B1? [Answer: A]  
Who wants to read and answer B2? [Answer: J]

**Remove transparency 1**

**Say:** Today we are going to discuss synonyms, antonyms, and multi-meaning words.

**Ask:** Who can tell me what a synonym is? [Answer: a word or phrase that means the same as another.]

**Put transparency 2 on the overhead**

**Say:** Synonym means same. They both begin with S. This is a way to remember the meaning of synonym. Look at the overhead transparency. Let's see if we can pick out the stars with the synonyms.

Choose students to pick a star – Circle the correct choices  
[Answers: 1-2-4-5-7-9-11-12]

**Ask:** Who can tell me what an antonym is? [Answer: words opposite in meaning]

**Say:** Antonym means opposite. Another word for opposite is against. Since antonym and against begin with A, this is a way to remember the meaning of antonym.

**Put transparency 3 on the overhead**

**Say:** Let's see if we can pick out stars with the antonyms. [Answers: 1-4-5-7-8-10-11]

**Say:** Read *Kola Bear? I Don't Think so!* And do SDAA II Practice 5.

**Transparency 1 Lesson 9****SDAA II drill 9****A**

Who's afraid of the big, black bat? Some people who don't know how helpful bats can be.

Bats help farmers. They eat bugs that hurt crops. There is a group of Mexican free – tailed bats in Texas. They gobble up 250 tons of insects every night! Bats also snack on flies and mosquitoes.

A-1) Which of the following statements is NOT true

- A. all people understand bats
- B. bats are helpful
- C. bats eat lots of insects

A-2) Which of these is an OPINION in this passage?

- G. Some bugs hurt crops
- H. Bats think people taste good
- J. There are Mexican bats in Texas

**B**

Bats, not people, should be afraid. Today, 20 kinds of bats are endangered. Some people burn them out of caves or bury them inside their cave homes.

The good news is that some people are trying to protect bats. There is a group called Bat Conservation International. It has built more than 100 gates to cover the fronts of caves and mine shafts. These gates let bats in but keep people out.

B-1) Gates are put on caves to

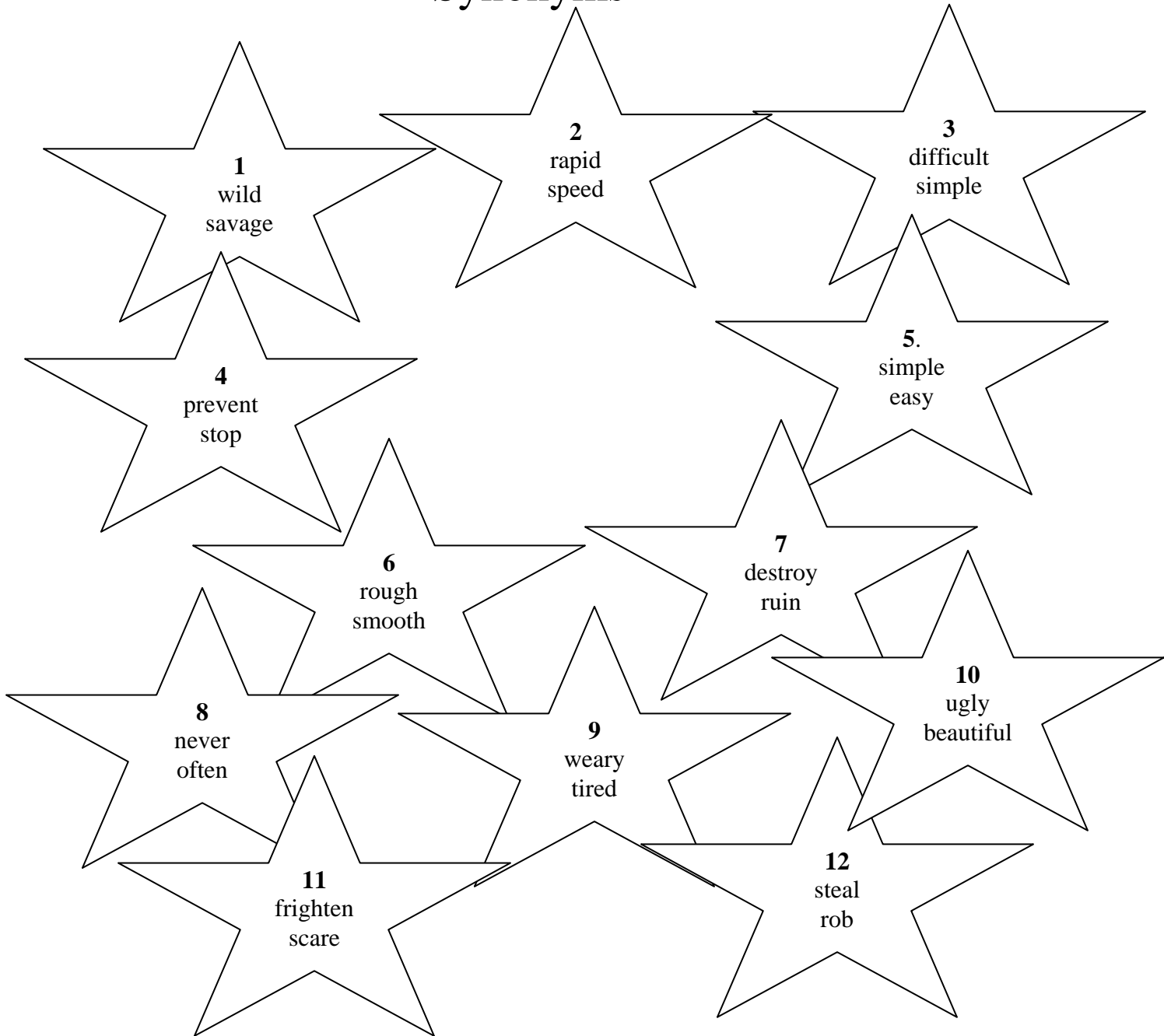
- A. keep people out
- B. keep bats in
- C. protect people

B-2) In this passage, the word Conservation means

- G. to be careful
- H. republican
- J. to protect

**Transparency 2 Lesson 9**

# Synonyms



**Transparency 3 Lesson 9**

# Antonyms

1  
active  
resting

2  
look  
peer

3  
only  
alone

4  
penalty  
fine

5.  
midnight  
noon

6  
puzzled  
confused

7  
terrible  
wonderful

8  
sooner  
later

9  
remember  
retain

10  
won't  
will

11  
easily  
hard

12  
answer  
reply

# LESSON 10

**The ProfessorsTutor**  
**SDAA II**  
**2nd Level**  
**Lesson 10**  
**Objective 1 (3.8) (D)**

(3.8) **Read / vocabulary development.** The student develops an extensive vocabulary.  
The student is expected to

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words  
[for example, by sorting, classifying, and identifying related words]

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**Put transparency 1 on the overhead**

**Say:** I am going to read A to you and I want you to read along silently with me.

**Say:** Now read silently with me as I read the choices.

**Ask:** Who thinks they know the answer? [Answer: B]

**Remove transparency 1**

**Say:** Let's review what we learned during our last meeting.

**Ask:** Can anyone remember? [Answer: Synonyms and Antonyms]

**Ask:** What is a synonym? [Answer: a word or phrase that means the same as another]

**Ask:** What is one way to remember the meaning of synonym? [Answer: Synonym and Same both begin with the letter S]

**Ask:** What is an antonym? [Answer: words with opposite meanings]

**Ask:** What is one way to remember the meaning of antonym? [Answer: antonym means opposite. Another word for opposite is against. Since antonym and against both begin with an A, this helps us to remember]

**Say:** Do Supplemental Exercise 3.

**Transparency 1 Lesson 10**  
**SDAA II drill 10**

A

## Back to the Moon!

The rocket's engines began to roar. People on the ground cheered as it blasted off. "We're on our way!" said Scott Hubbard

A small spacecraft, called *Lunar Prospector*, was inside the rocket's nose. An hour later, the spacecraft broke free and began a trip to the moon.

The U.S. space agency NASA sent a mission to the moon in 1972. "It feels good to be going back," said scientist Joseph Boyce.

There are no astronauts on *Prospector*. It will not land on the moon. *Prospector* will travel around the moon for a year. It will study the moon. It will help answer questions about it. How did the moon form? Of what is it made? Could humans live there someday?

*Prospector* has tools to make a map of the moon. Other tools will study what the moon is made of.

Scientists think *Prospector* may find ice on the moon. A water supply on the moon could make it possible for people to live there.

Air would also be needed. But with the right equipment, people can live in strange places. "Today's kids may end up living on the moon," says Boyce.

A-1) Which is the best summary of this passage?

- A. Scientists Scott Hubbard and Joseph Boyce are excited that the spacecraft *Lunar Prospector* is going into space again.
- B. The spacecraft *Lunar Prospector* was sent into space to study the moon's make-up so that it might be possible for people to one day live there.
- C. The U.S. space agency NASA's 1972 moon mission.