

Unit 10

Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 3





Unit 10

Teacher Guide

Skills Strand

GRADE 3

Core Knowledge Language Arts®



Core Knowledge®

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Alignment Chart for Unit 10

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Lesson

Alignment Chart for Unit 10

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Literature: Grade 3																
Key Ideas and Details																
STD RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.															
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details of a fiction text read independently by explicitly referring to the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
STD RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.															
CKLA Goal(s)	Describe characters in a fiction text read independently (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Craft and Structure																
STD RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.															
CKLA Goal(s)	Refer to parts of stories and dramas that are read independently, when writing or speaking about a text, using terms such as <i>introduction</i> , <i>conclusion</i> , <i>chapter</i> , and <i>scene</i> ; describe how each successive part builds on earlier sections															✓
Integration of Knowledge and Ideas																
STD RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).															
CKLA Goal(s)	Explain how specific aspects of an independently read fiction text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

Lesson

Alignment Chart for Unit 10

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

STD RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.													
CKLA Goal(s)	By the end of the year, read and comprehend literature, including stories and dramas, at the high end of the Grades 2–3 text complexity band independently and proficiently													



Reading Standards for Informational Text: Grade 3

Key Ideas and Details

STD RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.													
CKLA Goal(s)	Determine the main idea of a nonfiction/informational text read independently; recount the key details and explain how they support the main idea													

✓	✓	✓	✓											
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

Craft and Structure

STD RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.													
CKLA Goal(s)	Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational text read independently relevant to a Grade 3 topic or subject area													

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Integration of Knowledge and Ideas

STD RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).													
CKLA Goal(s)	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational text read independently (e.g., where, when, why, and how key events occur)													
	Interpret information from diagrams, charts, graphs, and/or graphic organizers													

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Lesson

Alignment Chart for Unit 10

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

Range of Reading and Level of Text Complexity

Reading Standards for Foundational Skills: Grade 3

Phonics and Word Recognition

STD RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.														
STD RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.														
CKLA Goal(s)	Identify and use the meaning of the most common prefixes and derivational suffixes		✓	✓				✓	✓						
STD RF.3.3c	Decode multi-syllable words.														
CKLA Goal(s)	Decode multi-syllable words								✓						
STD RF.3.3d	Read grade-appropriate irregularly spelled words.														
CKLA Goal(s)	Independently read grade-appropriate irregularly spelled words	✓		✓	✓		✓		✓	✓		✓			

Fluency

STD RF.3.4	Read with sufficient accuracy and fluency to support comprehension.														
STD RF.3.4a	Read on-level text with purpose and understanding.														
CKLA Goal(s)	Independently read on-level text with purpose and understanding									✓					

Speaking and Listening Standards: Grade 3

Comprehension and Collaboration

STD SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.														
STD SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.														
CKLA Goal(s)	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Make predictions (orally or in writing) prior to and while reading a text independently, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions	✓						✓	✓						

Lesson

Alignment Chart for Unit 10

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.															
CKLA Goal(s)	Summarize (orally or in writing)text read independently content					✓				✓						
STD SL.3.1d	Explain their own ideas and understanding in light of the discussion.															
CKLA Goal(s)	During a discussion, explain ideas and understanding in relation to the topic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

Language Standards: Grade 3


Conventions of Standard English

STD L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															
STD L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.															
CKLA Goal(s)	Use pronouns and explain their function in sentences												✓		✓	
STD L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*															
CKLA Goal(s)	Determine agreement between subjects and verbs and between pronouns and antecedents												✓		✓	
STD L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.															
CKLA Goal(s)	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified		✓	✓	✓	✓		✓	✓	✓	✓					
STD L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															
STD L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.															
CKLA Goal(s)	Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words	✓		✓	✓		✓		✓	✓		✓				

Alignment Chart for Unit 10

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Vocabulary Acquisition and Use																
STD L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.															
STD L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).															
CKLA Goal(s)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>)			✓	✓				✓	✓						
STD L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.															
CKLA Goal(s)	Use root words, affixes, and glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
STD L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.															
STD L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).															
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)			✓	✓				✓							

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Skills marked with an asterisk () in Language Standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Introduction to Unit 10

The content of Unit 10 focuses on colonial America. Each chapter of the Reader, *Living in Colonial America*, describes one of the original 13 colonies in America. Like the Reader *Native American Stories*, this genre of writing is called historical fiction—fictional characters are set in a real place and time. Students will learn about aspects of life in each colony and what it was like for people to come to a new land.

During this unit's **spelling** exercises, students will review words with spelling patterns from the last five weeks with the sounds of /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. Additionally, students will review words with spelling patterns of /oi/ spelled 'oi' and 'oy', and /ou/ spelled 'ow' and 'ou'. Students should be familiar with these spelling alternatives as they were taught in Grade 2. Challenge Words have been assigned each week. Content Words will continue. Each week, students will have the option of trying to spell a content-related word on the spelling assessment. In this unit, the Content Words do not always follow the spelling patterns for the week.

Students will also continue to practice **dictionary** skills. As the year progresses, students should become proficient in interpreting the different pieces of information found in a dictionary entry, such as pronunciation, part of speech, and various meanings. Students should also develop skills in the use of sentence context to find the meaning of words in sentences, using dictionary information to determine accuracy of meanings. In this unit, students will practice finding and using affixed root words. The dictionary worksheets have been designed to reinforce recognition of elements of a dictionary and to build proficiency of dictionary skills. If you find that there is insufficient time to complete every worksheet item, you may select fewer items for each student to complete.

In **grammar**, students will practice comparative and superlative adjectives using the suffixes *-er* and *-est* as well as *more* and *most* and be introduced to comparative and superlative adverbs using the suffixes *-er* and *-est* as well as *more* and *most*. Students will also be introduced to subject pronouns and their antecedents and object pronouns and their antecedents.

During the **morphology** portion of the lessons, students will learn the prefixes *uni-*, *bi-*, *tri-*, and *multi-* as well as the prefixes *over-*, *mid-*, and *under-*. Students will continue to apply knowledge of how prefixes and suffixes change the meaning of root words and how adding affixes can change the part of speech of words.

Unit Overview

Here is an overview of the Unit 10 schedule. Please see the *Tell It Again! Read-Aloud Anthology for Colonial America* for the corresponding Listening & Learning schedule.

Week One					
Min.	Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 1)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
25	"Introduction to <i>Living in Colonial America</i> "; Chapter 1 "The First English Colony"	Chapter 2 "Jamestown, Part I: A New Life"	Chapter 3 "Jamestown, Part II: Hunting the Powhatan Way"	Chapter 4 "Plantation Life"	Spelling Assessment: /ə/, /eɪ/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/
25	Spelling: Review words with /ə/, /eɪ/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/	Grammar: Practice Comparative and Superlative Adjectives	Morphology: Introduce Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , and <i>multi-</i>	Grammar: Practice Adverbs that Compare Actions	Chapter 5 "Early Days in Georgia"
15	Due to the extended time needed to introduce the unit, there will be no small group/independent work today.	Extension	Grammar: Introduce Adverbs that Compare Actions	Morphology: Practice Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , and <i>multi-</i>	Grammar: Practice Comparative and Superlative Adverbs
15			Spelling: Practice words with /ə/, /eɪ/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/	Spelling: Practice words with /ə/, /eɪ/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/	Spelling: Practice Dictionary Skills

Week Two					
Min.	Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
25	Chapter 6 "The Pilgrims, Part I: Arrival"	Chapter 7 "The Pilgrims, Part II: Thanksgiving Celebration"	Chapter 8 "Puritan Life"	Chapter 9 "Life on a Farm in the Middle Atlantic Colonies, Part I"	Spelling Assessment: /oi/ Spelled 'oi' and 'oy'
25	Spelling: Introduce /oi/ Spelled 'oi' and 'oy'	Grammar: Introduce Comparative and Superlative Adverbs Using <i>more</i> and <i>most</i>	Morphology: Introduce Prefixes <i>over-</i> , <i>mid-</i> , and <i>under-</i>	Grammar: Practice Comparative and Superlative Adverbs	Chapter 10 "Life on a Farm in the Middle Atlantic Colonies, Part II"
15	Extension	Extension	Grammar: Practice Comparative and Superlative Adverbs Using <i>more</i> and <i>most</i>	Morphology: Review Prefixes <i>over-</i> , <i>mid-</i> , and <i>under-</i>	Grammar: Write Sentences Using Comparative and Superlative Adverbs
15			Spelling: Practice /oi/ Spelled 'oi' and 'oy'	Spelling: Practice /oi/ Spelled 'oi' and 'oy'	Spelling: Practice Dictionary Skills

Week Three					
Min.	Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
25	Chapter 11 “The Quakers and the Lenape”	Chapter 12 “Matthew, the Apprentice”	Unit Assessment	Remediation and Enrichment: Chapter of Choice	Spelling Assessment: /ou/ Spelled ‘ou’ and ‘ow’
25	Spelling: Introduce /ou/ Spelled ‘ou’ and ‘ow’	Grammar: Introduce Subject Pronouns and Pronoun Antecedents		Grammar: Introduce Object Pronouns and Pronoun Antecedents	Remediation and Enrichment: Chapter of Choice

Spelling

Students will continue to review sound-spelling patterns through the remainder of the year. There will be follow-up classroom spelling activities during the first two weeks of this unit.

During Lessons 1–5, students will review words with spelling patterns for /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. For Lessons 6–10, students will review words with spelling patterns of /oi/ spelled ‘oi’ and ‘oy’. Finally, in Lessons 11–15, students will review words with spelling patterns of /ou/ spelled ‘ou’ and ‘ow’.

On the weekly spelling assessment, students will be asked to write the spelling words, Challenge Words, and two dictated sentences. You should explicitly address your expectations with regard to the use of appropriate capitalization and punctuation when students write each dictated sentence. Students will have the option of writing the Content Word.

Students will practice dictionary skills during the first two weeks. Using dictionaries or copies of simulated dictionary pages, students will identify entry words and their definitions, parts of speech, and affixed root words. Then, students will select the correct form of the word to use in a sentence. Students should be able to generalize the skills that they have learned during previous units across other areas of learning.

As in previous units, students will continue to correct their own spelling assessment. Some teachers find it helpful to have students write the spelling assessment with a pen. After the assessment, students turn the pen back in and use a pencil for corrections. In this way, teachers can more clearly see exactly what errors students are making. Correcting their own errors will heighten students’ awareness of specific spelling errors and will solidify their understanding of correct spelling. A classroom chart is provided for you at the end of each week so that you may analyze mistakes that students are making. The results of this chart, paired with other classroom observations, may help you identify students

who would benefit from targeted, remedial instruction in certain letter-sound correspondences, using the *Assessment and Remediation Guide*.

Grammar

In grammar, students will practice comparative and superlative adjectives using the suffixes *-er* and *-est* as well as *more* and *most* and be introduced to comparative and superlative adverbs using the suffixes *-er* and *-est* as well as *more* and *most*. Students will also be introduced to subject pronouns and their antecedents and object pronouns and their antecedents.

Continuing in this unit, two large blocks of grammar instruction will be included. Students will have two follow-up lessons to practice and reinforce the material taught in the two 25-minute lessons on Day 2 and Day 4 of each week.

Morphology

Throughout Grade 3, students have studied word parts, such as prefixes, suffixes, and root words, during the morphology portion of the lessons. In this unit, students will learn the common prefixes *uni-*, *bi-*, *tri-*, and *multi-* as well as the common prefixes *over-*, *mid-*, and *under-*. Students will continue to practice their knowledge of how these affixes change the meaning and part of speech of words. Students have done sufficient word work to be able to apply what they have learned as they encounter unfamiliar words in text and content.

Extension

During all three weeks of the unit, we have included a total of three 30-minute periods for extension activities. Depending on students' needs, please choose from the following activities:

- Extension activities provided in specific lessons
- Extension activities provided in the Pausing Point
- Unit-specific writing prompts
- Assessment and remediation activities outlined in the *Assessment and Remediation Guide* or remediation activities you deem appropriate
- Reader's Chair
- Reader's Journal

In Lessons 2 and 6, extension options have been provided for you to choose from during that time. In Lesson 7, students will prioritize a list of needs John White and settlers have to rebuild the settlement at Roanoke Island.

Additionally, extension activities found in the Pausing Point are highlighted in sidebars found in the lessons. These activities offer additional practice of skills taught.

Writing prompts that are content-related and make use of the unit's academic vocabulary are found in the Teacher Resources section at the back of this Teacher Guide and at the end of the Skills Workbook. These prompts can be assigned for those students who need more challenging work.

The *Assessment and Remediation Guide* offers targeted, remedial instruction in certain letter-sound correspondences for students you identify as needing more support.

Reader's Chair is a way for students to practice reading with fluency and expression (prosody). Place a copy of the sign-up sheet, found in the Teacher Resources section at the back of this Teacher Guide, in a designated location in your room. Have students volunteer to read teacher-approved texts by placing their name on the sign-up sheet. Audience guidelines should be established for all students. These are some ideas but you will want to make guidelines that work for your students: Listen respectfully to your classmates; listen without talking; and have students give classmate(s) who read(s) a round of applause and sincere compliments on their reading. Model compliments by saying, "I liked it when you..."

Reader's Journal asks students to read silently for a designated amount of time and then respond to a writing prompt that you provide from the list found in the Teacher Resources section at the back of this Teacher Guide and at the end of the Skills Workbook. This exercise is an opportunity for independent reading time beyond the daily selection from the Reader. It is an excellent way to ensure that each student is engaged and responding to text, and affords you time to monitor students' silent reading. Establish Reader's Journal procedures for your class. Here are some suggested procedures you may find useful: Make sure all students have the material to be read and paper and pencil; set a timer for 10 minutes for the reading portion; when the reading is completed, read the chosen writing prompt to students; set a timer again for 12 minutes for

the writing portion; and expect students to stay in their seats and work for the duration. You may wish to conference with students during this time as the rest of the class will be engaged in an independent activity. A Reader's Journal conference sheet can be found at the end of the Skills Workbook.

Reader: *Living in Colonial America*

The Reader for Unit 10, entitled *Living in Colonial America*, is a collection of stories about different colonies in early America. These selections are historical fiction and each is told from a child's point of view, just as the selections were in *Native American Stories*. How each colony was started and what life was like when people first arrived are described in the chapters, as well as progress made in the few years after the land was initially settled. Students will notice similarities and differences among the colonies. Colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania are described.

In this unit, students will focus on four academic vocabulary words: *prioritize*, *rate*, *create*, and *design*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- We define *prioritize* to mean to put things in order from most important to least important.
- To *rate* refers to judging the value or worth of something.
- To *create* means to make something that has not been made.
- To *design* means to formulate or make plans to create something.

We encourage you to define these words for students and use all four of these words throughout the school day so that students may experience multiple uses of them.

We recommend that teachers study the core content objectives related to colonial America listed in the *Tell It Again! Read-Aloud Anthology* for this domain-based unit. The selections that students will read in *Living in Colonial America* will reinforce and solidify the overall acquisition of knowledge related to this domain. You will find that many materials introduced in the Listening & Learning Strand, such as the Image Cards, timeline, and maps, will also be good resources as students read the various chapters of this Reader.

Fluency Packet

A fluency packet consisting of poetry, folklore, and fables is provided online at <http://www.coreknowledge.org/G3-FP>. These additional text selections provide opportunities for students to practice reading with fluency and expression (prosody). The selections can be used in any order. At the beginning of the week, the teacher should make sufficient copies of the week's selection for each student. The teacher should take time to read the selection aloud to all students. Then, students take the selection home to practice reading aloud throughout the week. The expectation for all students should be that they are prepared to read the selection fluently and with prosody by Friday. At the end of the week, the teacher should select a few students to individually read the selection aloud. Teachers may also wish to have a few students choral read the selection. Be sure to provide opportunities for different students to read aloud each week. You will want to establish audience guidelines for all students. These are some ideas but you will want to make guidelines that work for students:

- Listen respectfully to your classmates.
- Listen without talking.
- Ask students to give their classmate(s) a round of applause and sincere compliments on their reading. Model compliments by saying, "I liked it when you..."

Vocabulary Cards

Vocabulary Cards will be used again to reinforce the vocabulary listed in the glossary for *Living in Colonial America*. We highly encourage you to display either side of the Vocabulary Cards in your classroom, in addition to hanging the corresponding image from the chapter above the list of Vocabulary Cards.

Skills Workbook

The Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide. Each worksheet is identified by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2. The Skills Workbook is a student component, which means each student should have a Skills Workbook.

A copy of the glossary is included at the end of the Skills Workbook, so students can take it home to use when reading text copies of the chapters of the Reader.

Student Performance Task Assessments

There are many opportunities for informal assessment throughout each Skills unit. Careful analysis of student performance on the weekly spelling assessments may provide insight into specific gaps in student code knowledge. In addition, you may choose to assign a given worksheet for individual, independent completion to use as an assessment. It may be helpful to use the Tens Conversion Chart and the Tens Recording Chart found in the Teacher Resources section at the back of this Teacher Guide to collect and analyze all assessment data.

A unit assessment of morphology, spelling, grammar, and dictionary skills taught is included in Lesson 13, along with an assessment of silent reading comprehension using “The New England Primer” and “The Common Course and Condition,” two nonfiction selections, and “The Cobbler’s Song,” a fiction selection.

You may also want to take periodic measurements of students’ fluency levels. You may use “An Account of Pennsylvania,” the selection included for fluency assessment, for this purpose. Recording and scoring sheets for “An Account of Pennsylvania” have been included in the Student Workbook. Assessing fluency requires that you listen to students read orally one-on-one and can be time consuming. You may want to focus on those students whom you believe may be at highest risk.

Pausing Point

Resources are provided in the Pausing Point for additional practice on the specific grammar, morphology, and dictionary skills taught in this unit. Teachers should select exercises and worksheets based on student performance on the unit assessment.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, we have included assorted forms and charts that may be useful.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G3>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with the skills presented in this unit.

Lesson 1

Spelling

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The First English Colony” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “The First English Colony” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations of “The First English Colony” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the main idea of “The First English Colony”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the first English colony in “The First English Colony” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The First English Colony” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “The First English Colony,” to explore content under discussion (SL.1.3a)
- ✓ Make predictions prior to reading *Living in Colonial America* based on title and images (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the first English colony (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “Introduction to Living in Colonial America” and “The First English Colony”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 1.1; optional world map or globe	55
Spelling	Introduce Spelling Words	Individual Code Chart; Worksheet 1.2	25
Take-Home Material	Family Letter; “Introduction to Living in Colonial America”; “The First English Colony”; Glossary for Living in Colonial America	Worksheets 1.2–1.4, PP8	*

Advance Preparation

If you wish, you may draw the following spelling table on the board or chart paper before beginning this lesson.

<i>/ə/</i>	<i>/ə/ + /l/</i>	<i>/sh/ + /ə/ + /n/</i>	<i>/ue/</i>	<i>/oo/</i>	<i>/f/</i>

During this week, students will review the last five weeks’ spelling patterns. This includes spelling patterns with */ə/*, */ə/ + /l/*, */sh/ + /ə/ + /n/*, */ue/*, */oo/*, and */f/*. Students should be familiar with these spellings as they were taught in Grade 2.

Note: In this unit, students will focus on four academic vocabulary words, two of which are *prioritize* and *rate*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions to students. These words may appear on end-of-year assessments that third graders might take. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- We define *prioritize* to mean to put things in order from most important to least important.
- To *rate* refers to judging the value or worth of something.

We encourage you to define these words for students and use both of these words throughout the school day so that students may experience multiple uses of them.

Reading Time

55 minutes

Whole Group: “Introduction to *Living in Colonial America*” and “The First English Colony”

Introducing the Reader

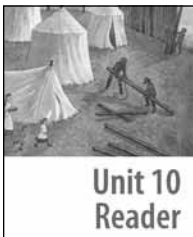
- Make sure that each student has a copy of the Reader, *Living in Colonial America*.
- Read the title of the Reader with students and tell students that this Reader is historical fiction. Historical fiction has two important features: the stories and characters are made up but the times and places were real.
- Have students turn to the Table of Contents.
- Either read several titles from the Table of Contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about the Reader.

Introducing the Chapter

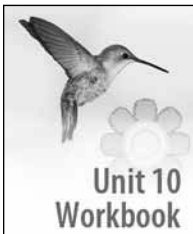
- Tell students that the titles of today’s chapters are “Introduction to *Living in Colonial America*” and “The First English Colony.”
- Ask students to turn to the Table of Contents, locate the Introduction, and then turn to the first page of the Introduction.

Previewing the Vocabulary

- As in previous units, we recommend the use of the provided Vocabulary Cards. Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they appear. The page number where the word first appears in “Introduction to



Chapter 1



Worksheet 1.1

Remember to use academic vocabulary when appropriate: *prioritize* and *rate*.

Living in Colonial America” and “The First English Colony” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter. An asterisk after a word indicates the word is also taught in Listening & Learning.

- If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units.

Vocabulary for “Introduction to *Living in Colonial America*”

1. **time traveler**—someone who travels back and forth to different points in time (**time travelers, time traveling, time travel**) (6)
2. **creation**—the act of making something new (6)
3. **colony***—an area in another country settled by a group of people that is still governed by the native country (**colonial, colonies**) (6)
4. **distinct**—clearly different from other things (6)
5. **originally**—at first (8)
6. **homeland**—the country where someone was born or grew up (**homelands**) (8)

Vocabulary for “The First English Colony”

1. **successful**—reaching a goal you had (**succeed**) (12)
2. **galleon**—a large sailing ship (**galleons**) (14)
3. **persuade**—to convince (**persuaded**) (14)
4. **would-be**—hoping to be a particular type of person (16)
5. **overgrown**—covered with plants that have grown in an uncontrolled way (18)
6. **alarming***—disturbing or causing fear (20)
7. **harsh**—most difficult and unpleasant (22)
8. **beg**—to ask for money or food (**begged**) (22)

Guided Reading Supports and Purpose for Reading

Pages 6–11

- Read **page 6** of the “Introduction to *Living in Colonial America*” together.
- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *time traveler*, *creation*, *colony*, *distinct*, *originally*, and *homeland*. Point out that the words *time travelers*, *time traveling*, *time travel*, *colonial*, *colonies*, and *homelands* are used in the Introduction.
- Take a few minutes to look at the images and read the captions on **pages 7 and 9** and discuss how these students could be time travelers.
- Note for students that the timeline on **page 11** is in chronological order from the top of the page to the bottom.
- Turn to **page 8**. Read this page together as a class.
- Spend some time discussing the map and timeline on **pages 10 and 11**. If you have a world map or globe, it would be good to give students some information about where these colonies are located in relation to where students live.
- Tell students that today, they will also read the chapter entitled “The First English Colony.”
- Have students turn to the next page, which is the first page of the next chapter.

Pages 12 and 13

- Follow your established procedures to display the image for the chapter and preview the Vocabulary Card for *successful*. Note for students that *succeed* is used in this chapter.
- Ask students to read **pages 12 and 13** to themselves to fill in the blank in the sentence: “Robert and George are part of a group that, if all went well, would be the first _____.”
- When students have finished reading, reread the sentence and ask students to answer. (successful English colonists in North America)
- Direct students’ attention to the image and caption on **page 13**.

Pages 14 and 15

- Follow your established procedures to preview the following Vocabulary Cards for *galleon* and *persuade*. Point out that the word *persuaded* is used in this chapter.
- Ask students to read **pages 14 and 15** to themselves to find out why the Queen of England and Sir Walter Raleigh wanted the English people to go to the New World.
- When students have finished reading, restate the question and have students answer. (Spain was becoming very rich by conquering large areas of Central and South America and bringing gold and other natural resources home. The Queen of England and Sir Walter Raleigh wanted England to become as rich and powerful as Spain.)
- Ask, “Why did Sir Walter Raleigh decide to avoid Central or South America and sail north, to North America?” (to create an English colony in the Americas; to stay away from the Spanish conquistadors)
- Direct students’ attention to the image and caption on **page 15**.

Pages 16 and 17

- Follow your established procedures to preview the Vocabulary Card for *would-be*.
- Ask students to read **pages 16 and 17** to themselves to find out if Sir Walter Raleigh’s expedition was successful.
- When students have finished reading, restate the question and have students answer. (No, the explorers who went on this expedition built a fort but failed to create a colony.)
- Ask, “What did Sir Walter Raleigh do next?” (New ships set out for the New World three years later.)
- Direct students’ attention to the image and caption on **page 17**.

Pages 18 and 19

- Follow your established procedures to preview the Vocabulary Card for *overgrown*.
- Ask students to read **pages 18 and 19** to themselves to find the answer to the question: “Was this second expedition successful?”

- When students have finished reading, restate the question and have students answer. (No, there was a disagreement among their leader John White and members of the ship’s crew and the explorers were forced to land on Roanoke Island and not the Chesapeake Bay area.)
- Ask, “What did John White expect to find on Roanoke Island?” (the 15 English soldiers who had been left behind to guard the fort)
- Ask, “Were they there?” (No, there was only an overgrown fort and the skeleton of one soldier.)
- Direct students’ attention to the image and caption on **page 19**.

Pages 20 and 21

- Follow your established procedures to preview the Vocabulary Card for *alarming*.
- Ask students to read **pages 20 and 21** to themselves to find the answer to the question: “What did the settlers do?”
- When students have finished reading, restate the question and have students answer. (They set to work reconstructing the homes they found so they could live in them.)
- Ask, “What was the most alarming thing that happened?” (Winter came and the settlers did not have enough food to get through it.)
- Ask, “Why had they not planned ahead and taken enough food?” (The journey took longer than expected and when they arrived, it was too late to plant crops.)
- Direct students’ attention to the image and caption on **page 21**.

Pages 22 and 23

- Follow your established procedures to preview the Vocabulary Cards for *harshest* and *beg*. Note for students that *begged* is used in this chapter.
- Ask students to read **pages 22 and 23** to themselves to find out what plan the settlers decided upon.
- When students have finished reading, restate the question and have students answer. (John White would take one of the two remaining ships and return to England to get supplies. It was hoped that he would return before the harshest days of winter.)
- Direct students’ attention to the image and caption on **page 23**.

Wrap-Up

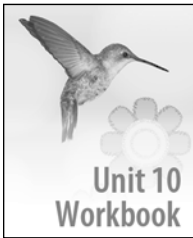
- Reread the questions in the box at the end of **page 22** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “The First English Colony”

1. *Evaluative* Do you think the settlers survived? Does the colony survive? Does Roanoke Island become the first successful English colony in North America? (Answers may vary but could include that Sir Walter Raleigh was very determined to succeed so he would likely do everything possible to help the settlers survive. Students may also remember that this was a second attempt to set up a colony as the first was not successful. Students may wonder what happened to the rest of the first settlers after hearing of a skeleton being found. Finally, students may wonder if John White would return in time with food since they had arrived too late to plant crops.)

- Have students turn to Worksheet 1.1 and complete it independently.

Introduce Spelling Words



Worksheet 1.2

For additional practice, see worksheets in Sections III-B, IV-H, IV-I, VI-B, and VII-B of the *Assessment and Remediation Guide*.

- Tell students that this week, they will review the spellings from the last five weeks, which include /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it. Briefly explain any word for which students may not know the meaning and use it in a sentence.

- | | |
|--------------|--------------------------------------|
| 1. movement | 12. identify |
| 2. spherical | 13. ability |
| 3. accuse | 14. shrewd |
| 4. sentence | 15. secure |
| 5. toothache | 16. vowel |
| 6. continue | 17. tougher |
| 7. hospital | 18. wobble |
| 8. affect | 19. Challenge Word: beautiful |
| 9. occupy | 20. Challenge Word: definite |
| 10. whoever | Content Word: Powhatan |
| 11. addition | |

- Go back through the list of words, having students read the words and tell you what letters to circle for /ə/, /ə/+ /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/.

- | | |
|----------------------------|--------------------------------------|
| 1. mov <u>e</u> ment | 12. identify |
| 2. s pherical | 13. a bility |
| 3. a cc <u>u</u> se | 14. shrewd |
| 4. sentence | 15. secure |
| 5. t oothache | 16. vowel |
| 6. c ontinue | 17. t ougher |
| 7. hospital | 18. wobble |
| 8. a ffect | 19. Challenge Word: beautiful |
| 9. occupy | 20. Challenge Word: definite |
| 10. whoever | Content Word: Powhatan |
| 11. a ddition | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *beautiful* and *definite*, are also part of the spelling list and are words used very often. The Challenge Words do follow the spelling patterns for this week as the ‘f’ in *beautiful* and the ‘f’ in *definite* are pronounced /f/. Use the Challenge Words in sentences as examples for students: “The flowers bloomed in many *beautiful* colors this spring.” “Seth gave me a *definite* answer saying that he would come to my birthday party.”
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *Powhatan*, does follow the spelling pattern for this week as the first ‘a’ in *Powhatan* has the sound of /ə/. *Powhatan* is a content-related word as they are reading about the Powhatan tribe and its role in colonial America.
- Now, if you have not already done so, draw the following table on the board.

/ə/	/ə/ + /l/	/sh/ + /ə/ + /n/	/ue/	/oo/	/f/

- Ask students to refer to **pages 1–4** of the **Individual Code Chart**. Point out that they will be sorting words according to their sounds.

- Review with students the following sounds and some or all of their spellings:
 - /ə/ spelled ‘a’ or ‘e’
 - /ə/ + /l/ spelled ‘al’, ‘le’, and ‘el’
 - /sh/ + /ə/ + /n/ spelled ‘tion’
 - /ue/ spelled ‘u’, ‘u_e’, and ‘ue’
 - /oo/ spelled ‘oo’, ‘ew’, ‘o’, and ‘o_e’
 - /f/ spelled ‘f’, ‘ff’, ‘ph’, and ‘gh’
- Remind students to look at the power bar under the spellings and the order in which the spellings are sequenced to determine frequency.
- Ask students to tell you which words to list under the /ə/ header. Briefly explain the meaning of each word.
- Continue through the columns until all words have been listed under the appropriate header. Two words, *accuse* and *spherical*, have more than one sound found on the chart. Briefly explain the meaning of each word.

/ə/	/ə/ + /l/	/sh/ + /ə/ + /n/	/ue/	/oo/	/f/
accuse	spherical	addition	accuse	movement	spherical
sentence	hospital		continue	toothache	affect
ability	vowel		occupy	whoever	identify
secure	wobble			shrewd	tougher
Powhatan					beautiful
					definite

- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then, have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: “Does the sentence make sense?” If the class says, “Yes,” then the student puts a check mark in front of the word and calls another student to come to the front and take a turn. If the class says, “No,” have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that students may refer to it during the week.

- Tell students they will take home Worksheet 1.2 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; “Introduction to *Living in Colonial America*”; “The First English Colony”; Glossary for *Living in Colonial America*

- Have students take home Worksheet 1.2 to share with a family member, Worksheets 1.3 and 1.4 to read to a family member, and Worksheet PP8 to use as a reference during this unit.

Lesson 2

Grammar

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Jamestown, Part I: A New Life” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Jamestown, Part I: A New Life” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Jamestown, Part I: A New Life” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the main idea of “Jamestown, Part I: A New Life”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the first English colony in “Jamestown, Part I: A New Life” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Jamestown, Part I: A New Life” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Jamestown, Part I: A New Life,” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to Jamestown (SL.3.1d)
- ✓ Form and use comparative and superlative adjectives (L.3.1g)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Jamestown, Part I: A New Life”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 2.1	25
Grammar	Mixed Review Comparative and Superlative Adjectives	Worksheet 2.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	“Jamestown, Part I: A New Life”	Worksheet 2.3	*

Advance Preparation

Create the following comparative and superlative adjectives poster:

Comparative and Superlative Adjectives

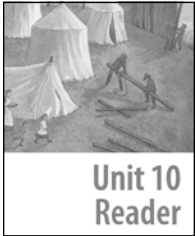
Comparative adjectives compare two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.

Superlative adjectives compare more than two nouns to show that one is greatest or most. The suffix *-est* is added to adjectives.

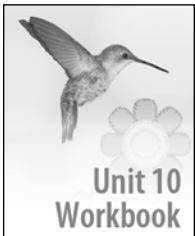
Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

Write the following sentences on the board and cover them or write them on sentence strips to be displayed during the Grammar lesson.

1. My brother is _____ than my son. (*cute*)
2. My sister is the _____ of all of us. (*smart*)
3. That large painting is _____ than the small one. (*unusual*)
4. She is the _____ woman I’ve ever seen! (*beautiful*)
5. Mom makes the _____ pizza in the whole world! (*good*)
6. I can eat _____ popcorn than you can. (*much*)



Chapter 2



Worksheet 2.1

Whole Group: “Jamestown, Part I: A New Life”

Introducing the Chapter

- Tell students the title of today’s chapter is “Jamestown, Part I: A New Life.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Take a few minutes to talk about the images in this chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding.

Vocabulary for “Jamestown, Part I: A New Life”

1. **gulp**—to swallow quickly or in large amounts (**gulped**) (24)
2. **squint**—to look at something through partially closed eyes (24)
3. **mistress**—the female head of the household (24)
4. **tattered**—old and torn (26)
5. **grimy**—dirty (26)
6. **raggedy**—tired from stress and wearing tattered clothes (26)
7. **street children**—children whose parents had died so they lived on their own on the streets of London (26)
8. **Powhatan**—a Native American group from what is now eastern and southeastern Virginia; The Powhatan lived in longhouses, grew crops like beans, squash, and corn, and hunted and fished. (30)
9. **well-being**—a feeling of happiness and good health (32)
10. **transplant**—to dig up a plant and plant it somewhere else (**transplanted**) (32)
11. **pluck**—to pull something quickly to remove it (**plucked**) (34)
12. **brow**—forehead (34)

Guided Reading Supports and Purpose for Reading

Pages 24–29

Remember to use academic vocabulary when appropriate: *prioritize* and *rate*.

- Following your established procedures, display the image for this chapter and the Vocabulary Cards for *gulp*, *squint*, *mistress*, *tattered*, *grimy*, *raggedy*, and *street children*. Note for students that *gulped* is used in this chapter.
- Have students read **pages 24–29** to themselves to find out how Tom, Jane, and the Tuckers became a family.
- When students have finished reading, restate the question and have students answer. (Tom and Jane had been street children. Their parents had died and they had been found begging on the streets of London. They and children like them had been sent to Jamestown and had been adopted by families who agreed to take them and put them to work.)
- Ask, “What kind of work did the adopted children do?” (grow crops, hunt, fish, cook, sew, make candles and soap, watch after livestock, and care for fruit trees and berry bushes)
- Direct students’ attention to the images and captions on **pages 25, 27, and 29**.

Pages 30–35

- Following your established procedures, display the Vocabulary Cards for *Powhatan*, *well-being*, *transplant*, *pluck*, and *brow*. Note for students that *transplanted* and *plucked* are used in this chapter.
- Have students read **pages 30–35** to themselves to find the answer to the question: “What crop did John Rolfe introduce to the colony and why was it important?”
- When students have finished reading, restate the question and have students answer. (John Rolfe introduced a new type of tobacco. Tobacco was popular in Europe. With John Rolfe’s help, colonists were able to ship more than 2,000 pounds of tobacco each year, which made lots of money for the colony.)

Note: You may want to discuss with students that although this is historically accurate, we know today that smoking and tobacco are not healthy.

- Ask, “What was difficult about growing tobacco?” (Colonists began by planting tobacco seeds in tiny beds, covering them with branches to protect them from the snow. In the spring they were transplanted into the fields and then harvested before the first frost.)
- Direct students’ attention to the images and captions on **pages 31, 33, and 35**.

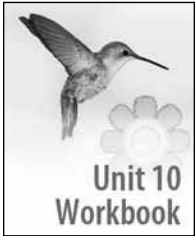
Wrap-Up

- Reread the questions in the box at the end of **page 34** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “Jamestown, Part I: A New Life”

1. *Evaluative* Do you think Tom and his sister Jane will have a better life in Jamestown? If you do, explain why. If you do not, explain why not. (Answers may vary but could include in Jamestown they will live with parents in a house, where they will be cared for, fed, and kept warm. In England, they were street children and did not have a home or food provided for them. They had to beg for food. Students may notice that Jane cried all the time and both children refused to speak when they first arrived. Students may also feel that Mrs. Ann Tucker appeared to be mean when she fussed at Tom for being late to get to the tobacco fields. Children were required to work all day and it was hard work. The images of the children working on **page 29** show the unsmiling faces of Tom and Jane. However, at the end of the chapter, Tom was looking forward to the celebration when the crops were harvested.)

- Have students turn to Worksheet 2.1 and complete it independently.



Worksheet 2.2

For additional practice, see Pausing Point Worksheet PP1.

Note for students that the names of these adjectives is not what's important but rather students' ability to use them correctly.

Mixed Review Comparative and Superlative Adjectives

- Draw students' attention to the comparative and superlative adjectives poster you placed on the board in advance and review it with them.

Comparative and Superlative Adjectives

Comparative adjectives compare two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.

Superlative adjectives compare more than two nouns to show that one is greatest or most. The suffix *-est* is added to adjectives.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Remind students that the pattern of adding *-er* and *-est* to adjectives is as follows.

Adjective	Comparative	Superlative
old	older	oldest
nice	nicer	nicest
thin	thinner	thinnest
fat	fatter	fattest
hot	hotter	hottest

- Have students add to the list by providing only the adjective asking students to fill in the *-er* and *-est* adjectives.

Adjective	Comparative	Superlative
big	(bigger)	(biggest)
tall	(taller)	(tallest)
sweet	(sweeter)	(sweetest)
funny	(funnier)	(funniest)

- Uncover sentence 1 and ask a student to fill in the form of the adjective *cute* that fits in the sentence. (*cuter*)

My son is _____ than my brother. (*cute*)

- Ask, "Why did you add the suffix *-er* to *cute*?" (Two people are being compared, which calls for the comparative form.)

- Uncover sentence 2 and ask a student to fill in the form of the adjective *smart* that fits in the sentence. (*smartest*)
My sister is the _____ of all of us. (*smart*)
- Ask, “Why did you add the suffix *-est* to *smart*?” (More than two people are being compared, which calls for the superlative form.)
- Uncover sentence 3 and ask a student to fill in the form of the adjective *unusual* that fits in the sentence. (*more unusual*)
That large painting is _____ than the small one. (*unusual*)
- Ask, “Why did you add the word *more* to *unusual*?” (Two paintings are being compared, which calls for the comparative form.) Ask, “Why didn’t you add the suffix *-er* instead?” (The adjective *unusual* has four syllables so it needs the word *more* instead of the suffix *-er*.)
- Uncover sentence 4 and ask a student to fill in the form of the adjective *beautiful* that fits in the sentence. (*most beautiful*)
She is the _____ woman I’ve ever seen! (*beautiful*)
- Ask, “Why did you add the word *most* to *beautiful*?” (More than two women are being compared, which calls for the superlative form.) Ask, “Why didn’t you add the suffix *-est* instead?” (The adjective *beautiful* ends with the suffix *-ful* so it needs the word *most* instead of the suffix *-est*.)
- Uncover sentence 5 and ask a student to fill in the form of the adjective *good* that fits in the sentence. (*best*)
Mom makes the _____ pizza in the whole world! (*good*)
- Ask, “Why didn’t you add the suffix *-est* or the word *most*?” (The adjective *good* is irregular so a new word is formed.)
- Uncover sentence 6 and ask a student to fill in the form of the adjective *much* that fits in the sentence. (*more*)
I can eat _____ popcorn than you can. (*much*)
- Ask, “Why didn’t you add the suffix *-est* or the word *most*?” (The adjective *much* is irregular so a new word is formed.)
- Have students turn to Worksheet 2.2 and complete it independently.

Extend Student Knowledge

Depending on students' needs, please choose from the following activities during this time:

- Extension activities provided in the Pausing Point
- Unit-specific writing prompts
- Assessment and remediation activities outlined in the *Assessment and Remediation Guide* or remediation activities you deem appropriate
- Reader's Chair, using Readers from previous units
- Reader's Journal, using Readers from previous units

Take-Home Material

"Jamestown, Part I: A New Life"

- Have students take home Worksheet 2.3 to read to a family member.

Lesson 3

Morphology

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Jamestown, Part II: Hunting the Powhatan Way” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Jamestown, Part II: Hunting the Powhatan Way” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Jamestown, Part II: Hunting the Powhatan Way” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the main idea of “Jamestown, Part II: Hunting the Powhatan Way”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to hunting the Powhatan way in Jamestown in “Jamestown, Part II: Hunting the Powhatan Way” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Jamestown, Part II: Hunting the Powhatan Way” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Identify and use the meaning of prefixes *uni-*, *bi-*, *tri-*, and *multi-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Jamestown, Part II: Hunting the Powhatan Way,” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to hunting the Powhatan way in Jamestown (SL.3.1d)
- ✓ Form and use comparative and superlative adverbs (L.3.1g)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ (L.3.2f)
- ✓ Determine the meaning of words formed when *uni-*, *bi-*, *tri-*, or *multi-* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify real-life connections between words and their use (e.g., people who are *multilingual* or act in *unison*) (L.3.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: “Jamestown, Part II: Hunting the Powhatan Way”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 3.1	25
Morphology	Introduce Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, and <i>multi-</i>	board or chart paper; Worksheets 3.2–3.5	25
Grammar	Use Adverbs that Compare Actions	Worksheet 3.6	15
Spelling	Blank Busters	Worksheet 3.7	15
Take-Home Material	“Jamestown, Part II: Hunting the Powhatan Way”	Worksheet 3.8	*

Advance Preparation

Display the following comparative and superlative adverbs poster:

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

Write the following sentences on the board and cover them or write them on sentence strips to be displayed during the Grammar lesson.

1. My brother left _____ for school. (*late*)
2. My mom left _____ for work than my dad. (*later*)
3. My sister left the _____ of us all to get to school. (*latest*)
4. The package with books arrived _____ than the package with DVDs. (*sooner*)
5. The package of shoes arrived the _____ of all. (*soon*)
6. She reached _____ on the bookshelf to grab books about Ancient Greece than to grab books about Ancient Rome. (*high*)
7. Daniel ran the _____ of all the students in our class. (*fast*)
8. The new lamp shines the _____ of all the lamps in my house. (*bright*)
9. I learned how to ride my skateboard the _____ of all my friends. (*quick*)

Reading Time

25 minutes

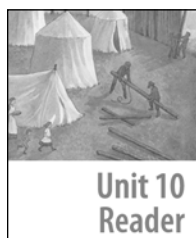
Small Group: "Jamestown, Part II: Hunting the Powhatan Way"

Introducing the Chapter

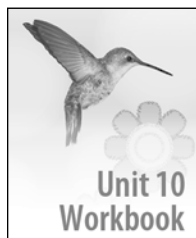
- Tell students that the title of today's chapter is "Jamestown, Part II: Hunting the Powhatan Way."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding.



Chapter 3



Worksheet 3.1

Vocabulary for “Jamestown, Part II: Hunting the Powhatan Way”

1. **orphan**—a child whose parents are no longer alive (36)
2. **chapel**—Christian religious services (36)
3. **trod**—walked on or over (42)
4. **shaft**—ray or beam (**shafts**) (42)
5. **illuminate**—to light up (**illuminated**) (42)
6. **scurry**—hurried movement (**scurrying**) (42)

Remember to use academic vocabulary when appropriate: *prioritize* and *rate*.

Purpose for Reading

- Tell students that today, they will read independently and in small groups.
- Next, go through the chapter, looking at the images and reading the captions.

Note to Teacher

The Guided Reading Supports that follow are intended for use while you work with students in **Small Group 1**.

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have students complete Worksheet 3.1 after they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently and complete Worksheet 3.1 after they read. Ask students to find out who William is and what happens when William and Tom meet up with the Powhatan boy. Tell students to be prepared to discuss the chapter after reading.

Guided Reading Supports

Pages 36–39

- Following your established procedures, display the image for this chapter and the Vocabulary Cards for *orphan* and *chapel*.
- Have students read **pages 36–39** to themselves to find out why Tom liked Sundays so much.

- When students have finished reading, restate the question and have students answer. (Sunday was the only day of the week that Tom didn't work in the fields or workshops. He and his friend William would go hunting and fishing instead.)
- Ask, "How did Tom and William, who were city boys, learn to hunt and fish?" (William learned from the Powhatan boys and he taught Tom.)
- Ask, "Why were the Powhatan no longer good friends with the colonists?" (The colonists were taking more and more land away from the Powhatan to farm tobacco.)
- Direct students' attention to the images and captions on **pages 37** and **39**.

Pages 40–43

- Following your established procedures, display the Vocabulary Cards for *trod*, *shaft*, *illuminate*, and *scurry*. Note for students that *shafts*, *illuminated*, and *scurrying* are used in this chapter.
- Have students read **pages 40–43** to themselves to fill in the blank in the sentence: "Some of the talents the Powhatan have are _____."
- When students have finished reading, reread the sentence and have students fill in the blank. (hunting, fishing, growing crops, making homes out of saplings, reeds, and bark, using fur and hide from animals to make clothes, knowing what berries and nuts are safe to eat and what plants can be used to make medicine)
- Ask, "What does Tom mean when he says 'Well, we grow our own food too'?" (Answers may vary but could include that Tom felt the colonists also had talents.)
- Ask, "Why were Tom and William so happy to be in the forest?" (Answers may vary but could include that they were city boys and the sights, smells, and sounds of the forest were new experiences that seemed almost magical to them.)
- Direct students' attention to the images and captions on **pages 41** and **43**.

Pages 44–47

- Have students read **pages 44–47** to themselves to find out how Tom and William's hunting trip went.

- When students have finished reading, restate the question and have students answer. (The Powhatan boy intended to teach Tom and William how to hunt deer instead of rabbit.)
- Ask, “Why was Tom nervous?” (Answers may vary but could include that when they first saw the Powhatan boy, he had an arrow aimed at Tom. Another answer could be that William and the Powhatan boy could speak in a language that Tom didn’t understand.)
- Direct students’ attention to the images and captions on **pages 45 and 47**.

Wrap-Up

- Reread the questions in the box at the end of **page 46** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “Jamestown, Part II: Hunting the Powhatan Way”

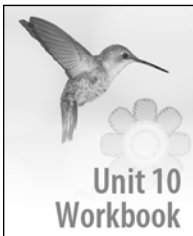
1. *Evaluative* Why do you think William admires the Powhatan so much and why does he worry about their well-being? (Answers may vary but could include that William had learned his hunting and fishing skills from a group of Powhatan boys who had made friends with some of the English children. William admired the way the Powhatan got everything they needed from the forest and the land around them, that they were expert hunters, could grow many crops, made their homes out of trees and plants, used fur and hides from animals, knew which berries and nuts were safe to eat and what plants could be used to make medicines. William felt that the English would never have survived without the Powhatan. Students may say that William worried about their well-being because the Powhatan were no longer good friends with the colonists because the colonists were taking more and more land away from the Powhatan to farm tobacco and that the Powhatan wanted the colonists to leave their land.)

- Draw the two groups back together to review Worksheet 3.1.

Morphology

25 minutes

Introduce Prefixes *uni-*, *bi-*, *tri-*, and *multi-*



Worksheets 3.2–3.5

For additional practice, see Pausing Point Worksheet PP5.

- Review with students that prefixes are added to the beginning of words. Adding prefixes may change a word’s part of speech.
- Tell students that they will study four prefixes this week, *uni-*, *bi-*, *tri-*, and *multi-*.
- Write the prefixes on the board and point out that the prefix *uni-* is pronounced /ueni/, the prefix *bi-* is pronounced /bie/, the prefix *tri-* is pronounced /trie/ or /tri/ depending on the word, and the prefix *multi-* is pronounced either /multie/ or /multee/ depending on the word.

- Also, tell students that like some root words in the last unit, some of the root words they will learn about this week are not English root words.

Prefix uni–

- Explain to students that *uni–* means “one” or “single.”
- Tell students that words with the prefix *uni–* can be nouns or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *unicycle* on the board. Underline the prefix *uni–*.
- Ask students to identify and read the prefix (*uni–*) and then read the rest of the word (*cycle*). Then, ask students to read the entire word, *unicycle*.
- Ask students what *cycle* means (a vehicle with wheels) and point out that this is an English root word.
- Tell students that *unicycle* means “a vehicle with one wheel.” Point out that *unicycle* is a noun.
- Share the following sentence with students to demonstrate the meaning of *unicycle*:
A man at the fair rode a *unicycle* while juggling balls in the air.
- Point out to students that a *unicycle* has one wheel, a seat like you find on a bicycle for a person to sit on, and pedals for moving the vehicle forward.
- Continue in this manner for the remaining *uni–* words, using the following chart as a guide.
Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.
- Note for students that *uniform* can be two different parts of speech, depending on how the word is used in a sentence.

Affixed Word	Meaning	English Root Word	Sentence
unicolor	(adjective) having one color	color	The team's red shirts are <u>unicolor</u> .
uniform	(adjective) having one form so that everything looks the same (noun) a special set of clothes worn by a particular group in order to look the same	form	The new houses have a <u>uniform</u> appearance and it is hard to tell them apart.
unison	(noun) the act of doing something together as a group at one time	son (meaning "sound")	Our teacher asked us to read the poem aloud in <u>unison</u> .

Prefix bi–

- Explain to students that *bi–* means “two.”
- Tell students that words with the prefix *bi–* can be nouns or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *bicycle* on the board. Underline the prefix *bi–*.
- Ask students to identify and read the prefix (*bi–*) and then read the rest of the word (*cycle*). Then, ask students to read the entire word, *bicycle*.
- Remind students that *cycle* means “a vehicle with wheels” and point out that this is an English root word.
- Tell students that *bicycle* means “a vehicle with two wheels.” Point out that *bicycle* is a noun.
- Share the following sentence with students to demonstrate the meaning of *bicycle*:
David rode his new *bicycle* to the park, pedaling fast to get there quickly.
- Point out to students that a *bicycle* has two wheels, a seat (just like a *unicycle*), and pedals for moving the vehicle forward.
- If appropriate, ask students to share about their own experiences with *bicycles*.
- Continue in this manner for the remaining *bi–* words, using the following chart as a guide.

Lingual meaning “tongue” means what tongue (or language) one speaks in, one’s mother tongue.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Affixed Word	Meaning	English Root Word	Sentence
bilingual	(adjective) able to speak two languages	lingual (which means “tongue”)	My neighbor is <u>bilingual</u> because he was born in France and then moved to the United States as a teenager and learned English.
bimonthly	(adjective) occurring every two months	monthly	The book club meets <u>bimonthly</u> to discuss new books.
biplane	(noun) an airplane with two sets of wings placed one above the other	plane	We saw a <u>biplane</u> at the air show and each set of wings was painted a different color.

Prefix tri–

- Explain to students that *tri–* means “three.”
- Tell students that words with the prefix *tri–* are nouns.
- Write the word *tricycle* on the board. Underline the prefix *tri–*.
- Ask students to identify and read the prefix (*tri–*) and then read the rest of the word (*cycle*). Then, ask students to read the entire word, *tricycle*.
- Remind students that *cycle* means “a vehicle” and point out that this is an English root word.
- Ask students what other words they have learned today with the root word *cycle*. (*unicycle* and *bicycle*)
- Tell students that *tricycle* means “a vehicle with three wheels.” Point out that *tricycle* is a noun.
- Share the following sentence with students to demonstrate the meaning of *tricycle*:

My little sister rode her *tricycle* on the driveway since she is too young and small to ride on the street.
- Point out to students that a *tricycle* has three wheels, a seat (just like a *unicycle* and *bicycle*), and pedals for moving the vehicle forward.
- Continue in this manner for the remaining *tri–* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction. Note for students that the ‘i’ in the word *trilogy* is said as /i/, not /ie/ as in the other words with *tri-*.

Affixed Word	Meaning	English Root Word	Sentence
triangle	(noun) a shape with three sides	angle	In math, we learned that a <u>triangle</u> has three sides and three angles.
trident	(noun) a spear with three points or prongs	dent (meaning “tooth”)	In Roman mythology, Neptune had a <u>trident</u> , a spear with three points, which he carried with him.
trilogy	(noun) a series of three things, such as books or movies	none	My favorite author created a <u>trilogy</u> around a new character and I cannot wait to read the books.

Prefix multi-

- Explain to students that *multi-* means “many.”
- Tell students that words with the prefix *multi-* are adjectives.
- Write the word *multilingual* on the board. Underline the prefix *multi-*.
- Ask students to identify and read the prefix (*multi-*) and then read the rest of the word (*lingual*). Then, ask students to read the entire word, *multilingual*.
- Ask students what other word they have learned today with the root word *lingual*. (*bilingual*)
- Ask students to predict what the word *multilingual* means. (able to speak many languages) Being *bilingual* means you are able to speak two languages. The root word *lingual* has to do with language, as noted in the meaning of *bilingual*. Adding the prefix *multi-* to *lingual* must mean able to speak many languages.
- Share the following sentence with students to demonstrate the meaning of *multilingual*:

Many people who live in Europe are *multilingual* since there are so many languages spoken across Europe.
- Continue in this manner for the remaining *multi-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Affixed Word	Meaning	English Root Word	Sentence
multicultural	(adjective) including many cultures	cultural	I like visiting my grandmother’s neighborhood because it is so <u>multicultural</u> and full of all different kinds of people.
multivitamin	(adjective) including many vitamins	vitamin	Each person in my family takes a <u>multivitamin</u> pill every day to help us stay healthy.
multimedia	(adjective) involving many forms of communication or expression, e.g., music, photography, movies, sculpture, art, etc.	media	We watched a <u>multimedia</u> presentation about pollution and its effects on the environment.

- If time permits, have students complete Worksheets 3.2–3.5 as a teacher-guided activity in the same manner in which these worksheets have been completed in previous units.

Note: If there is not enough time for students to finish these worksheets, have students complete them for homework or at another appropriate time during the school day.

Grammar

15 minutes

Use Adverbs that Compare Actions

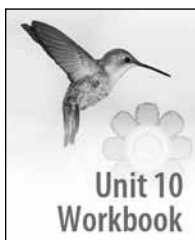
- Draw students’ attention to the comparative and superlative adverbs poster you created and displayed in advance.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.





Worksheet 3.6

- Review that adverbs describe verbs. Adverbs that tell *how* usually end with *-ly*. There are adverbs that tell *when* and *where* also.
- Ask students to provide examples of adverbs that end with *-ly* that tell *how* and adverbs that tell *when* and *where*. Examples could be: *carefully, nicely, yesterday, soon, there, and here*.
- Tell students that this week, they will learn about adverbs that compare actions. Adverbs compare actions and they may tell *how*, *when*, or *where*.
- When comparing two actions, use adverbs that end with *-er*. These are adjectives that have *-er* added to them to make adverbs. Examples could be: *clearer, nicer, higher*.
- Uncover sentences 1 and 2 that you prepared in advance.

1. My brother left _____ for school. (*late*)
2. My mom left _____ for work than my dad. (*later*)

- Ask students what the adverb is in sentence 1. Students should respond *late*. Draw a triangle around *late* and arrow it to the verb it describes (*left*). Tell students that *late* describes one action, *how* my brother left for school.
- Then, ask students what the adverb is in sentence 2. Students should respond *later*. Draw a triangle around *later* and arrow it to the verb it describes (*left*). Tell students that in this second sentence, *-er* has been added to the word *late* to make *later*. The adverb *later* is comparing two actions, those of my mom and my dad.

1. My brother left  for school.
2. My mom left  for work than my dad.

- Uncover sentence 3 that you prepared in advance.

3. My sister left the _____ of us all to get to school. (*late*)

- Ask students what the adverb is in sentence 3. Students should respond *latest*. Draw a triangle around *latest* and arrow it to the verb it describes (*left*).

- Tell students that in this sentence, *-est* had been added to the word *late* to make *latest*. Tell students that when adverbs end with *-est*, that means more than two actions are being compared. The adverb *latest* is comparing more than two actions, in this case the actions of all of us. In many cases, when an adverb ends with *-est*, the sentence will contain the words 'of all', which is an indication that more than two actions are being compared.

3. My sister left the latest of us all to get to school.

- Uncover sentence 4 that you prepared in advance.

4. The package with books arrived _____ than the package with DVDs. (*soon*)

- Tell students that in sentence 4 the comparison is between when the two packages arrived. One package arrived sooner than another one arrived. Two things are being compared here so using the word *sooner* is appropriate to describe how the packages arrived. Draw a triangle around the adverb *sooner* and arrow it to the verb it describes. (*arrived*)

4. The package with books arrived sooner than the package with DVDs.

- Uncover sentence 5 that you prepared in advance.

5. The package of shoes arrived the _____ of all. (*soon*)

- Ask students what they notice that is different about the adverb in sentence 5. (They should respond that instead of the word *soon* ending with *-er* it ends with *-est*.)
- Tell students that in sentence 5, the comparison is for when many packages arrived so using an adverb that ends with *-est* is appropriate. Draw a triangle around the adverb *soonest* and arrow it to the verb it describes. (*arrived*)

5. The package of shoes arrived the soonest of all.

- Uncover sentence 6 that you prepared in advance.

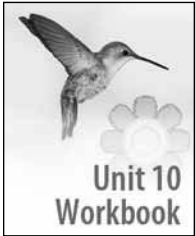
6. She reached _____ on the bookshelf to grab books about ancient Greece than to grab books about ancient Rome. (*high*)

- Tell students that they will use the word *high* to fill in the blank with either *-er* or *-est* added to it.
- Read sentence 6, including the blank, to students. Ask students what the verb is in the sentence. (*reached*)
- Tell students that they need to change the word *high* to make it describe *how* she reached the books about Ancient Greece.
- Ask students how many actions/things are being compared. (*two*)
- Then, ask students which kind of adverb is used when comparing two actions. (adverbs that end with *-er*)
- Read sentence 6, inserting the word *higher* and ask students if that makes sense. Model how you check to be sure the word *highest* does not fit by reading the sentence with that word inserted.

- Then, write the word *higher* in the blank. Draw a triangle around it and arrow it to the verb it describes (*reached*).

6. She reached higher on the bookshelf to grab books about ancient Greece than to grab books about ancient Rome.

- Ask students where she reached to get the books about Ancient Greece compared to those about Ancient Rome. They should respond *higher*.
- Follow these procedures for sentences 7, 8, and 9. Use the following key for filling in the blanks:
 - Sentence 7: *fast (fastest)*
 - Sentence 8: *bright (brightest)*
 - Sentence 9: *quick (quickest)*
- Ask students to turn to Worksheet 3.6. Complete this as a teacher-guided activity. Consider using the following procedure:
 - Select a student to read aloud the first sentence.
 - Ask students to identify the verb in the sentence.
 - Ask students to read the adjective that will be changed to an adverb for this sentence. (The adjective is listed in parentheses at the end of each sentence.)
 - Ask students how many actions/things are being compared in the sentence.
 - Ask students how the adjective should be changed to an adverb to fit in the sentence. (either adding *-er* or *-est*)
 - Ask students to write the adverb in the blank and answer the question under the sentence.
- Continue until students have completed the worksheet.



Worksheet 3.7

For additional practice, see worksheets in Sections III-B, IV-H, IV-I, VI-B and VII-B of the *Assessment and Remediation Guide*.

Blank Busters

- Tell students that they will practice writing their spelling words for this week.
- Tell students to turn to Worksheet 3.7. Note for students that one sentence has two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, *-ly*, and *-est*.
- Ask students to read the statement in number 1 silently and fill in the blank. When students have completed number 1, call on one student to read number 1 aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to number 2 and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

Take-Home Material

"Jamestown, Part II: Hunting the Powhatan Way"

- Have students take home Worksheet 3.8 to read to a family member.

Lesson 4

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Plantation Life” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Plantation Life” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations of “Plantation Life” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the main idea of “Plantation Life”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to life on a plantation in “Plantation Life” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Plantation Life” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Identify and use the meaning of prefixes *uni-*, *bi-*, *tri-*, and *multi-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Plantation Life” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to life on a plantation (SL.3.1d)
- ✓ Form and use comparative and superlative adverbs (L.3.1g)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/ (L.3.2f)
- ✓ Determine the meaning of words formed when *uni-*, *bi-*, *tri-*, or *multi-* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify real-life connections between words and their use (e.g., people who are *bilingual, multicultural*) (L.3.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Silent: “Plantation Life”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 4.1	25
Grammar	Use Adverbs that Compare Actions	Worksheet 4.2	25
Morphology	Practice Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, and <i>multi-</i>	Worksheet 4.3	15
Spelling	Word Sort	Worksheet 4.4	15
Take-Home Material	“Plantation Life”	Worksheet 4.5	*

Advance Preparation

Display the comparative and superlative adverbs poster.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

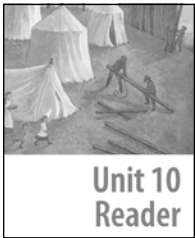
Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

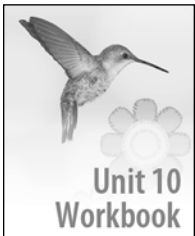
Write the following sentence on the board and cover it or write it on a sentence strip to be displayed during the Grammar lesson:

The curtains on the window by the sink hang lower than the other curtains in the kitchen.

Whole Group Silent: “Plantation Life”



Chapter 4



Worksheet 4.1

Introducing the Chapter

- Tell students the title of today’s chapter is “Plantation Life.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the chapter before they begin reading.

Vocabulary for “Plantation Life”

1. **plantation***—a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown (48)
2. **sack cloth**—rough cloth used to make sacks or bags for carrying things (48)
3. **transport**—to carry from one place to another (48)
4. **chore**—a small job done regularly (**chores**) (50)
5. **heap**—a lot of (50)
6. **swamp fever**—malaria; a sickness stemming from being bitten by infected mosquitoes found in warm climates (52)
7. **tend**—to take care of (54)
8. **swamp**—wet, spongy land that is often partially covered with water (54)
9. **twinkling**—sparkling (56)
10. **talking to**—the act of scolding or a serious conversation during which you tell someone why his/her behavior is wrong (56)
11. **rickety**—poorly made and could break at any moment (58)

Guided Reading Supports and Purpose for Reading

Pages 48–59

- Tell students to read **pages 48–59** to themselves to find the answer to the question: “What is the difference between being a slave on a tobacco plantation and a slave on a rice plantation?” (On a tobacco plantation, slaves worked from sunup to sundown. On a rice plantation, there was time for slaves to do chores for themselves. However, there were more dangers on a rice plantation because rice is grown in water and snakes, alligators, and disease-carrying insects lived in the water with the rice.)

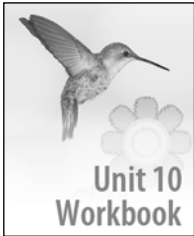
Wrap-Up

- Reread the questions in the box at the end of **page 58** and have students make predictions.
- Tell students that these questions may be ones that time travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Questions on “Plantation Life”

1. *Evaluative* Do you think Seth’s mother will be angry with him? (Answers may vary but could include that the image on **page 59** shows a mother with a kind face who doesn’t look angry or worried. Students may also say that the work slaves did was important and that Seth’s mother could have found out that Seth didn’t show up in the fields and could be in trouble. That could cause problems for the family, which could make mother angry.)
2. *Evaluative* Do you think the field manager noticed Seth did not show up to work in the rice fields? (Answers may vary but could include that the text says Seth will be in a whole “heap of trouble” for not showing up. Seth also said, “Boy am I in trouble!” Students may think that perhaps there were so many slaves on Mr. Walker’s large plantation that Seth wouldn’t be noticed. The text also mentions that the rice crop was very important. Slave children playing games and missing their work time in the fields may be serious. The text says that if the field manager had noticed that he had not shown up to work in the rice fields, he might be in big trouble.)

Ask students to turn to Worksheet 4.1 and complete it independently.



Worksheet 4.2

For additional practice, see Pausing Point Worksheet PP2.

Use Adverbs that Compare Actions

- Draw students' attention to the comparative and superlative adverbs poster you displayed in advance.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.


Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Remind students that they are learning about adverbs that compare actions. When comparing two actions, adverbs end with *-er*. When comparing more than two actions, adverbs end with *-est*.
- Remind students that *-er* and *-est* are added to adjectives, making them adverbs that describe verbs.
- Display the sentence you prepared in advance.

The curtains on the window by the sink hang lower than the other curtains in the kitchen.

- Ask students to name the adverb (*lower*) and the verb (*hang*). Draw a triangle around *lower* and arrow it to *hang*.

The curtains on the window by the sink hang  lower than the other curtains in the kitchen.

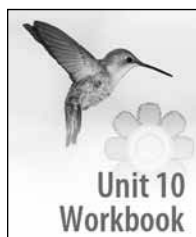
- Then, ask students to change this sentence so that the adverb *lowest* fits.

- Write students' ideas on the board. Underline the word *lowest* in the sentences they create.
- Point out how and why the sentence you placed on the board and the sentences students created differ. Sentences containing adverbs that end with *-er* compare two actions. Sentences containing adverbs that end with *-est* compare more than two actions and often include the word *all*.
- Write the following adverbs on the board: *quicker, quickest*.
- Ask students to create sentences that use the adverb *quicker* and record students' sentences on the board.
- Then, ask students to change the recorded sentences so that the adverb *quickest* fits and record those sentences as well.
- Point out how the sentences with adverbs ending in *-er* differ from the sentences with adverbs ending in *-est*.
- Divide students into small groups.
- Ask students to turn to Worksheet 4.2.
- Tell students to work with their group members to write sentences for each set of adverbs.
- If time permits, after groups have finished writing their sentences, have students share their responses with the whole class.

Morphology

15 minutes

Practice Prefixes *uni-*, *bi-*, *tri-*, and *multi-*



Worksheet 4.3

- Tell students you will read a sentence that demonstrates the meaning of a word with one of the prefixes they learned in the previous lesson. You will give students two word choices and they must select the correct word demonstrated in the sentence and say it aloud.

1. *Triangle* or *trident*? Neptune had a three-pronged spear. (*trident*)
2. *Multicultural* or *multimedia*? Yesterday at school, we celebrated everyone's background by sharing food, dances, clothing, jewelry, and other traditions. (*multicultural*)
3. *Bilingual* or *biplane*? I can speak French and English. (*bilingual*)
4. *Unison* or *unicolor*? The whole group sang a song together. (*unison*)
5. *Multimedia* or *multilingual*? The speaker presented sculptures, paintings, drawings, and photographs during his talk. (*multimedia*)
6. *Bimonthly* or *bicycle*? My brother got two new tires for his vehicle. (*bicycle*)
7. *Unicolor* or *unicycle*? I watched a man at the beach balance himself on one wheel while pedaling. (*unicycle*)
8. *Trilogy* or *tricycle*? Megan has read two of the three books in the new series by her favorite author. (*trilogy*)
9. *Multilingual* or *multivitamin*? My grandfather has lived all over the world and can speak many different languages. (*multilingual*)
10. *Bicycle* or *biplane*? Each set of wings was painted a different color. (*biplane*)

- Have students complete Worksheet 4.3 with a partner or independently.

Spelling

15 minutes

Word Sort



Worksheet 4.4

- Tell students they will sort words with the following sounds:
 - /ə/ spelled 'a' or 'e'
 - /ə/ + /l/ spelled 'al', 'le', and 'el'
 - /sh/ + /ə/ + /n/ spelled 'tion'
 - /ue/ spelled 'u', 'u_e', and 'ue'
 - /oo/ spelled 'oo', 'ew', 'o', and 'o_e'
 - /f/ spelled 'f', 'ff', 'ph', and 'gh'

For additional practice, see worksheets in Sections III-B, IV-H, IV-I, VI-B, and VII-B of the *Assessment and Remediation Guide*.

- Have students turn to Worksheet 4.4.
- Ask students to identify the six headers.
- Have students independently read the words in the box and circle the vowel(s) that have the /ə/ sound.
- Then, have students independently write the words under the /ə/ header that have the /ə/ sound and are spelled ‘a’ or ‘e’. Review the words with students.
- Finally, have students do the same with the remaining patterns listed, circling letters and writing the words below the appropriate headers.

Note: You may wish to do this as a teacher-guided activity. If not, circulate around the room offering assistance where needed.

Take-Home Material

“Plantation Life”

- Have students take home Worksheet 4.5 to read to a family member.

Lesson 5

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Early Days in Georgia” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Early Days in Georgia” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Early Days in Georgia” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the early days in Georgia in “Early Days in Georgia” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Early Days in Georgia” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Early Days in Georgia” to explore content under discussion (SL.1.3a)
- ✓ Summarize “Early Days in Georgia” (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to the early days in Georgia (SL.3.1d)
- ✓ Form and use comparative and superlative adverbs (L.3.1g)
- ✓ Use a glossary and/or a beginning dictionary to determine or clarify the precise meaning of key words and/or phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1; optional pens	25
Reading Time	Whole Group Silent: “Early Days in Georgia”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 5.2	25
Grammar	Practice Comparative and Superlative Adverbs	Worksheet 5.3	15
Spelling	Practice Dictionary Skills	Worksheet 5.4	15

Advance Preparation

Make sure to erase the spelling table from the board and/or turn the table over so that students cannot refer to it during the assessment.

Display the comparative and superlative adverbs poster.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

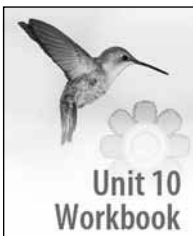
Write the following sentence on the board and cover it or write it on sentence strips to be displayed during the Grammar lesson:

She arrived at our house _____ than I thought she would. (sooner, soonest)

Spelling

25 minutes

10 Spelling Assessment



Worksheet 5.1

For additional practice, see worksheets in Sections III-B, IV-H, IV-I, VI-B, and VII-B of the *Assessment and Remediation Guide*.

- Have students turn to Worksheet 5.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *telephone*, they would write that word under the /f/ header.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

- | | |
|--------------|--------------------------------------|
| 1. occupy | 12. sentence |
| 2. wobble | 13. vowel |
| 3. shrewd | 14. spherical |
| 4. movement | 15. affect |
| 5. toothache | 16. identify |
| 6. tougher | 17. continue |
| 7. accuse | 18. hospital |
| 8. whoever | 19. Challenge Word: beautiful |
| 9. secure | 20. Challenge Word: definite |
| 10. ability | Content Word: Powhatan |
| 11. addition | |

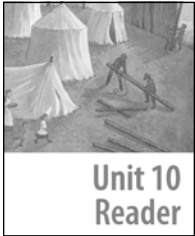
- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them.

1. Jamie watched the final basketball game and was happy with whoever won.
2. The baby began to wobble as she was taking her first steps.

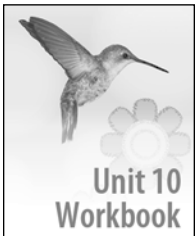
- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words and the dictated sentences.

Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart found at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.



Chapter 5



Worksheet 5.2

Whole Group Silent: “Early Days in Georgia”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Early Days in Georgia.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the chapter before they begin reading.

Vocabulary for “Early Days in Georgia”

1. **bitterly**—extremely (60)
2. **devour***—to completely destroy (60)
3. **debtor***—a person who owes money (**debtors**) (62)
4. **debt**—money or something else owed (**debts**) (62)
5. **seamstress**—a woman who sews as a job (64)
6. **ban**—to forbid, not allow (**banned**) (66)
7. **threat**—the possibility that something harmful and bad might happen (68)

Guided Reading Supports and Purpose for Reading

Pages 60–69

- Tell students to read **pages 60–69** to themselves to find the answer to the question: “How is the colony of Georgia different from other colonies you have learned about?” (Mr. Oglethorpe wanted to bring debtors, to give them a second chance rather than have them stay in jail in England. He also wanted mostly skilled people to come to Georgia, which would be the only way to survive in the colony.)

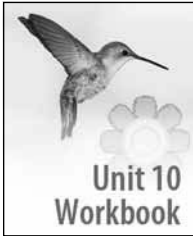
Wrap-Up

- Reread the questions in the box at the end of **page 68** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Questions on “Plantation Life”

1. *Evaluative* How do you think it felt to know that you could be attacked at any time? (Answers may vary but could include that the colonists were afraid. The text says that Sarah’s father says that it is only a matter of time before the colonists will have to fight the Spanish for the land south of their colony. This scares Sarah. Students may say that being afraid all of the time would make a person feel unsafe.)
2. *Evaluative* Do you think King George II sent soldiers to protect the colonists? (Answers may vary but could include that Mr. Oglethorpe was very determined to have this colony be successful. He even sold some of his property in England to earn money for Georgia. Students may feel that a man like Mr. Oglethorpe would be very convincing when he spoke to King George II so that the king would send soldiers.)

- Ask students to turn to Worksheet 5.2 and complete it independently.



Worksheet 5.3

Practice Comparative and Superlative Adverbs

- Direct students' attention to the comparative and superlative adverbs poster you displayed in advance and review it with them.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

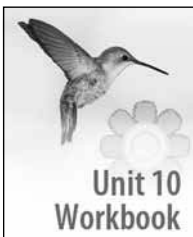
Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

- Uncover the sentence you placed on the board in advance and have students fill in the blank.

She arrived at our house _____ than I thought she would. (sooner)

- Remind students that the suffix *-er* is added to an adverb when two actions are being compared and the suffix *-est* is added when more than two actions are being compared.
- Have students turn to Worksheet 5.3 and complete it independently.

Spelling



Worksheet 5.4

Practice Dictionary Skills

- Remind students that during Morphology lessons this year, they have learned that prefixes and suffixes can be added to root words to make new words. Sometimes, the affixed word is a different part of speech.
- Remind students that during Grammar lessons this year, they have learned about parts of speech and how to use words correctly in sentences.
- Remind students that they have also examined parts of a dictionary during previous lessons.
- Ask, "Where have you seen bolded, affixed words in the glossary of your Reader and in dictionary entries?" (after the entry word and definition or after the entry word, part of speech, and definition)

- Tell students that today, they will identify the part of speech of root words, which are also entry words, and affixed words. Tell them they will also use the correct forms of words in sentences.
- Have students turn to Worksheet 5.4 and look at the example at the top of the page.
- Ask students to read the word *moist* in the example.
- Use the word *moist* in a sentence. (On a warm, sunny morning, the moist grass feels soft under my toes.)
- Ask students, “What part of speech is *moist*?” (adjective) Have students write *adjective* beside *moist* on the ‘Dictionary Skills’ page.
- Call on one student to read the definition for *moist*. (damp; having a small amount of liquid)
- Ask a student if the root word *moist* has affixes added to the root word. (yes, later on in the entry)
- Remind students that after an entry word’s part of speech and definition, a dictionary will often list affixed forms of the word. Tell students that these may be some or all of the affixed words related to the entry word.
- Have students point to the bolded words at the end of the definition for *moist*.
- Ask students to say the first affixed word (*moisture*) and have them write it under Other Forms of the Root Word next to *Word*. Repeat the word *moisture* and ask students for its part of speech, having them write it next to *Part of Speech*. (noun)
- Call on a student to use the word *moisture* in a meaningful sentence. (Answers may vary.) After the student says the sentence, have him/her ask the class: “Does the sentence make sense?” If the class says, “Yes,” move to the next word. If the class says, “No,” have the student try again or call on another student to use the word in a meaningful sentence.
- Continue this process with the remaining affixed words. (*moistness, moisten*)
- Have one student read the sample sentence, filling in the blank with the appropriate form of *moist*. (*moisten*)
- Complete the remainder of Worksheet 5.4 as a teacher-guided or independent activity.

Spelling Analysis Chart

															Name
															1. occupy
															2. wobble
															3. shrewd
															4. movement
															5. toothache
															6. tougher
															7. accuse
															8. whoever
															9. secure
															10. ability
															11. addition
															12. sentence
															13. vowel
															14. spherical
															15. affect
															16. identify
															17. continue
															18. hospital
															19. Challenge Word: beautiful
															20. Challenge Word: definite
															Content Word: Powhatan

Spelling Analysis Directions

Unit 10, Lesson 5

For additional practice, see worksheets in Sections III-B, IV-H, IV-I, VI-B, and VII-B of the *Assessment and Remediation Guide*.

- Students are likely to make the following errors:
 - For /ə/, writing 'e', 'i', or 'u' instead of 'a'
 - For /ə/, writing 'a', 'i', or 'u' instead of 'e'
 - For /ə/ + /l/, writing 'el' or 'le' instead of 'al'
 - For /ə/ + /l/, writing 'al' or 'le' instead of 'el'
 - For /ə/ + /l/, writing 'al' or 'el' instead of 'le'
 - For /sh/ + /ə/ + /n/, writing 'shun', 'shin', or 'sion' instead of 'tion'
 - For /ue/, writing 'u_e' or 'u' instead of 'ue'
 - For /ue/, writing 'ue' or 'u' instead of 'u_e'
 - For /ue/, writing 'ue' or 'u_e' instead of 'u'
 - For /oo/, writing 'ew', 'o', or 'o_e' instead of 'oo'
 - For /oo/, writing 'oo', 'o', or 'o_e' instead of 'ew'
 - For /oo/, writing 'oo', 'ew', or 'o_e' instead of 'o'
 - For /oo/, writing 'oo', 'ew', or 'o' instead of 'o_e'
 - For /f/, writing 'ff', 'ph', or 'gh' instead of 'f'
 - For /f/, writing 'f', 'ph', or 'gh' instead of 'ff'
 - For /f/, writing 'f', 'ff', or 'gh' instead of 'ph'
 - For /f/, writing 'f', 'ff', or 'ph' instead of 'gh'
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Lesson 6

Spelling

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Pilgrims, Part I: Arrival” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “The Pilgrims, Part I: Arrival” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “The Pilgrims, Part I: Arrival” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the arrival of the Pilgrims in “The Pilgrims, Part I: Arrival” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Pilgrims, Part I: Arrival” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “The Pilgrims, Part I: Arrival,” to explore content under discussion (SL.1.3a)
- ✓ Make predictions prior to and while reading “The Pilgrims, Part I: Arrival” and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the arrival of the Pilgrims (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /oi/ spelled ‘oi’ and ‘oy’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Silent: “The Pilgrims, Part I: Arrival”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 6.1	25
Spelling	Introduce Spelling Words	Individual Code Chart; Worksheet 6.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	Family Letter; “Early Days in Georgia”; “The Pilgrims, Part I: Arrival”	Worksheets 6.2–6.4	*

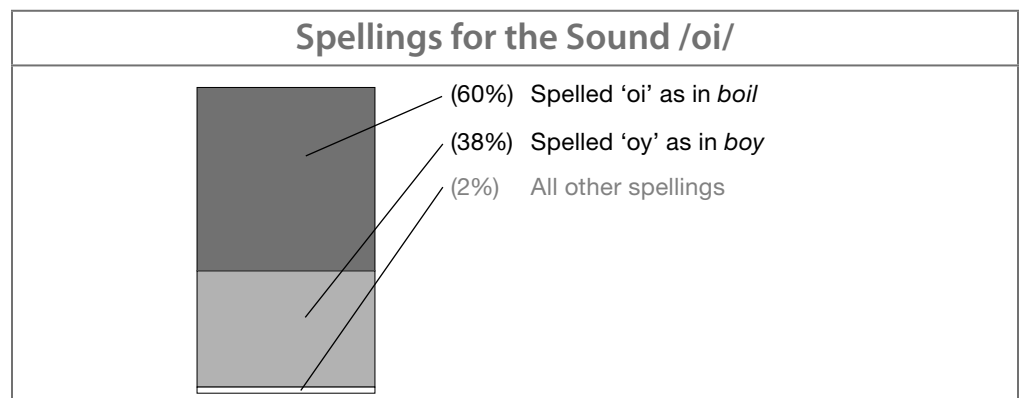
Advance Preparation

If you wish, you may draw the spelling table on the board or chart paper before beginning this lesson.

‘oi’ > /oi/	‘oy’ > /oi/

During this week, students will review spellings of /oi/ spelled ‘oi’ and ‘oy’. Students should be familiar with these spellings as they were reviewed in Grade 2.

The following chart is provided for your review.



Here are some patterns for you to be aware of:

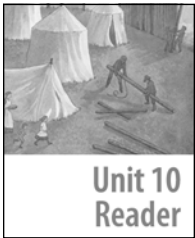
- ‘oi’ is generally used before a consonant spelling (*oil, coin*) or a consonant cluster.
- ‘oy’ is just the opposite; It tends to fall at the end of a word or syllable (*boy, toy, destroy, boyish*). It is only rarely followed by a consonant spelling.

Note: In this unit, students will focus on four academic vocabulary words, two of which are *create* and *design*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. These words can be found in textbooks, assignment directions, and assessments. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

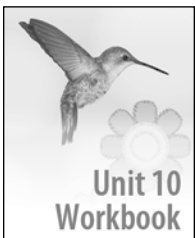
- To *create* means to make something that has not been made.
- To *design* means to formulate or make plans to create something.

We encourage you to define these words for students and use both of these words throughout the school day so that students may experience multiple uses of them.

Whole Group Silent: “The Pilgrims, Part I: Arrival”



Chapter 6



Worksheet 6.1

Remember to use academic vocabulary when appropriate: *create* and *design*.

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Pilgrims, Part I: Arrival.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the chapter before they begin reading.

Vocabulary for “The Pilgrims, Part I: Arrival”

1. **Pilgrim***—a person who left England to find a new place to practice religion in his/her own way; Pilgrims started a colony in Plymouth, Massachusetts in 1621. (**Pilgrims**) (70)
2. **wrestler**—a person who fights by holding and pushing (**Wrestling**) (70)
3. **indicate**—to make a sign of (**indicated**) (70)
4. **reveal**—to make known (**revealed**) (70)
5. **anxiously**—acting nervous or worried (74)
6. **English Separatist**—a person who was unhappy with the Church of England and wanted to start a new church with others who felt the same way (**English Separatists**) (76)
7. **worship**—to show love and devotion to God or a god by praying or going to a religious service (76)
8. **harass**—to continuously annoy or bother (**harassed**) (76)
9. **witness**—to see something happen (**witnessed**) (78)
10. **beloved**—greatly loved (78)
11. **intend**—to plan (**intended**) (80)
12. **off course**—not following the intended plan (80)
13. **destination**—the place someone is traveling to (80)

Guided Reading Supports and Purpose for Reading

Pages 70–81

- Tell students to read **pages 70–81** to themselves to find the answer to the question: “What was the Pilgrims arrival in Plymouth like?” (They arrived in winter in an unknown land hundreds of miles north of their intended destination, which was Virginia. It was very cold and the soil was not good for farming. People had died from disease, hunger, and the extremely cold weather. Mary and Remember’s mother had died. Their brother hid in the forest for several days.)

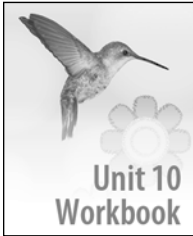
Wrap-Up

- Reread the questions in the box at the end of **page 80** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “The Pilgrims, Part I: Arrival”

1. *Evaluative* Now that the children were no longer living in England or the Netherlands, in what ways do you think their lives have changed? (Answers may vary but could include that in the New World the children were allowed to worship in their own way with their families. Their families were likely to be happier now that they could begin their own church and that could make the children happier. Students may say that many of the pilgrims had died during the hard months on the ship. Hardest was the death of the girls’ mother. Bartholomew had hidden in the forest for several days after his mother died, which was perhaps a sign that he was very sad, lonely, and angry.)

- Ask students to turn to Worksheet 6.1 and complete it independently.



Worksheet 6.2

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

Introduce Spelling Words

- Tell students that this week, they will review words with the sound of /oi/ spelled ‘oi’ and ‘oy’.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it. Briefly explain any word for which students may not know the meaning and use it in a sentence.

- | | |
|---------------|---------------------------------------|
| 1. annoying | 12. turquoise |
| 2. soybean | 13. corduroy |
| 3. boycott | 14. tenderloin |
| 4. embroidery | 15. rejoice |
| 5. employee | 16. moisture |
| 6. disappoint | 17. adjoining |
| 7. oysters | 18. Challenge Word: especially |
| 8. avoided | 19. Challenge Word: whole |
| 9. loyalty | 20. Challenge Word: hole |
| 10. paranoid | Content Word: Savannah |
| 11. deployed | |

- Go back through the list of words, having students read the words and tell you what letters to circle for /oi/.

- | | |
|------------------------|---------------------------------------|
| 1. annoy ing | 12. tur qu oise |
| 2. so y bean | 13. cor du roy |
| 3. bo y cott | 14. ten de rloin |
| 4. emb ro idery | 15. re jo ice |
| 5. emp lo yee | 16. mo is ture |
| 6. dis ap point | 17. ad jo ining |
| 7. o ysters | 18. Chal enge Word: especially |
| 8. av oi ded | 19. Chal enge Word: whole |
| 9. lo ya lty | 20. Chal enge Word: hole |
| 10. pa ra noid | Cont ent Word: Savannah |
| 11. dep lo yed | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *especially* and *whole/hole*, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling pattern this week and need to be memorized.
- Explain to students that *whole* and *hole* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. *Whole* and *hole* have the same sound /oɛ/.
Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. *Whole* and *hole* have the same sound /oɛ/.
- Use the Challenge Words in sentences as examples for students:
“Jeremy likes chocolate ice cream, *especially* double chocolate fudge ice cream.” “She just bought a new skirt and it already has a *hole* in it.” “I was surprised that my friend could eat a *whole* pizza by himself!”
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *Savannah*, does not follow the spelling pattern for this week. *Savannah* is a content-related word as English settlements were built in Savannah, Georgia.
- Now, draw the following table on the board.

'oi' > /oi/	'oy' > /oi/

- Ask students to refer to the spellings for /oi/ on **page 4** of the **Individual Code Chart**. Point out that there are two spellings for /oi/.

- Ask students which spelling is most frequently used. ('oi' > /oi/)
- Ask students to tell you which words to list under the 'oi' > /oi/ header. Briefly explain the meaning of each word.
- Continue with 'oy' > /oi/ until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

'oi' > /oi/	'oy' > /oi/
embroidery	annoying
disappoint	soybean
avoided	boycott
paranoid	employee
turquoise	oysters
tenderloin	loyalty
rejoice	deployed
moisture	corduroy
adjoining	

- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then, have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Does the sentence make sense?" If the class says, "Yes," then the student puts a check mark in front of the word and calls another student to come to the front and take a turn. If the class says, "No," have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students that this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Worksheet 6.2 with this week's spelling words to share with a family member.

Extend Student Knowledge

Depending on students' needs, please choose from the following activities during this time:

- Extension activities provided in the Pausing Point
- Unit-specific writing prompts
- Assessment and remediation activities outlined in the *Assessment and Remediation Guide* or remediation activities you deem appropriate
- Reader's Chair, using Readers from previous units
- Reader's Journal, using Readers from previous units

Take-Home Material

Family Letter; "Early Days in Georgia"; "The Pilgrims, Part I: Arrival"

- Have students take home Worksheet 6.2 to share with a family member and Worksheets 6.3 and 6.4 to read to a family member.

Lesson 7

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Pilgrims, Part II: Thanksgiving Celebration” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “The Pilgrims, Part II: Thanksgiving Celebration” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “The Pilgrims, Part II: Thanksgiving Celebration” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the Thanksgiving celebration of the Pilgrims in “The Pilgrims, Part II: Thanksgiving Celebration” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Pilgrims, Part II: Thanksgiving Celebration” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Demonstrate preparedness for a discussion, having read or studied “The Pilgrims, Part II: Thanksgiving Celebration,” to explore content under discussion (SL.1.3a)
- ✓ Make predictions prior to and while reading “The Pilgrims, Part II: Thanksgiving Celebration” and then compare actual outcomes to predictions (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to the Thanksgiving celebration of the Pilgrims (SL.3.1d)
- ✓ Form and use comparative and superlative adverbs (L.3.1g)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group Silent: “The Pilgrims, Part II: Thanksgiving Celebration”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 7.1	25
Grammar	Introduce Comparative and Superlative Adverbs Using <i>more</i> and <i>most</i>	Worksheet 7.2	25
Extension	Prioritize Plans for Roanoke Island	Worksheet 7.3	30
Take-Home Material	“The Pilgrims, Part II: Thanksgiving Celebration”	Worksheet 7.4	*

Advance Preparation

Display the comparative and superlative adverbs poster:

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffixes *-ly* or that have three or more syllables.

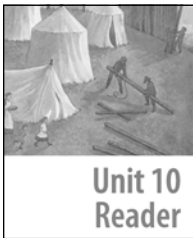
Write the following words on the board or chart paper and cover them for use during the Grammar lesson:

quietly	quickly
frequently	cleverly

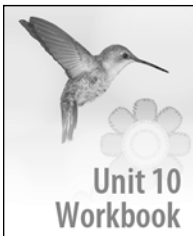
Write the following sentences on the board or chart paper and cover them for use during the Grammar lesson:

1. The new student wrote her report _____ than I did. (carefully)
2. Sally sings the _____ of anyone in the whole choir (happily)

Small Group Silent: “The Pilgrims, Part II: Thanksgiving Celebration”



Chapter 7



Worksheet 7.1

Introducing the Chapter

- Tell students the name of the chapter is “The Pilgrims, Part II: Thanksgiving Celebration.”
- Have students share the predictions they made during the previous lesson as to what would happen to the Pilgrims.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding.

Vocabulary for “The Pilgrims, Part II: Thanksgiving Celebration”

1. **foreigner**—a person who is living in a country that is not his/her homeland (**foreigners**) (82)
2. **tribe**—a large group of people who live in the same area and have the same language, customs, and beliefs (84)
3. **Patuxet**—a Native American group from the area around Plymouth and what is now southeastern Massachusetts; The Patuxet grew corn, fished, hunted, and helped the Pilgrims when they first arrived at Plymouth. (84)

Purpose for Reading

- Tell students that today, they will read independently and in small groups.
- Next, go through the chapter, looking at the images and reading the captions.

Note to Teacher

The Guided Reading Supports that follow are intended for use while you work with students in **Small Group 1**.

Remember to use academic vocabulary when appropriate: *create* and *design*.

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have students complete Worksheet 7.1 after they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently and complete Worksheet 7.1 after they read.

Guided Reading Supports

Pages 82–85

- Following your established procedures, display the image for this chapter and the Vocabulary Cards for *foreigner*, *tribe*, and *Patuxet*. Note for students that the word *foreigners* appears in this chapter.
- Have students read **pages 82–85** to themselves to find the answer to the question: “What did the Native Americans do when the Pilgrims arrived?”
- When students have finished reading, restate the question and have students answer. (The Native Americans watched the Pilgrims from the safety of the forest as they built shelters during the day and slept on the ship at night. They watched as the Pilgrims buried their dead.)
- Ask, “What two things enabled the Pilgrims to survive?” (A native tribe called the Patuxet had died out and left fields that were not in use, which meant the English colonists did not have to clear the forests before planting time. Also, a Native American named Squanto and his friend Samoset came to the aid of the Pilgrims.)
- Direct students’ attention to the images and captions on **pages 83** and **85**.

Pages 86–89

- Ask students if there are any new vocabulary words on these pages. (no)
- Have students read **pages 86–89** to themselves to find out how Squanto and Samoset helped the Pilgrims.
- When students have finished reading, restate the question and have students answer. (Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in poor soil. Squanto also taught the Pilgrims to recognize berries and fruits that could be eaten and where the best places to fish were.)

- Ask, “Who did the Pilgrims make peace with and what did that mean?” (They made peace with the Wampanoag tribe. Both sides agreed to help and protect each other as well as trade. This meant the Pilgrims could work on building their homes without fear of attack.)
- Ask, “Why did the Pilgrims decide to give thanks to God and the native people?” (They had produced more than enough food to get them through the next winter and they were able to build homes to protect them from the cold weather. They were thankful for what they now had.)
- Direct students’ attention to the images and captions on **pages 87** and **89**.

Pages 90–93

- Have students read **pages 90–93** to themselves to find the answer to this question: “What was probably the happiest time the children could remember?”
- When students have finished reading, restate the question and have students answer. (The great celebration of thanksgiving was probably the happiest time the children could remember.)
- Ask, “What happened since the celebration of thanksgiving?” (More Pilgrims had arrived, more homes had been built, and the girls’ father had married Mistress Fear.)
- Direct students’ attention to the images and captions on **pages 91** and **93**.

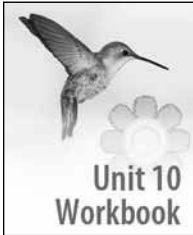
Wrap-Up

- Reread the questions in the box at the end of **page 92** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.
- Draw the two groups together again and use the following questions to promote a discussion.

Discussion Questions on “The Pilgrims, Part II: Thanksgiving Celebration”

1. *Evaluative* Why do you think Squanto and Samoset had decided to help the struggling Pilgrims? (Answers may vary but could include that Squanto and Samoset had experienced the loss of many of their own people and felt sorry for the Pilgrims or that they spoke English so they could communicate with the Pilgrims. Squanto had been to England with an English explorer in 1605 and perhaps developed a friendship with the English during that visit.)
 2. *Evaluative* Do you think the Pilgrims would have survived if they had not helped? (Answers may vary but could include that the Pilgrims might not have survived because they were not aware of foods that grew in the New World but were not safe to eat. They may not have been able to grow crops in the poor soil because they did not know how to make plants grow in it. They may not have known the best places to fish. The Pilgrims might have survived by figuring out how to solve these problems on their own.)
- If time permits, discuss the answers students recorded on Worksheet 7.1.

Introduce Comparative and Superlative Adverbs Using *more* and *most*



Worksheet 7.2

For additional practice, see Pausing Point Worksheet PP3.

- Draw students' attention to the comparative and superlative adverbs poster you placed on the board in advance and review it with them.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffix *-ly* or that have three or more syllables.

- Uncover the words you placed on the board in advance. Note for students that these examples are two- or three-syllable adverbs that end with the suffix *-ly* and require the addition of the words *more* or *most* to form comparative or superlative adjectives.

quietly	quickly
frequently	cleverly

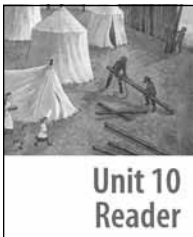
- Ask students to give examples of adverbs that end with *-ly*. Examples could be: *happily, loudly, slowly*.
- Tell students that for most adverbs that end in *-ly*, the word *more* or *most* is needed to form a comparative or superlative adverb.
- Uncover the sentences you placed on the board in advance.
 1. The new student wrote her report _____ than I did. (*carefully*)
 2. Sally sings the _____ of anyone in the whole choir. (*happily*)
- Ask students to orally fill in the blanks. (*more carefully, most happily*)

- Read the following sentences and have students fill in the blanks:
 1. (*gracefully*) The dancer in the blue costume danced _____ than the dancer in the yellow costume. (*more gracefully*)
 2. (*easily*) My friend figured out the answer to the hard math problem the _____ of the whole class. (*most easily*)
 3. (*successfully*) Paul dealt with children _____ than his brother Peter. (*more successfully*)
- Have students turn to Worksheet 7.2 and complete it independently.

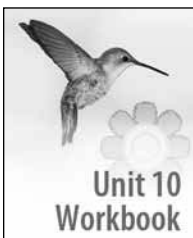
Extension

30 minutes

Prioritize Plans for Roanoke Island



Chapter 1



Worksheet 7.3

- Tell students that today, they will pretend to be John White and *prioritize* plans for how to rebuild the fort at Roanoke Island.
- Review with students what they read in Chapter 1: “The First English Colony.” Have students turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- As you ask the following questions, have students thumb through the Reader, looking at the text, the images, and the captions, reminding themselves of the events outlined in this chapter.
 - Ask, “Who was John White?” (the leader of the settlers sent on the second expedition to the New World by Queen Elizabeth I and Sir Walter Raleigh)
 - Ask, “Where did that expedition land?” (Roanoke Island)
 - Ask, “Was that their intended destination?” (No, there was a disagreement among the members of the ship’s crew and John White about where to land. John White had intended to land north of Roanoke Island, in the Chesapeake Bay area, but was forced to land on Roanoke Island.)
 - Ask, “When they arrived on Roanoke Island, what did they expect to find?” (the fifteen English soldiers who had been left behind to guard it after the first expedition to the New World)
 - Ask, “Did they find those soldiers?” (No, the soldiers were nowhere to be found, the fort was overgrown with weeds, and a skeleton of one soldier was found.)

- Remind students that *prioritize* is one of the academic vocabulary words for this unit.
- Ask, “What does it mean to *prioritize* something?” (to put things in order from most important to least important)
- Say, “Today, you will work with a partner and pretend you are John White at Roanoke Island. Because you are the leader of the settlers, you will *prioritize* all that needs to be done to rebuild the fort so you and the settlers depending on you can live there.”
- Say, “First, let’s think about the needs the settlers would have.” Have students brainstorm a list of needs. (Answers may vary but could include food, shelter, warmth in winter, and safety.)
- Write the list on the board as students answer.
- Say, “Now, with a partner you will *prioritize* the list. You will put the items from the list in order from most important to least important by copying them on Worksheet 7.3 in order.
- Have students turn to Worksheet 7.3 and complete it with a partner. Allow students 15 minutes to make their lists.
- When students have finished, draw the class back together and have student pairs share their lists. Discuss differences, allowing students to explain their reasons for *prioritizing* the list as they did.

Take-Home Material

“The Pilgrims, Part II: Thanksgiving Celebration”

- Have students take home Worksheet 7.4 to read to a family member.

Lesson 8

Morphology

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Puritan Life” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Puritan Life” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Puritan Life” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the Puritans in “Puritan Life” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Puritan Life” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Identify and use the meanings of the prefixes *over-*, *mid-*, and *under-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Puritan Life,” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to the Puritans (SL.3.1d)
- ✓ Form and use comparative and superlative adverbs (L.3.1g)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /oi/ spelled ‘oi’ and ‘oy’ (L.3.2f)
- ✓ Determine the meaning of words formed when *over-*, *mid-*, or *under-* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify real-life connections between words and their use (e.g., people who *overeat*, *underestimate*) (L.3.5b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “Puritan Life”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 8.1	25
Morphology	Introduce Prefixes <i>over-</i>, <i>mid-</i>, and <i>under-</i>	board or chart paper; Worksheets 8.2–8.7	25
Grammar	Practice Comparative and Superlative Adverbs Using <i>more</i> and <i>most</i>	Worksheets 8.8, 9.3	15
Spelling	Blank Busters	Worksheet 8.9	15
Take-Home Material	“Puritan Life”	Worksheet 8.10	*

Advance Preparation

Display the comparative and superlative adverbs poster.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffixes *-ly* or that have three or more syllables.

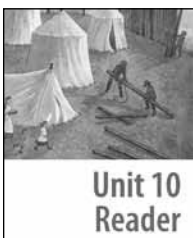
Reading Time

25 minutes

Whole Group: “Puritan Life”

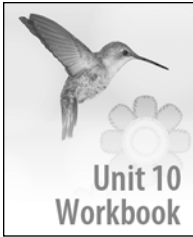
Introducing the Chapter

- Tell students that the title of today’s chapter is “Puritan Life.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.



Unit 10
Reader

Chapter 8



Worksheet 8.1

Remember to use academic vocabulary when appropriate: *create* and *design*.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Because there are so many vocabulary words for this chapter, follow the Guided Reading Supports instead of previewing all vocabulary before having the students read the chapter silently.

Vocabulary for “Puritan Life”

1. **Puritan**—a member of a group of people who wanted the Church of England to be purer and thus left England to find a new place to practice religion. Some Puritans were Pilgrims, like some English Separatists were. (**Puritans**) (94)
2. **sermon**—a message delivered orally by a religious leader, usually during a religious service, that is designed to teach (94)
3. **Elder**—a formal name for addressing a minister or religious leader (94)
4. **minister**—a religious leader or pastor (94)
5. **pure***—free from evil (**pure**) (98)
6. **request**—an act of politely asking for something (**requests**) (98)
7. **harbor**—an area of calm, deep water next to land where ships can safely put down their anchors (**harbors**) (100)
8. **flutter**—to become excited or nervous (100)
9. **dock**—a platform that sticks out in water so boats and ships can stop next to it to load and unload things (100)
10. **glorious**—wonderful (100)
11. **pheasant**—a large bird with a long tail that is hunted for fun and for food (100)
12. **homesick**—sad because you are away from your home, homeland, or family and friends (100)
13. **just**—fair (100)
14. **sacrifice**—the act of giving up something you like for something that is more important (100)
15. **Bible**—the book of holy, religious writings in the Christian religion (100)
16. **mend my ways**—change behavior to be a better person (100)
17. **preach***—to talk about a religious subject (**preaching**) (100)

Guided Reading Supports and Purpose for Reading

Pages 94–99

- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *Puritan*, *sermon*, *Elder*, *minister*, *pure*, and *request*. Note for students that *Puritans*, *purser*, and *requests* are used in this chapter.
- Ask students to read **pages 94–99** to themselves to find the answer to the question: “What is the most important place for any Puritan and why?”
- When students have finished reading, restate the question and have students answer. (The meeting house was in the center of the town or village and it was the center of Puritans’ lives. Church services and important meetings took place there.)
- Ask, “Why is the Massachusetts Bay Colony becoming wealthy?” (The colony was created in partnership with the Massachusetts Bay Company. The colonists hunted and fished and the Massachusetts Bay Company sold the fur and fish they provided.)
- Ask, “How did the Massachusetts Bay Colony come to be?” (Answers may vary but could include that the Pilgrims arrived in 1630 to create their own Puritan Colony on the land north of Plymouth. There were four settlements and they were all growing.)
- Direct students’ attention to the images and captions on **pages 95, 97, and 99**.

Pages 100 and 101

- Follow established procedures to preview the Vocabulary Cards for *harbor*, *flutter*, *dock*, *glorious*, *pheasant*, *homesick*, *just*, *sacrifice*, *Bible*, *mend my ways*, and *preach*. Note for students that *harbors* and *preaching* are used in this chapter.
- Ask students to read **pages 100 and 101** to themselves to find the answer to the question: “How did the colonists learn news from home?”
- When students have finished reading, restate the questions and have students answer. (Answers may vary but could include that trade ships frequently moved in and out of the harbors, bringing guns, tools, cloth, and news about life in England.)

- Ask, “What were new people who came to join the Puritans required to do?” (People coming were required to live by the rules of the Bible.)
- Direct students’ attention to the image and caption on **page 101**.

Pages 102 and 103

- Ask students to read **pages 102 and 103** to themselves to find the answer to the question: “Why must Lizzie be the responsible one?”
- When students have finished reading, restate the question and have students answer. (Answers may vary but could include that she is the older of the two remaining children in the family.)
- Direct students’ attention to the image and caption on **page 103**.

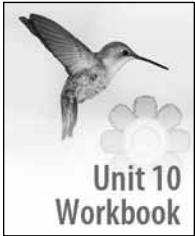
Wrap-Up

- Reread the questions in the box at the end of **page 102** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “Puritan Life”

1. *Evaluative* Why do you think the Puritans made the meeting house the center of their lives? (Answers may vary but could include the Puritans wanted the church to be purer and stronger so having the building where church services took place makes sense. Puritans are very devoted to their religious beliefs. The building is a gathering place for the colonists. The Puritans held their meetings in the meeting house. The building was large enough to hold the colonists.)

- Ask students to turn to Worksheet 8.1 and complete it independently.



Worksheets 8.2–8.7

For additional practice, see Pausing Point Worksheet PP6.

Introduce Prefixes *over-*, *mid-*, and *under-*

- Review with students that prefixes are added to the beginning of words. Adding prefixes may change a word's part of speech.
- Tell students that the prefixes they will learn about this week are added to English root words to make new words.
- Tell students that this week they will learn three prefixes, *over-*, *mid-*, and *under-*.

Prefix *over-*

- Explain to students that *over-* means “too much.”
- Tell students that they will add *over-* to root words that are verbs and adjectives. The new words created have the same part of speech as the root words.
- Write *charge* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to ask for payment; The hot dog vendor will *charge* half price after four o'clock.)
- Add the prefix *over-* to *charge* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (to ask for too much payment)
- Share the following example of the use of *overcharge* in a sentence:

He worried that the cashier would *overcharge* him for the items he selected since he had so many of them.
- Ask students for examples of things that could be overcharged. (Answers may vary but could include a bill at a restaurant, a department store purchase, or for a service provided.)
- Point out to students that the addition of the prefix *over-* does not change the part of speech of the word. The root word *charge* is a verb in this instance and *overcharge* is also a verb. Remind students that verbs are action words.
- Continue in this manner for the remaining *over-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Root Word	Meaning	Affixed Word	Meaning	Sentence
eat	(verb) to put food in your mouth, chew it, then swallow it	overeate	(verb) to put too much food in your mouth, chew it, then swallow it	I did not rush through dinner because I did not want to <u>overeate</u> and feel ill.
fish	(verb) to try to catch fish	overfish	(verb) to try to catch too many fish	If people <u>overfish</u> in a certain body of water, the fish population may be gone forever.
heat	(verb) to make warm or hot	overheat	(verb) to make too warm or too hot	It is important to drink lots of water when playing sports on a hot day so you do not <u>overheat</u> .
powered	(adjective) supplied with energy	overpowered	(adjective) supplied with too much energy	The new motor in the robot is <u>overpowered</u> and caused it to crash into the wall.

Prefix mid-

- Explain to students that *mid-* means “middle.”
- Tell students that they will add *mid-* to root words that are nouns. The new words created are also nouns.
- Write *day* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (the period of light between one night and the next; Twice a week, my mom stays home during the day.)
- Add the prefix *mid-* to *day* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (the middle of the day)
- Share the following example of the use of *midday* in a sentence:

The soup kitchen at the church opened at *midday* on Thursdays and Fridays.
- Ask students for examples of things that could happen at *midday*. (Answers may vary but could include lunch, recess, or twelve o’clock p.m. on a clock.) Point out to students that the addition of the prefix *mid-* does not change the part of speech of the word. The root word *day* is a noun and *midday* is also a noun. Remind students that nouns are people, places, or things.

- Continue in this manner for the remaining *mid-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Root Word	Meaning	Affixed Word	Meaning	Sentence
night	(noun) the period of dark between one day and the next	midnight	(noun) the middle of the night	Mom let us stay up until <u>midnight</u> over the weekend because our cousins slept over.
field	(noun) an open area of land, which may be used for growing crops or playing sports	midfield	(noun) the middle of the field	After a goal is scored in soccer, the ball is placed at <u>midfield</u> for play to start again.
term	(noun) a limited period of time	midterm	(noun) the middle of the term	He finished his science project before <u>midterm</u> .
town	(noun) a place where people live and work	midtown	(noun) the middle of the town	James took the subway to <u>midtown</u> to see a play.

Prefix under-

- Explain to students that *under-* means “below” or “less.”
- Tell students that they will add *under-* to root words that are nouns, verbs, and adjectives. The new words created may not be the same part of speech as the root words and could be nouns, verbs, or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write *ground* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (the surface of the earth; I dropped my keys on the *ground* because I had too many things to carry.) Have students identify the part of speech. (noun)
- Add the prefix *under-* to *ground* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (below the surface of the earth)
- Share the following example of the use of *underground* in a sentence:
Construction on the new *underground* tunnel for the highway was delayed due to flooding after a storm.

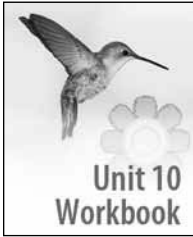
- Ask students for examples of things that could be *underground*. (Answers may vary but could include pipes, water, the subway, or tunnels.)
- Continue in this manner for the remaining *under-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Root Word	Meaning	Affixed Word	Meaning	Sentence
water	(noun) the clear liquid that falls as rain, fills rivers, lakes, and oceans, and is used for things like cleaning and drinking	underwater	(adjective) below the surface of the water	A submarine can travel to <u>underwater</u> depths that a person cannot safely reach alone.
estimate	(verb) to guess the amount of something	underestimate	(verb) to guess something to be less than the actual amount	I worry that I will <u>underestimate</u> my ability to read so many pages for homework in one night.
line	(noun) a long, thin mark	underline	(verb) to draw a long, thin mark under	Please <u>underline</u> any words you find with the /ae/ sound.
powered	(adjective) supplied with energy	underpowered	(adjective) supplied with less energy than is needed	The truck is <u>underpowered</u> and cannot pull the boat behind it.

- If time permits, have students complete Worksheets 8.2–8.7 as a teacher-guided activity in the same manner in which these worksheets have been completed in previous units.

Note: If there is not enough time for students to finish these worksheets, have students complete them for homework or at another appropriate time during the school day.



Worksheets 8.8, 9.3

Practice Comparative and Superlative Adverbs Using *more* and *most*

- Draw students' attention to the comparative and superlative adverbs poster you displayed in advance and review it.

Comparative and Superlative Adverbs

Comparative adverbs compare two actions to show that one is greater or more. The suffix *-er* is added to adverbs.

Superlative adverbs compare more than two actions to show that one is greatest or most. The suffix *-est* is added to adverbs.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffixes *-ly* or that have three or more syllables.

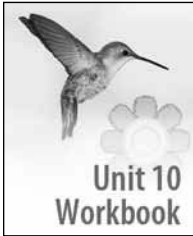
- Remind students that adverbs can be used to compare actions by adding suffixes or using the words *more* or *most*.
- Remind students that the word *more* is added to adverbs to make them comparative and the word *most* is added to adverbs to make them superlative.
- Ask, "What is the difference between comparative and superlative adverbs?" (Comparative adverbs compare only two actions, while superlative adverbs compare more than two actions.)
- Have students tear out Worksheet 8.8 and fold it in half horizontally so that either the top half of the sheet shows (with the word *more*) or the bottom half of the sheet shows (with the word *most*).
- Tell students you will read a sentence twice. The second time you read it, hum when the word *more* or the word *most* needs to be added. Students should just listen the first time you read it. Students should hold up their half sheet with the correct answer showing after you have finished reading the sentence the second time.
- Read the following sentences, humming when you reach the blank on the second time so students can hold up their half sheets.

1. We will _____ probably arrive by 2:00 than 3:00. (*more*)
2. That family lives _____ simply than others. (*more*)
3. An actor on stage speaks _____ clearly than people who mumble. (*more*)
4. That flower garden is the _____ lovely one I've ever seen! (*most*)
5. That quicker group of students answers _____ immediately and is rarely incorrect. (*more*)
6. That frightening thunderstorm popped up the _____ suddenly this afternoon. (*most*)
7. The turtle moved _____ slowly than the hare. (*more*)
8. Mrs. Smith congratulated me on answering the question the _____ completely of all. (*most*)

- Should more time remain, have students create sentences using the following adverbs.

1. *more seriously*
2. *most friendly*
3. *more closely*
4. *most surely*
5. *more properly*

- Have students tear out Worksheet 9.3 and cut the game cards apart for use during the next lesson. Have them tuck the cut-apart cards into their Skills Workbook for safe-keeping.



Worksheet 8.9

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

Blank Busters

- Tell students that they will practice writing their spelling words for this week.
- Tell students to turn to Worksheet 8.9. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, *-ly*, and *-est*.
- Ask students to read the statement in number 1 silently and fill in the blank. When students have completed number 1, call on one student to read number 1 aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to number 2 and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

Take-Home Material

"Puritan Life"

- Have students take home Worksheet 8.10 to read to a family member.

Lesson 9

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Life on a Farm in the Middle Atlantic Colonies, Part I” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Life on a Farm in the Middle Atlantic Colonies, Part I” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Life on a Farm in the Middle Atlantic Colonies, Part I” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to farm life in the Middle Atlantic Colonies in “Life on a Farm in the Middle Atlantic Colonies, Part I” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Life on a Farm in the Middle Atlantic Colonies, Part I” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Identify and use the meanings of the prefixes *over-*, *mid-*, and *under-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Life on a Farm in the Middle Atlantic Colonies, Part I,” to explore content under discussion (SL.1.3a)
- ✓ Summarize “Life on a Farm in the Middle Atlantic Colonies, Part I” (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to farm life in the Middle Atlantic Colonies (SL.3.1d)
- ✓ Form and use comparative and superlative adverbs (L.3.1g)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /oi/ spelled ‘oi’ and ‘oy’ (L.3.2f)
- ✓ Determine the meaning of words formed when *over-*, *mid-*, or *under-* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Silent: “Life on a Farm in the Middle Atlantic Colonies, Part I”	<i>Living in Colonial America;</i> Vocabulary Cards; Worksheet 9.1	25
Grammar	Match Me if You Can	Worksheets 9.2, 9.3; dice; game markers	25
Morphology	Practice Prefixes <i>over-</i>, <i>mid-</i>, and <i>under-</i>	paper and markers; Worksheet 9.4	15
Spelling	Word Sort	Worksheet 9.5	15
Take-Home Material	“Life on a Farm in the Middle Atlantic Colonies, Part I”	Worksheet 9.6	*

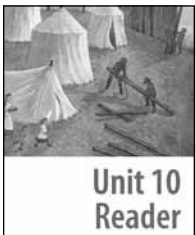
Advance Preparation

Have a game marker for each student and one die for each pair of students ready for the Grammar lesson.

Reading Time

25 minutes

Whole Group Silent: “Life on a Farm in the Middle Atlantic Colonies, Part I”



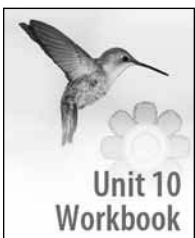
Chapter 9

Introducing the Chapter

- Tell students the title of the chapter is “Life on a Farm in the Middle Atlantic Colonies, Part I.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the chapter before they begin reading.



Worksheet 9.1

Vocabulary for “Life on a Farm in the Middle Atlantic Colonies, Part I”

1. **cabin**—a small house, usually made of wood (**cabins**) (106)
2. **acre**—a measurement of an area of land that is almost the size of a football field (**acres**) (108)
3. **rye**—a grain that looks like wheat and is used to make flour (108)
4. **barley**—a grain that is used for making food (108)
5. **occasion**—an event or celebration (**occasions**) (108)
6. **orchard**—an area of land where fruit trees grow (110)
7. **graze**—to feed on grass growing in a field (110)

Guided Reading Supports and Purpose for Reading

Pages 104–113

- Tell students to read **pages 104–113** to themselves to be able to describe the farm where Primrose and Patience lived with their family. (They lived on a 100-acre farm in southern New Jersey and grew wheat, rye, and barley. They kept cows, pigs, and chickens. The farm was spread out among other farms and they usually only saw neighbors at church on Sunday. There was a house, a barn, and a garden with vegetables, berries, and fruits. They also had a small orchard.)

Wrap-Up

- Reread the questions in the box at the end of **page 113** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “Life on a Farm in the Middle Atlantic Colonies, Part I”

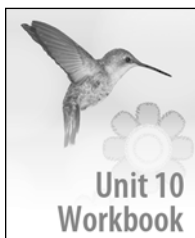
1. *Evaluative* Do you think Patience could really keep her kitten in a bucket? (Answers may vary but, depending on students’ experiences, some students may feel that a kitten would stay in a bucket and be just fine and others may know that the kitten will grow up and not be inclined to stay in a bucket.)

- Ask students to turn to Worksheet 9.1 and complete it independently.

Grammar

25 minutes

Match Me if You Can



Worksheets 9.2, 9.3

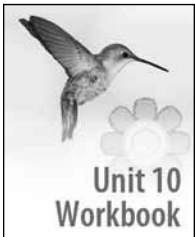
- Tell students they will once again play Match Me if You Can, but with a different twist.
- Have students pair up and have one student tear out Worksheet 9.2 (game board). Pairs of students should combine the game cards (Worksheet 9.3) they cut apart during Lesson 8 and place them face down near the game board.
- Have students follow these rules to play:
 2. Begin at ‘Start’.
 3. Draw a card, read the sentence aloud, and say whether the form of the comparative or superlative adverb used in the sentence is correct or incorrect.
 4. Roll a die and count each direction to see on which square you wish to land to match your card to the word *correct* or *incorrect* or to a positive action.
 5. If moving in one direction gives you a match, move there, and place your card in front of you on the table.
 6. If moving in another direction allows you to take your opponent’s card, you may choose to move there, take the card, and take another turn using your opponent’s card.

7. If neither gives you a match or a positive action, move either way, turn your card face down, and place it on the bottom of the pile. Do not keep it. Your turn has ended.
8. Continue in this fashion until all cards are gone.
9. At the end of play, the player with the most cards wins.

Morphology

15 minutes

Practice Prefixes *over-*, *mid-*, and *under-*



Worksheet 9.4

- Remind students that in the previous lesson, they learned about the prefixes *over-*, *mid-*, and *under-*.
- Remind students that *over-* means “too much,” *mid-*, means “middle,” and *under-* means “below” or “less.”
- Divide students into pairs. Pass out paper and markers to each pair.
- Tell students they will work with their partner to determine the correct word to go in each sentence you read aloud.
- Tell students that you will read a sentence aloud. The sentence includes a definition of a word from the previous lesson that has either the prefix *over-*, *mid-*, or *under-*. Students must work with their partner to write down the word that matches the meaning given in the sentence in large letters on paper. Then, you will ask students to hold up the word they wrote when you say the word “Display.”
- Use the following steps to complete this activity, reading sentences from the following chart.

Note: The chart is shaded in gray to indicate you do not need to write the information on the board or chart paper but rather it is intended for use during oral instruction.

- Read a sentence aloud.
- Give student pairs a moment to write their answer down.
- Say, “Display” and check student responses.
- Say the correct answer to be sure students know the correct answer.
- Ask students for the part of speech of the word and the prefix.

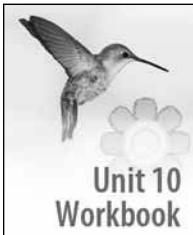
Sentence	Word	Part of Speech	Prefix
Even though the reception has a buffet that you can serve yourself from, you shouldn't <u>put too much food in your mouth, chew it, then swallow it</u> because you might feel sick.	overeat	verb	<i>over-</i>
It might help if you <u>draw a long, thin mark under</u> the key words you still need to study for the science assessment.	underline	verb	<i>under-</i>
His meeting is at an office in <u>the middle of the town</u> so he will have to get a taxi to meet us downtown afterwards.	midtown	noun	<i>mid-</i>
She took an <u>under the surface of the water</u> camera on vacation so she could take pictures while she snorkeled.	underwater	adjective	<i>under-</i>
There are regulations in place so that people do not <u>try to catch too much fish</u> in certain areas of the ocean.	overfish	verb	<i>over-</i>
The little boy woke up at <u>the middle of the night</u> coughing and having trouble breathing.	midnight	noun	<i>mid-</i>

- Have students complete Worksheet 9.4 with a partner or independently.

Spelling

15 minutes

Word Sort



Worksheet 9.5

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

- Tell students they will sort words with the sound /oi/ spelled 'oi' and 'oy'.
- Have students turn to Worksheet 9.5.
- Ask students to identify the vowel patterns. ('oi' > /oi/ and 'oy' > /oi/)
- Have students independently read the words in the box and circle the vowels that have the /oi/ sound.
- Then, have students independently write the words that match the spellings below the appropriate headers.

Note: You may wish to circulate around the room offering assistance where needed. If time allows, review as a class.

Take-Home Material

"Life on a Farm in the Middle Atlantic Colonies, Part I"

- Have students take home Worksheet 9.6 to read to a family member.

Lesson 10

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Life on a Farm in the Middle Atlantic Colonies, Part II” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Life on a Farm in the Middle Atlantic Colonies, Part II” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Life on a Farm in the Middle Atlantic Colonies, Part II” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to farm life in the Middle Atlantic Colonies in “Life on a Farm in the Middle Atlantic Colonies, Part II” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Life on a Farm in the Middle Atlantic Colonies, Part II” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Life on a Farm in the Middle Atlantic Colonies, Part II,” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to farm life in the Middle Atlantic Colonies (SL.3.1d)
- ✓ Form and use comparative and superlative adverbs (L.3.1g)
- ✓ Use a dictionary and/or glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 10.1; optional pens	25
Reading Time	Whole Group Silent: “Life on a Farm in the Middle Atlantic Colonies, Part II”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 10.2	25
Grammar	Write Sentences Using Comparative and Superlative Adverbs	Worksheet 10.3	15
Spelling	Practice Dictionary Skills	Worksheet 10.4	15

Advance Preparation

Make sure to erase the spelling table from the board and/or turn the table over so that students cannot refer to it during the assessment.

Display the following comparative and superlative adjectives poster:

Comparative and Superlative Adjectives

Comparative adjectives compare two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.

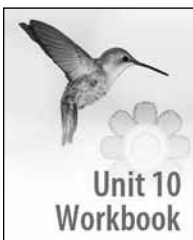
Superlative adjectives compare more than two nouns to show that one is greatest or most. The suffix *-est* is added to adjectives.

Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, *-ous* or that have three or more syllables.

Spelling

25 minutes

Spelling Assessment



Worksheet 10.1

- Have students turn to Worksheet 10.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *decoy* they would write that word under the header ‘oy’ > /oi/.
- Tell students that they may not have to use all the lines under each header.

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

- | | |
|---------------|---------------------------------------|
| 1. loyalty | 12. turquoise |
| 2. tenderloin | 13. disappoint |
| 3. paranoid | 14. employee |
| 4. oysters | 15. embroidery |
| 5. adjoining | 16. avoided |
| 6. corduroy | 17. deployed |
| 7. boycott | 18. Challenge Word: especially |
| 8. moisture | 19. Challenge Word: whole |
| 9. annoying | 20. Challenge Word: hole |
| 10. rejoice | Content Word: Savannah |
| 11. soybean | |

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them:

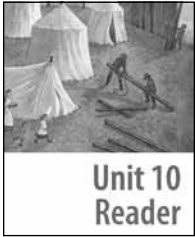
1. The roosters are annoying so early in the morning.
2. He disappointed the toddler by not buying her the baby doll she pointed to in the store.

- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words and the dictated sentences.

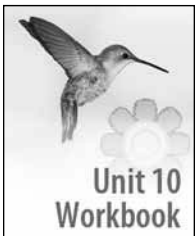
Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart found at the end of the lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

Whole Group Silent: “Life on a Farm in the Middle Atlantic Colonies, Part II”



Chapter 10



Worksheet 10.2

Introducing the Chapter

- Tell students that the title of today’s chapter is “Life on a Farm in the Middle Atlantic Colonies, Part II.”
- Ask students to review what they learned in the previous chapter about life on a farm in the Middle Atlantic colonies.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the chapter before they begin reading.

Vocabulary for “Life on a Farm in the Middle Atlantic Colonies, Part II”

1. **advice**—a suggestion about what someone should do (114)
2. **opportunity**—a chance to do something (**opportunities**) (114)
3. **occasionally**—sometimes but not often (116)
4. **street vendor**—a person who sells things, such as food, on the street (**street vendors**) (116)
5. **custom**—tradition (**customs**) (116)
6. **strudel**—a German pastry made with thin dough rolled up, filled with fruit, and baked (116)
7. **mill**—a building with machines that grind grains into flour (**mills**) (118)
8. **lumber**—wood that has been sawed into boards (120)
9. **Lutheran**—a branch of Christianity that follows the teachings of Martin Luther, who taught that the Bible is the only reliable guide for faith and religious practice and each passage in the Bible can only be interpreted in one way (120)
10. **Jewish**—people whose ancestors are from ancient Hebrew tribes of Israel; Jewish people believe that God has chosen them to have a special relationship with him. (120)
11. **obediently**—behaving in a way that follows what you have been told to do (122)
12. **bonnet**—a hat worn by women and babies that ties under the chin (**bonnets**) (122)

Guided Reading Supports and Purpose for Reading

Pages 114–125

- Tell students to read **pages 114–125** to themselves to find the answer to the question: “What were the Middle Atlantic colonies known for?” (farming, specifically producing more food than the New England colonies; fishing; skilled craftsmen who built boats and ships; lumber from forests for use in the colonies and to be shipped to England)

Wrap-Up

- Reread the questions in the box at the end of **page 125** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “Life on a Farm in the Middle Atlantic Colonies, Part II”

1. *Evaluative* How would you feel if you had to do so many chores each day? (Answers may vary but could include that students would not like doing work outside, doing so much work with no play, doing physical work. Students may also think being outside and not worrying about homework would be pleasurable.)

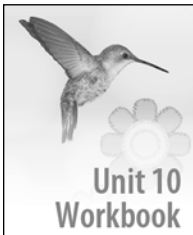
- Ask students to turn to Worksheet 10.2 and complete it as a teacher-guided activity.

Grammar

15 minutes

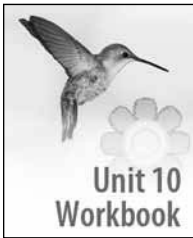
Write Sentences Using Comparative and Superlative Adverbs

- Tells students that today they will write sentences using comparative and superlative adverbs.
- Have students turn to Worksheet 10.3 and complete it independently. You may wish to use this worksheet as an informal assessment.



Worksheet 10.3

Practice Dictionary Skills



Worksheet 10.4

- Remind students that during Morphology lessons this year, they have learned that prefixes and suffixes can be added to root words to make new words. Sometimes, the new affixed word is a different part of speech.
- Remind students that during Grammar lessons this year, they have learned about parts of speech and how to use words correctly in sentences.
- Remind students that they have also examined parts of a dictionary during previous lessons.
- Ask students to recall their lesson on dictionary skills from last week. (entry words, root words, parts of speech, definitions, affixed words of root words and their parts of speech, and correct usage of words in sentences)
- Tell students that today, they will be looking at an affixed form of a word, its part of speech, and definition. They will identify the root word and its definition from the information provided, as well as write another form of the word. Then, they will use the correct form of the word in a sentence. Finally, they will write sentences of their own using other forms of the word.
- Have students turn to Worksheet 10.4 and look at the example at the top of the page.
- Ask students to read the word *joining* in the example.
- Ask students, “What part of speech is *joining*?” (verb) Have students write *verb* beside Part of Speech.
- Call on one student to read the definition for the word *joining*. (connecting or bringing together). Call on a student to use *joining* in a sentence. (Answers may vary. Example: We are *joining* our friends at the mall.)
- Next, ask students to tell you the root word of *joining*. (*join*) Have students write *join* by Root Word. Ask, “What part of speech is *join*?” (verb) Have students write *verb* by Part of Speech.

- Call on one student to give the definition for the word *join*. (connect or bring together). Call on another student to use the word *join* in a sentence. (Answers may vary; We *join* two pieces of rope when we tie a knot.)
- Then, call on another student to provide an affixed form of the word *join* and ask for the part of speech. (*joins* or *joined*; *verb*)
- Have one student read the first sample sentence and fill in the blank. (Leroy said he was *joining* the Book Club.) Have another student read the second sentence and fill in the blank. (I might *join* the Book Club, too.)
- Tell students that when they come across words with the root word *join*, they will have an idea of what each of them means since they know the definition of *join*.
- Have students complete the remainder of Worksheet 10.4 as an independent activity.
- You may want to circulate among students, assisting as necessary.
- If there is time, review Worksheet 10.4 as a class.

Spelling Analysis Chart

Name												
												1. loyalty
												2. tenderloin
												3. paranoid
												4. oysters
												5. adjoining
												6. corduroy
												7. boycott
												8. moisture
												9. annoying
												10. rejoice
												11. soybean
												12. turquoise
												13. disappoint
												14. employee
												15. embroidery
												16. avoided
												17. deployed
												18. Challenge Word: especially
												19. Challenge Word: whole
												20. Challenge Word: hole
												Content Word: Savannah

Spelling Analysis Directions

Unit 10, Lesson 10

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

- Students are likely to make the following errors:
 - For ‘oi’, students may write ‘oy’
 - For ‘oy’, students may write ‘oi’
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Lesson 11

Spelling

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Quakers and the Leni Lenape” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “The Quakers and the Leni Lenape” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “The Quakers and the Leni Lenape” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the Quakers and the Leni Lenape in “The Quakers and the Leni Lenape” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Quakers and the Leni Lenape” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “The Quakers and the Leni Lenape” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to the Quakers and the Leni Lenape (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ou/ spelled ‘ou’ and ‘ow’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Silent: “The Quakers and the Leni Lenape”	<i>Living in Colonial America;</i> Vocabulary Cards; Worksheet 11.1	25
Spelling	Introduce Spelling Words	Individual Code Chart; Worksheet 11.2	25
Take-Home Material	Family Letter; “Life on a Farm in the Middle Atlantic Colonies, Part II”; “The Quakers and the Leni Lenape”	Worksheets 11.2–11.4	*

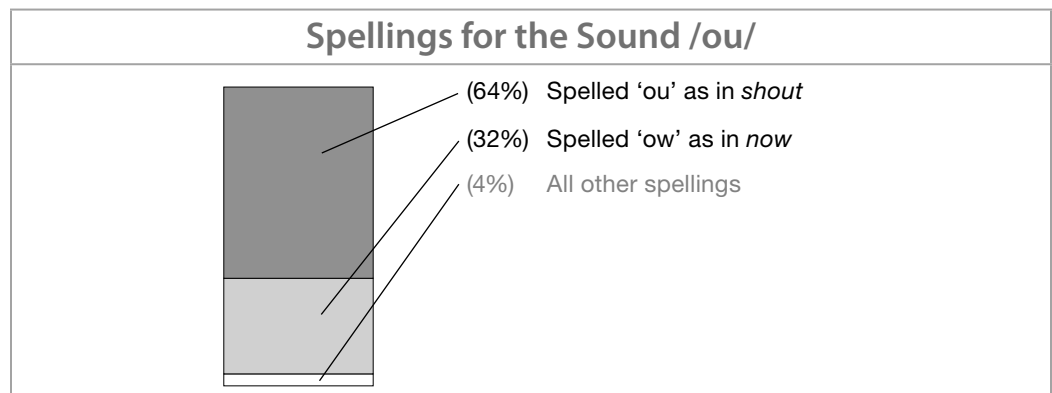
Advance Preparation

If you wish, you may draw the spelling table on the board or chart paper before beginning this lesson.

<i>‘ou’ > /ou/</i>	<i>‘ow’ > /ou/</i>

During this week, students will review spellings of /ou/ spelled ‘ou’ and ‘ow’. Students should be familiar with these spellings as they were reviewed in Grade 2.

The following chart is provided for your review.



Here are some patterns for you to be aware of:

- ‘**ou**’ is widely used at the beginning of words (*outside, ounce*); ‘**ow**’ is not.
- ‘**ou**’ appears in front of a wide range of consonant spellings (*out, our, hound, bounce, crouch*).
- ‘**ou**’ represents the /ou/ sound in most other situations (other than those mentioned below).
- ‘**ow**’ is common at the end of words and syllables. (*how, now*); ‘**ou**’ is not.
- ‘**ow**’ is widely used before other vowel spellings (*shower, flower, plowing*); ‘**ou**’ is not.
- ‘**ow**’ appears in front of only a handful of consonant spellings, including ‘l’ (*growl, owl*), ‘n’ (*town, frown*), and ‘d’ (*crowd*).

Reading Time

25 minutes

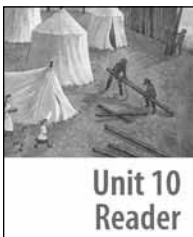
Whole Group Silent: “The Quakers and the Lenni Lenape”

Introducing the Chapter

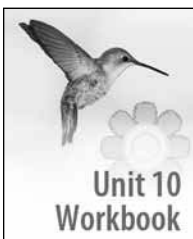
- Tell students that the title of today’s chapter is “The Quakers and the Lenni Lenape.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the chapter before they begin reading.



Chapter 11



Worksheet 11.1

Vocabulary for “The Quakers and the Lenni Lenape”

1. **Quaker***—a person who is part of a Christian group who believes that all people have something of God in them and are, therefore, equal, believes in simple religious services, and is against war (**Quakers**) (126)
2. **Lenni Lenape**—a Native American group from what is now the Delaware River valley; The Lenni Lenape lived in clans according to the mother’s line of ancestors, grew corn, beans, and squash, and hunted and fished, which many still do today. (126)
3. **Welsh**—from the country of Wales (126)
4. **dumpling**—a small ball of dough that has been steamed or boiled and has food wrapped inside (**dumplings**) (126)
5. **astonished**—suddenly surprised (126)
6. **outskirts**—the outer edges of a town or city (128)
7. **persecute**—to continually treat in a harsh and unfair way due to a person’s beliefs (**persecuted**) (130)
8. **admire**—to look at with enjoyment (**admired**) (134)
9. **breechcloth**—a cloth worn by men to cover the lower body (**breechcloths**) (134)
10. **moccasin**—a soft, flat leather shoe (**moccasins**) (134)

Guided Reading Supports and Purpose for Reading

Pages 126–137

Note: In this chapter there is a reference to tobacco and smoking. You may want to discuss with students that although this is historically accurate, we know today that tobacco and smoking are not healthy.

- Tell students to read **pages 126–137** to themselves to find the answer to the question: “Who were the Quakers?” (They were people who had arrived in Philadelphia from England and Wales. The Quakers were persecuted in England and King Charles II gave William Penn, the Quaker leader in America, land in America. The Quakers could come to America to live without fear of being arrested or killed for their beliefs. The Quakers were unpopular because they did not believe in war and thus, did not fight. They also believed there was not only one way to worship God and you didn’t have to go to church to worship God. They also believed that everyone in the world was equal.)

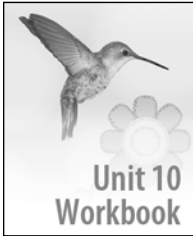
Wrap-Up

- Reread the questions in the box at the end of **page 136** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “The Quakers and the Lenni Lenape”

1. *Evaluative* In your opinion, how might Lapowinsa be different from Charles and Hester’s friends in England? [Answers may vary but could include Native American’s homes are very different; many families lived together in one building (longhouse); they grew their own crops; they traded furs with the Europeans or other Native Americans; Native Americans fought and Quakers didn’t believe in fighting; their gods (or religious beliefs) were different; their clothing was different; and their language was different.]

- Have students complete Worksheet 11.1 as a teacher-guided activity.



Worksheet 11.2

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

Introduce Spelling Words

- Tell students that this week, they will review words with the sound /ou/ spelled 'ou' and 'ow'.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it. Explain and use in a sentence any words that may be unfamiliar to students.

- | | |
|-----------------|-------------------------------------|
| 1. astounding | 12. bloodhound |
| 2. announcement | 13. download |
| 3. trowel | 14. mouthwash |
| 4. boundaries | 15. foundation |
| 5. counselor | 16. drowned |
| 6. towering | 17. accountable |
| 7. dismount | 18. growled |
| 8. empowered | 19. Challenge Word: believe |
| 9. background | 20. Challenge Word: favorite |
| 10. cowardly | Content Word: Pennsylvania |
| 11. allowance | |

- Go back through the list of words, having students read the words and tell you what letters to circle for /ou/.

- | | |
|--------------------------|-------------------------------------|
| 1. ast <u>o</u> unding | 12. blood <u>o</u> und |
| 2. ann <u>o</u> uncement | 13. d <u>o</u> wnload |
| 3. t <u>o</u> wel | 14. m <u>o</u> uthwash |
| 4. b <u>o</u> undaries | 15. f <u>o</u> undation |
| 5. c <u>o</u> nselor | 16. d <u>o</u> wned |
| 6. t <u>o</u> wering | 17. acc <u>o</u> untable |
| 7. dis <u>o</u> unt | 18. g <u>o</u> wled |
| 8. emp <u>o</u> wered | 19. Challenge Word: believe |
| 9. back <u>o</u> und | 20. Challenge Word: favorite |
| 10. c <u>o</u> wardly | Content Word: Pennsylvania |
| 11. all <u>o</u> wance | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *believe* and *favorite*, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling pattern this week and need to be memorized. Use the Challenge Words in sentences as examples for students: “I *believe* that the world is full of good people.” “What is your *favorite* chapter so far?”
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *Pennsylvania*, does not follow the spelling pattern for this week. *Pennsylvania* is a content-related word as Quakers settled in Philadelphia, Pennsylvania.
- Now, draw the following table on the board.

'ou' > /ou/	'ow' > /ou/

- Ask students to refer to the spellings for /ou/ on **page 4** of the **Individual Code Chart**. Point out that there are two spellings for /ou/.
- Ask students which spelling is most frequently used. ('ou' > /ou/)
- Ask students to tell you which words to list under the 'ou' > /ou/ header. Briefly explain the meaning of each word.

- Continue with 'ou' > /ou/ until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

'ou' > /ou/	'ow' > /ou/
astounding	trowel
announcement	towering
boundaries	empowered
counselor	cowardly
dismount	allowance
background	download
bloodhound	drowned
mouthwash	growled
foundation	
accountable	

- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then, have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Does the sentence make sense?" If the class says, "Yes," then the student puts a check mark in front of the word and calls another student to come to the front and take a turn. If the class says, "No," have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students that this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Worksheet 11.2 with this week's spelling words to share with a family member.

Take-Home Material

Family Letter; "Life on a Farm in the Middle Atlantic Colonies, Part II"; "The Quakers and the Lenni Lenape"

- Have students take home Worksheet 11.2 to share with a family member and Worksheets 11.3 and 11.4 to read to a family member.

Lesson 12

Grammar

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Matthew, the Apprentice” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Matthew, the Apprentice” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Matthew, the Apprentice” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to serving as an apprentice in “Matthew, the Apprentice” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Matthew, the Apprentice” (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Matthew, the Apprentice” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to serving as an apprentice (SL.3.1d)
- ✓ Use subject pronouns and explain their function in sentences (L.3.1a)
- ✓ Determine agreement between pronouns and antecedents (L.3.1f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading	Whole Group Silent: “Matthew, the Apprentice”	<i>Living in Colonial America</i> ; Vocabulary Cards; Worksheet 12.1	25
Grammar	Introduce Subject Pronouns and Pronoun Antecedents	Worksheet 12.2	25
Take-Home Material	“Matthew, the Apprentice”	Worksheet 12.3	*

Advance Preparation

Display the Subject Pronoun poster you created for an earlier lesson:

Subject Pronouns

A **pronoun** is a part of speech that takes the place of a noun. Every pronoun always refers to a specific noun. When a pronoun is the subject of the sentence, it is called a subject pronoun.

Create and display a poster entitled “Pronouns and Pronoun Antecedents”:

Pronouns and Pronoun Antecedents

Pronouns are words that take the place of nouns.

Pronoun antecedents are the words to which the pronouns refer. Pronouns and their antecedents must agree in number and gender.

Reading

25 minutes

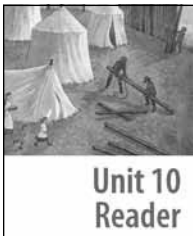
Whole Group Silent: “Matthew, the Apprentice

Introducing the Chapter

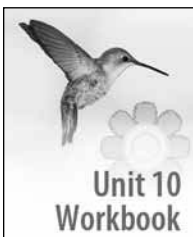
- Tell students that the title of today’s chapter is “Matthew, the Apprentice.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the chapter before they begin reading.



Chapter 12



Worksheet 12.1

Vocabulary for “Matthew, the Apprentice”

1. **apprentice**—someone who learns a skill by working with an expert for a set amount of time (**apprenticeship**) (138)
2. **pastor**—a religious leader or minister (138)
3. **craftsman**—a person who makes things by hand (138)
4. **cask**—a large, wooden barrel (**casks**) (138)
5. **faithfully**—showing true and constant support and deserving trust (142)
6. **printing press**—a large machine that presses sheets of paper against a surface with ink on it to print words and designs (146)
7. **ingredient**—an item needed to make something (**ingredients**) (146)
8. **tannin**—a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks (146)
9. **iron sulfate**—a bluish-green salt used to make inks (146)
10. **shaggy**—covered with long, tangled, or rough hair (148)
11. **delivery**—something taken to a person or place (148)

Guided Reading Supports and Purpose for Reading

Pages 138–149

- Tell students to read **pages 138–149** to themselves to find the answer to the question: “What does being a printer’s apprentice mean for Matthew?” (Matthew was offered the opportunity to be an apprentice to his Uncle Abraham, a printer, so he could learn a skill to be able to support a family when he grew up. Matthew signed an apprenticeship agreement and then moved to Philadelphia to live with his uncle. Matthew would be an apprentice for seven years and would then become a journeyman. After being a journeyman for three years, Matthew would be a master craftsman and hopefully open his own business.)

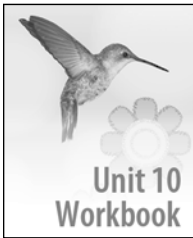
Wrap-Up

- Reread the questions in the box at the end of **page 148** and have students make predictions.
- Tell students that these questions may be ones that Time Travelers might ask.
- Tell students to use information and specific details from the chapter to support their answers.
- Help students look back through the chapter to find sentences that support their predictions.

Discussion Question on “Matthew, the Apprentice”

1. *Evaluative* Do you think being a printer’s apprentice is a good opportunity for Matthew? Why or why not? (Answers may vary but could include that it was a good opportunity because Matthew’s older brother had already become their father’s apprentice, so Matthew would need to be trained to do something else. Since Matthew had been fortunate enough to learn how to read and write, he had the skills necessary to become an apprentice to a printer. Being able to read and write may not have been necessary to become a cooper. Matthew would need to learn a skill so he could support a family when he grew up. Students may feel that it was not a good opportunity because Matthew would have to leave his father, mother, sisters, and brother to move to Philadelphia and that made him sad because he loved his family. He also was only 11 years old and would spend seven years serving as an apprentice and three more years as a journeyman.)

- Have students complete Worksheet 12.1 independently.



Worksheet 12.2

For additional practice, see Pausing Point Worksheet PP4.

Introduce Subject Pronouns and Pronoun Antecedents

- Direct students' attention to the subject pronoun poster and the pronouns and pronoun antecedents poster you created and displayed in advance.

Subject Pronouns

A **pronoun** is a part of speech that takes the place of a noun. Every pronoun always refers to a specific noun. When a pronoun is the subject of the sentence, it is called a subject pronoun.

Pronouns and Pronoun Antecedents

Pronouns are words that take the place of nouns.

Pronoun antecedents are the words to which the pronouns refer. Pronouns and their antecedents must agree in number and gender.

- Ask students to name subject pronouns they learned in an earlier lesson. (*I, you, he, she, it, we, you, they*)
- Read the following sentences and have students identify the subject pronouns.

1. She and I play on the same team. (*she, I*)
2. It rained last night so we didn't play the baseball game. (*we*)
3. You should go with John to the game. (*you*)

- Ask students if in these sentences a reader can tell who the pronouns refer to. In other words, ask students, "Who is *she* in 'She and I play on the same team.?'?" (You can't tell because there is not enough information.)
- Ask, "Who are *we* in 'It rained last night so we didn't play the basketball game.?'?" (You can't tell because there is not enough information.)
- Ask, "Who are *you* in 'You should go with John to the game.?'?" (You can't tell because there is not enough information.)
- Tell students that in sentences, where the reader can identify the noun that the pronoun refers to, that noun is called the pronoun antecedent.

- Read the following sentences and have students identify the pronouns.

1. Sam lost the game and he was upset. (*he*)
2. Nelly and Nora won the game and they were thrilled. (*they*)

- Ask, “In the first sentence, who does the pronoun *he* refer to?” (*Sam*)
- Tell students that *Sam* is the noun that *he* refers to in the sentence. (pronoun antecedent)
- Ask, “In the second sentence, what does the pronoun *they* refer to?” (*Nelly and Nora*)
- Tell students that *Nelly* and *Nora* are the nouns that *they* refers to in the sentence (pronoun antecedents)

Agreement in Number

- Tell students that a pronoun and its antecedent must “agree” in number, which means that in a sentence, a pronoun and the noun the pronoun refers to (its antecedent) must both be either singular or plural.
- Read the following sentences to students and ask which is correct.

1. Dave and Donna were happy that they were going to the movies.
2. Dave and Donna were happy that he was going to the movies.

- Ask, “What is the subject of both of the sentences?” (*Dave and Donna*)
- Ask, “Is the subject of the two sentences singular or plural?” [two people (Dave and Donna) = plural]
- Ask students to find the pronoun in each sentence. (*they, he*)
- Ask, “Which pronoun, *they* or *he*, is a plural pronoun?” (*they*) Ask, “Which sentence is correct because it agrees in number, that is, which sentence has both the pronoun and the nouns it refers to plural?” (the first one, because the pronoun *they* is plural and *Dave and Donna* is plural)

- Read the following sentences and ask students to choose the correct pronoun.

1. Princess, my kitten, won the hearts of all because _____ is so cute. (*she* or *they*: *she* because *Princess* and *she* are both singular)
2. Zachary and Tom are brothers and _____ like to play chess together. (*he* or *they*: *they* because *Zachary and Tom* and *they* are both plural)
3. My cousins and I are so sad because _____ aren't tall enough to get on the ride at the park. (*it* or *we*: *we* because *my cousins and I* and *we* are both plural)
4. The new book in the library has the whole class talking about _____. (*they* or *it*: *it* because *book* and *it* are both singular)

- Point out to students that in each sentence, the correct pronoun was either singular or plural to match the noun(s) it referred to (its pronoun antecedent).

Agreement in Gender

- Tell students that a pronoun and its antecedent must “agree” in gender, which means that in a sentence, a pronoun and the noun it refers to (its antecedent) must both be either masculine (male) or feminine (female).
- Read the following sentences to students and ask which they think is correct.

1. William is a duck and he is yellow.
2. William is a duck and she is yellow.

- Ask, “What is the subject of both of the sentences?” (*William*)
- Ask, “Is William a boy duck or a girl duck?” (*boy*)
- Ask students to find the pronoun in each sentence. (*he*, *she*)
- Ask, “Which sentence is correct because it agrees in gender, in other words, which sentence has both the noun *William* and the pronoun *he* referring to a boy duck?” (the first one)

- Read the following sentences and ask students to choose the correct pronoun.

1. Linda loves her new bicycle and _____ rides it every day. (*she* or *he*: *she* because *Linda* and *she* are both girls)
2. Tom received a present and _____ opened it quickly. (*she* or *he*: *he* because *Tom* and *he* are both boys) Point out to students that in each case, the correct pronoun referred to either a boy or a girl (masculine or feminine) to match the pronoun antecedent.

- Have students turn to Worksheet 12.2 and complete it as a teacher-guided activity.

Take-Home Material

“Matthew, the Apprentice”

- Have students take home Worksheet 12.3 to read to a family member.

Lesson 13

Unit Assessment

<i>At a Glance</i>	Exercise	Materials	Minutes
Assessment	Student Skills Assessment	Worksheet 13.1	50
Optional Assessment of Fluency	<i>“An Account of Pennsylvania”</i>	Worksheet 13.2	*

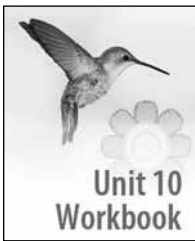
Note to Teacher

Students will complete an assessment by reading three selections during one sitting and answering comprehension, grammar, morphology, and spelling questions that follow each selection. Students will not read out of their Reader but rather from Worksheet 13.1, where the selections have been printed.

Assessment

50 minutes

10 Student Skills Assessment



Worksheet 13.1

- Have students tear out Worksheet 13.1.
- Tell students they will read three selections printed on Worksheet 13.1 and answer comprehension, morphology, grammar, and spelling questions that follow each selection.
- Tell students that should they feel tired, it's a good idea to take a short personal break. Explain to students that they need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Tell students they should go right on to the second selection once they have finished the first and right on to the third selection once they have finished the second.
- Encourage students to do their best.
- Once students finish all three selections, encourage them to review their papers, rereading and looking over their answers carefully.

- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet and allow others to finish.

Note to Teacher

When time permits, score these assessments using the guidelines at the end of this lesson to evaluate each student's mastery of the skills taught in this unit.

If additional practice is needed to remediate skills students have not mastered, materials are available in the Pausing Point.

Unit 10 Assessment Analysis Chart

Question	Skill	Benchmarks (number correct out of number given)
5	Author's purpose	1 of 1
10	Dictionary Skills	2 of 2
27	Dictionary Skills	2 of 2
7	Grammar	5 of 6
9	Grammar	5 of 6
17	Grammar	5 of 6
19	Grammar	5 of 6
26	Grammar	5 of 6
28	Grammar	5 of 6
12	Inference	3 of 3
13	Inference	3 of 3
22	Inference	3 of 3
1	Literal	5 of 6
2	Literal	5 of 6
4	Literal	5 of 6
21	Literal	5 of 6
23	Literal	5 of 6
25	Literal	5 of 6
6	Morphology	5 of 6
8	Morphology	5 of 6
18	Morphology	5 of 6
20	Morphology	5 of 6
29	Morphology	5 of 6
30	Morphology	5 of 6
14	Sequencing	1 of 1
24	Setting	1 of 1
16	Summary	1 of 1
3	Words in context	3 of 3
11	Words in context	3 of 3
15	Words in context	3 of 3
	Overall Benchmark 80%	

Scoring Guidelines

After you have entered all student scores into the Unit 10 Assessment Analysis Chart, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the Benchmark for each sub-assessment on the lines.

Author's purpose (#5)	Dictionary Skills (#10, 27)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Grammar (#7, 9, 17, 19, 26, 28)	Inference (#12, 13, 22)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

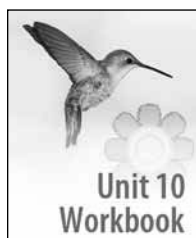
Literal (#1, 2, 4, 21, 23, 25)	Morphology (#6, 8, 18, 20, 29, 30)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Sequencing (#14)	Setting (#24)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Summary (#16)	Words in Context (#3, 11, 15)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Optional Assessment of Fluency

"An Account of Pennsylvania"



Worksheet 13.2

You may wish to assess students' fluency in reading using any of the supplemental chapters that they have not yet read. Recording and Scoring Sheets have been specifically included for "An Account of Pennsylvania."

Instructions for Student Fluency Assessment

- Turn to the text copy of "An Account of Pennsylvania" at the end of this lesson. This is the text copy students will read aloud.
- Ask the student to remove Worksheet 13.2 from his/her workbook. You will use this worksheet to mark as a running record as you listen to the student read orally.
- Tell the student that you are going to ask him or her to read the selection aloud. Explain that you are going to keep a record of the amount of time it takes him or her to read the selection. Please also explain to the student that he/she should not rush but rather read at his/her own regular pace.
- Begin timing when the student reads the first word of the selection. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time. As the student reads the selection, make a running record on the copy with the student's name using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an “X” above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an “SC.”
Teacher-supplied words	Write a “T” above the word (counts as an error).

- When the student finishes reading the chapter, write the exact Finish Time in minutes and seconds on your record sheet. Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds. If the student does not read to the end, draw a vertical line on the record sheet to indicate how far he/she read before you stopped him/her. Also write down either the Finish Time or the Elapsed Time. After the student finishes reading orally, you may direct him/her to finish reading the remainder of the selection silently; you may also assess comprehension by having the student complete the comprehension questions orally.

Oral Comprehension Questions on “An Account of Pennsylvania”

1. *Literal* Which colony did Thomas describe? (Pennsylvania)
2. *Literal* Did he say it was a good place to be a farmer? Why or why not? (Yes, land is cheap and corn grows well.)
3. *Literal* According to Thomas, do laborers make better wages in Pennsylvania or in England? (in Pennsylvania)
4. *Literal* What are some of the animals Thomas described? (panthers, bears, foxes, muskrats, hares, raccoons, red deer, opossum, flying squirrels, swans, ducks, geese, turkeys, eagles, pheasants)
5. *Literal* According to Thomas, is there a lot of religious persecution in Pennsylvania? (no, Pennsylvania is open to all)

- Repeat this process for additional students. Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time.

Guidelines for Calculating W.C.P.M. Scores

If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student’s W.C.P.M. score simply by noting the time and looking at the chart on Worksheet 13.2.

To calculate a student’s exact W.C.P.M. score, use the information you wrote down on the record sheet and follow the steps described below. The steps are also shown in graphic form on Worksheet 13.2. You will probably find it helpful to have a calculator available.

1. First, complete the Words section of Worksheet 13.2.
2. Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole selection, use 475 words total. If the student did not finish the selection, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on Worksheet 13.2.
3. Count the Uncorrected Mistakes noted in your running record.

This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes on Worksheet 13.2. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)

4. Subtract Uncorrected Mistakes from Words Read to get Words Correct.
5. Next, complete the Time section of the worksheet.
6. Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
7. Next, complete the W.C.P.M. section of the worksheet.
8. Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

As you evaluate W.C.P.M. scores, here are some factors to consider:

- It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 3 is 107 W.C.P.M.
- A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Winter of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (78 W.C.P.M) are experiencing serious problems in reading fluently.

An Account of Pennsylvania

In 1681, Gabriel Thomas left his home in Wales. He sailed to America and settled in Pennsylvania. At the time, Pennsylvania was a new colony. It had been set up by the Quaker William Penn. Thomas went there partly because he was a Quaker, too.

Thomas lived in Pennsylvania for 16 years. In 1697, he sailed back to Europe. The next year, he published a book. It was called *An Account of Pennsylvania*. Here are some of the details Thomas reported in his book.

Philadelphia is the main city of Pennsylvania. It sits between two rivers. One is the School-kill; the other is the great Delaware. Ships may come to the city by either of these two rivers.

The air in Pennsylvania is very pleasant and wholesome. The sky is rarely cloudy. Winters are a little colder than in England and Wales. Summers are a little hotter. The earth is very fertile and good for farming.

In Pennsylvania, land is cheap. A man can buy 100 acres of land for ten or fifteen pounds.

Corn grows well there. Most years the farmers get twenty to thirty bushels of corn for each bushel they plant.

Wages are high. A poor man can make three times as much as he would make in England. A carpenter can make five or six shillings a day. A shoemaker can get two shillings for a pair of shoes. A potter can get sixteen pence for a pot which may be bought in England for four pence.

Women can earn good wages there as well. There are not many women there. So seamstresses are well paid.

Pennsylvania is open to all. The Church of England and the Quakers have equal shares in government. There is no persecution for religion.

There are many sorts of wild animals in Pennsylvania. There are panthers, bears, and foxes. There are muskrats, hares, and raccoons. You can hunt in the forests without getting special permission.

There are many red deer. I once bought a large one from the Native Americans for two gills of gunpowder. These deer make excellent food.

The opossum is a strange creature. She has a pouch to hold her young. She keeps them there, safe from all dangers.

They also have flying squirrels. The flying squirrel has flaps of skin that are like wings. It is much lighter than a common squirrel. I have seen them fly from one tree to another. But how long they can stay in the air is not known.

There are many birds in Pennsylvania, too. They have swans, ducks, and geese. They also have turkeys, eagles, and pheasants.

Reader, what I have written here is not a fiction, flam, or whim. It is all true. I was an eyewitness to it all. For I went to Pennsylvania in the first ship that sailed there, in the year 1681.

Lesson 14

Grammar

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

✓ Use object pronouns and explain their function in sentences (L.3.1a)

✓ Determine agreement between pronouns and antecedents (L.3.1f)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: Remediation and Enrichment	<i>Living in Colonial America; More Classic Tales</i>	25
Grammar	Introduce Object Pronouns and Pronoun Antecedents	Worksheet 14.1	25

Advance Preparation

Create and display a poster entitled “Object Pronouns”:

Object Pronouns

Object pronouns take the place of nouns. Object pronouns come after action verbs and words such as *to, at, for, of, in, from,* and *with*. Singular object pronouns are *me, you, him, her,* and *it*. Plural object pronouns are *us, you,* and *them*.

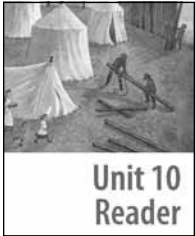
Display the following poster:

Pronouns and Pronoun Antecedents

Pronouns are words that take the place of nouns.

Pronoun antecedents are the words to which the pronouns refer. Pronouns and their antecedents must agree in number and gender.

Small Group: Remediation and Enrichment

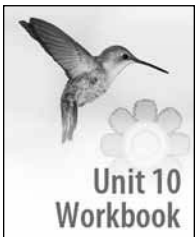


When having students work in small groups, please remember to choose activities that fit the needs of students at the time.

- ★ **Small Group 1:** Work with these students on any weak areas that were exhibited on the assessment. You may wish to use the *Assessment and Remediation Guide* and/or worksheets found in the Pausing Point with these students.
- ★ **Small Group 2:** Ask these students to read a chapter or two of their choice from *Living in Colonial America* or *More Classic Tales*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

Grammar

Introduce Object Pronouns and Pronoun Antecedents



Worksheet 14.1

- Direct students' attention to the object pronouns poster and the pronouns and pronoun antecedent poster you displayed in advance.

Object Pronouns

Object pronouns take the place of nouns. Object pronouns come after action verbs and words such as *to, at, for, of, in, from,* and *with*. Singular object pronouns are *me, you, him, her,* and *it*. Plural object pronouns are *us, you,* and *them*.

Pronouns and Pronoun Antecedents

Pronouns are words that take the place of nouns.

Pronoun antecedents are the words to which the pronouns refer. Pronouns and their antecedents must agree in number and gender.

- Remind students that in a previous lesson, you reviewed subject pronouns and the nouns they refer to (their antecedents). Tell students that today, they will discover that pronouns can serve as objects in sentences, meaning that they follow action verbs or the words listed on the poster.

- Read the following sets of sentences to students and have them find the pronouns in each set.

Mother called Brad to come in. Mother wanted him to have lunch.
(*him*)

The teacher wanted Wanda to try harder on spelling assessments.
The teacher hoped studying in class today would help her. (*her*)

- Ask, “In the first set of sentences, does the pronoun *him* come after an action verb?” (yes, *wanted*)
- Ask, “To whom does the pronoun *him* refer?” (*Brad*)
- Ask, “In the second set of sentences, does the pronoun *her* come after an action verb?” (yes, *hoped*)
- Ask, “To whom does the pronoun *her* refer?” (*Wanda*)
- Point out that in each set of sentences, the pronouns agree with the nouns they refer to (their antecedents) in number and gender; both are singular, the first refers to a boy and the second refers to a girl.
- Read the following sentences and ask students to choose the correct pronoun.

1. I hope that doorbell is not our silly neighbors! I am not ready to see _____ today. (*they* or *them*: *them* because the pronoun comes after the action verb and *them* is an object pronoun)
2. Mother left my brother and me at home alone. She trusts _____ to behave when she's gone. (*we* or *us*: *us* because the pronoun comes after the action verb and *us* is an object pronoun)
3. Carrie's dad is a kind man. He always treats _____ well. (*she* or *her*; *her* because the pronoun comes after the action verb and *her* is an object pronoun)
4. Mrs. Sandon taught our class multiplication. Now, we all understand _____ and can multiply easily. (*it*, *you*: *it* because the pronoun comes after the action verb and *it* is an object pronoun)
5. I put a leash on my dog to go for a walk. Now he is walking right beside _____. (*me* or *I*: *me* because the pronoun comes after the action verb and *me* is an object pronoun)
6. Our mother went to visit her parents out of state. She had some presents for _____. (*them* or *they*: *them* because the pronoun comes after the action verb and *them* is an object pronoun) When she arrived, she said, "These presents are for _____." (*me* or *you*: *you* because *you* refers to the person spoken to)
7. Connie's brother told her to look the word up in the dictionary. She searched through the pages and finally exclaimed, "I found _____!" (*them* or *it*: *it* because both *word* and *it* are singular)

- Have students turn to Worksheet 14.1 and complete it as a teacher-guided activity.

Lesson 15

Spelling Assessment

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 15.1; optional pens	25
Reading Time	Small Group: Remediation and Enrichment	<i>Living in Colonial America; More Classic Tales</i>	25

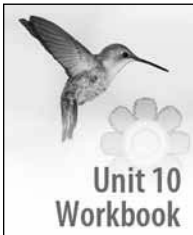
Advance Preparation

Make sure to erase the spelling table from the board and/or turn the table over so that students cannot refer to it during the assessment.

Spelling

25 minutes

10 Spelling Assessment



Worksheet 15.1

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

- Have students turn to Worksheet 15.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *house* they would write that word under the header 'ou' > /ou/.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

- | | |
|----------------|-------------------------------------|
| 1. bloodhound | 12. announcement |
| 2. trowel | 13. download |
| 3. accountable | 14. boundaries |
| 4. dismount | 15. towering |
| 5. empowered | 16. foundation |
| 6. drowned | 17. background |
| 7. astounding | 18. allowance |
| 8. mouthwash | 19. Challenge Word: believe |
| 9. counselor | 20. Challenge Word: favorite |
| 10. growled | Content Word: Pennsylvania |
| 11. cowardly | |

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them.

1. I could not hear very well because there was a lot of background noise.
2. Jim's grandfather told him that he did not get an allowance when he was Jim's age.

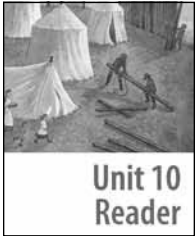
- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words and the dictated sentences.

Note to Teacher

At a later time today, you may find it helpful to use the Spelling Analysis Chart found at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

Small Group: Remediation and Enrichment

When having students work in small groups, please remember to choose activities that fit the needs of your students at the time.



- ★ **Small Group 1:** Work with these students on any weak areas that were exhibited on the assessment. You may wish to use the *Assessment and Remediation Guide* and/or worksheets found in the Pausing Point with these students.



- ★ **Small Group 2:** Ask these students to read a chapter or two of their choice from *Living in Colonial America* or *More Classic Tales*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

Spelling Analysis Chart

													Name
													1. bloodhound
													2. trowel
													3. accountable
													4. dismount
													5. empowered
													6. drowned
													7. astounding
													8. mouthwash
													9. counselor
													10. growled
													11. cowardly
													12. announcement
													13. download
													14. boundaries
													15. towering
													16. foundation
													17. background
													18. allowance
													19. Challenge Word: believe
													20. Challenge Word: favorite
													Content Word: Pennsylvania

Spelling Analysis

Unit 10, Lesson 15

For additional practice, see worksheets in Section III-B of the *Assessment and Remediation Guide*.

- Students are likely to make the following errors:
 - For 'ou', students may write 'ow'
 - For 'ow', students may write 'ou'
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Pausing Point

Note to Teacher

We recommend that you select specific Pausing Point activities for individuals and/or groups of students on the basis of their performance on the assessment in Lesson 13.

Grammar

Make Adverbs that Compare Actions

- Worksheet PP1
- Write sentences using provided verbs and adverbs; change adjectives to be comparative or superlative

Write Sentences Using Adverbs with *-er* and *-est*

- Worksheet PP2
- Write sentences changing the provided adverb to be comparative and superlative

Comparative and Superlative Regular Adverbs Using *more* and *most*

- Worksheet PP3
- Write the correct comparative or superlative adverbs in sentences; write sentences using the provided adverbs

Subject Pronouns and Antecedents

- Worksheet PP4
- Write the correct pronoun antecedent in sentences; write endings to sentences using pronoun antecedents

Morphology

Prefixes uni-, bi-, tri-, and multi-

- Worksheet PP5
- Add prefixes to root words and identify parts of speech; select the correct words to complete sentences

Prefixes over-, mid-, and under-

- Worksheet PP6
- Replace the meaning with the affixed word in a sentence and write the word, part of speech, and prefix

Spelling

Dictionary Skills

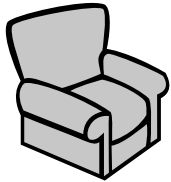
- Worksheet PP7
- Determine part of speech for forms of root words; use forms of root words in sentences

Reading Resource

Glossary for Living in Colonial America

- Worksheet PP8
- Use this as a reference during this unit

Teacher Resources



Reader's Chair

Reader's Chair Sign-Up Sheet

Write your name on the line when you are ready to read to the class.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

This template is for recording anecdotal notes about your students' reading abilities. You can record things such as: (1) repeated trouble with specific sound-spelling correspondences; (2) difficulty with certain digraphs/letter teams; (3) inability to segment isolated words; and (4) progress with specific skills.

Anecdotal Reading Record

Week of: _____

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

Writing Prompts

Unit 10:

1. Choose a character from the Reader and make a list of everything you know about that character's way of life.
2. Determine ways that life for one of characters in the Reader is different from your life and write a paragraph stating why one would be easier than the other.
3. Pretend Queen Elizabeth I has sent you to the New World to **create** a colony. Write a paragraph describing the setting, the rules, and the people of your new colony.
4. Speaking as Tom and Jane, **rate** the jobs you were given to do.
5. Writing as Tom and William, **design** a perfect day.
6. Writing as Primrose and Lars, help Patience **prioritize** what she should spend her time doing.
11. Write down three new words you learned while reading and tell what they mean. Use each word in a new sentence.
12. Name three questions you would ask the author of the story or chapter.

Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why you chose that character.
4. Which character is your least favorite? Write three reasons why you chose that character.
5. Give examples of personification from the story.
6. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of whatever you read today. Compare and contrast the main characters, the settings, and the plots.
7. Write a different ending for the story.
8. If you could be any character in the story or chapter you read today, who would you be? Give three reasons why.
9. Invent a conversation or dialogue between two characters or people in the story or chapter that you read. Write what each character says and don't forget to use quotation marks.
10. Describe a character, setting, or plot that surprised you. Explain what it was and why it surprised you.
11. Tell about a problem that someone in the story or chapter had and what he or she did about it.

Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. After reading this story or chapter, I wonder...
3. Name three things you liked about the story or chapter. Add supporting details as to why.
4. Make a timeline of three to five events in your reading today.
5. Pretend you are a TV reporter who has to interview the main character or person in the story or chapter you read, and write down five questions you would ask.
6. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
7. Pretend you are the main character or a person in the story or chapter you read today and write a diary entry for that person.
8. Tell about something in the story or chapter you read today that is similar to something you have already read.
9. Draw a Venn diagram to show what is alike and/or different between two characters or people in the story or chapter you read.
10. How does the title fit the story or chapter? Suggest another title.

Nonfiction:

1. Describe something that you learned from what you read today.
2. Write at least three questions you have after reading the chapter about the topic in the chapter.

Glossary for *Living in Colonial America*

A

acre—a measurement of an area of land that is almost the size of a football field (**acres**)

admire—to look at with enjoyment (**admired**)

advice—a suggestion about what someone should do

alarming—disturbing or causing fear

anxiously—acting nervous or worried

apprentice—someone who learns a skill by working with an expert for a set amount of time (**apprenticeship**)

astonished—suddenly surprised

B

ban—to forbid, not allow (**banned**)

barley—a grain that is used for making food

beg—to ask for money or food (**begged**)

beloved—greatly loved

Bible—the book of holy, religious writings in the Christian religion

bitterly—extremely

bonnet—a hat worn by women and babies that ties under the chin (**bonnets**)

breechcloth—a cloth worn by men to cover the lower body
(**breechcloths**)

brow—forehead

C

cabin—a small house, usually made of wood (**cabins**)

cask—a large, wooden barrel (**casks**)

chapel—Christian religious services

chore—a small job done regularly (**chores**)

colony—an area in another country settled by a group of people that is still governed by the native country (**colonial, colonies**)

craftsman—a person who makes things by hand

creation—the act of making something new

custom—tradition (**customs**)

D

debt—money or something else owed (**debts**)

debtor—a person who owes money (**debtors**)

delivery—something taken to a person or place

destination—the place someone is traveling to

devour—to completely destroy

distinct—clearly different from other things

dock—a platform that sticks out in water so boats and ships can stop next to it to load and unload things

dumpling—a small ball of dough that has been steamed or boiled and has food wrapped inside (**dumplings**)

E

Elder—a formal name for addressing a minister or religious leader

English Separatist—a person who was unhappy with the Church of England and wanted to start a new church with others who felt the same way (**English Separatists**)

F

faithfully—showing true and constant support and deserving trust

flutter—to become excited or nervous

foreigner—a person who is living in a country that is not his/her homeland (**foreigners**)

G

galleon—a large sailing ship (**galleons**)

glorious—wonderful

graze—to feed on grass growing in a field

grimy—dirty

gulp—to swallow quickly or in large amounts (**gulped**)

H

harass—to continuously annoy or bother (**harassed**)

harbor—an area of calm, deep water next to land where ships can safely put down their anchors (**harbors**)

harshest—most difficult and unpleasant

heap—a lot of

homeland—the country where someone was born or grew up (**homelands**)

homesick—sad because you are away from your home, homeland, or family and friends

I

illuminate—to light up (**illuminated**)

indicate—to make a sign of (**indicated**)

ingredient—an item needed to make something (**ingredients**)

intend—to plan (**intended**)

iron sulfate—a bluish-green salt used to make inks

J

Jewish—people whose ancestors are from ancient Hebrew tribes of Israel; Jewish people believe that God has chosen them to have a special relationship with him.

just—fair

L

Lenni Lenape—a Native American group from what is now the Delaware River valley; The Lenni Lenape lived in clans according to the mother's line of ancestors, grew corn, beans, and squash, and hunted and fished, which many still do today.

lumber—wood that has been sawed into boards

Lutheran—a branch of Christianity that follows the teachings of Martin Luther, who taught that the Bible is the only reliable guide for faith and religious practice and each passage in the Bible can only be interpreted in one way

M

mend my ways—change behavior to be a better person

mill—a building with machines that grind grains into flour (**mills**)

minister—a religious leader or pastor

mistress—the female head of the household

moccasin—a soft, flat leather shoe (**moccasins**)

O

obediently—behaving in a way that follows what you have been told to do

occasionally—sometimes but not often

occasion—an event or celebration (**occasions**)

off course—not following the intended plan

opportunity—a chance to do something (**opportunities**)

orchard—an area of land where fruit trees grow

originally—at first

orphan—a child whose parents are no longer alive

outskirts—the outer edges of a town or city

overgrown—covered with plants that have grown in an uncontrolled way

P

pastor—a religious leader or minister

Patuxet—a Native American group from the area around Plymouth and what is now southeastern Massachusetts; The Patuxet grew corn, fished, hunted, and helped the Pilgrims when they first arrived at Plymouth.

persecute—to continually treat in a harsh and unfair way due to a person's beliefs (**persecuted**)

persuade—to convince (**persuaded**)

pheasant—a large bird with a long tail that is hunted for fun and for food

Pilgrim—a person who left England to find a new place to practice religion in his/her own way; Pilgrims started a colony in Plymouth, Massachusetts in 1621. (**Pilgrims**)

plantation—a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown

pluck—to pull something quickly to remove it (**plucked**)

Powhatan—a Native American group from what is now eastern and southeastern Virginia; The Powhatan lived in longhouses, grew crops like beans, squash, and corn, and hunted and fished.

preach—to talk about a religious subject (**preaching**)

printing press—a large machine that presses sheets of paper against a surface with ink on it to print words and designs

pure—free from evil (**purier**)

Puritan—a member of a group of people who wanted the Church of England to be purer and thus left England to find a new place to practice religion. Some Puritans were Pilgrims, like some English Separatists were. (**Puritans**)

Q

Quaker—a person who is part of a Christian group who believes that all people have something of God in them and are, therefore, equal, believes in simple religious services, and is against war (**Quakers**)

R

raggedy—tired from stress and wearing tattered clothes

request—an act of politely asking for something (**requests**)

reveal—to make known (**revealed**)

rickety—poorly made and could break at any moment

rye—a grain that looks like wheat and is used to make flour

S

sack cloth—rough cloth used to make sacks or bags for carrying things

sacrifice—the act of giving up something you like for something that is more important

scurry—hurried movement (**scurrying**)

seamstress—a woman who sews as a job

sermon—a message delivered orally by a religious leader, usually during a religious service, that is designed to teach

shaft—ray or beam (**shafts**)

shaggy—covered with long, tangled, or rough hair

squint—to look at something through partially closed eyes

street children—children whose parents had died so they lived on their own on the streets of London

street vendor—a person who sells things, such as food, on the street (**street vendors**)

strudel—a German pastry made with thin dough rolled up, filled with fruit, and baked

successful—reaching a goal you had (**succeed**)

swamp fever—malaria; a sickness stemming from being bitten by infected mosquitos found in warm climates

swamp—wet, spongy land that is often partially covered with water

T

talking to—the act of scolding or a serious conversation during which you tell someone why his/her behavior is wrong

tannin—a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks

tattered—old and torn

tend—to take care of

threat—the possibility that something harmful and bad might happen

time traveler—someone who travels back and forth to different points in time (**time travelers, time traveling, time travel**)

transplant—to dig up a plant and plant it somewhere else (**transplanted**)

transport—to carry from one place to another

tribe—a large group of people who live in the same area and have the same language, customs, and beliefs

trod—walked on or over

twinkling—sparkling

W

well-being—a feeling of happiness and good health

Welsh—from the country of Wales

witness—to see something happen (**witnessed**)

worship—to show love and devotion to God or a god by praying or going to a religious service

would-be—hoping to be a particular type of person

wrestler—a person who fights by holding and pushing (**wrestling**)

Name: _____

1.1

The First English Colony

1. How many expeditions did Sir Walter Raleigh oversee?

Sir Walter Raleigh oversaw two expeditions.

Page 16

2. Which of Sir Walter Raleigh's expeditions were Robert and George a part of and how do you know?

Robert and George were part of the second expedition because the first group only included explorers.

Page 16

3. Why were Robert and George afraid when they first arrived at Roanoke Island?

Robert and George were afraid because the adults suggested that Native Americans were responsible for the death of the soldiers.

4. Write *true* or *false* and write the page number that has the answer.

	Write <i>True</i> or <i>False</i>	Page Number
In 1587 John Rolfe and others sailed away to the New World.	false	12
The decision was made for the 1584 expedition to join the Spanish in Central America.	false	14
Robert and George were members of Sir Walter Raleigh's third expedition.	false	16
It was thought that the Spanish conquistadors were responsible for the possible death of 14 explorers at the Roanoke Island fort.	false	20
Sir Walter Raleigh took one of the remaining ships to return to England to get supplies back to the colonists before the harshest part of the winter.	false	22

5. Write the main idea of this chapter.

Answers may vary but could resemble:

Robert and George were part of a group of colonists who hoped to establish the first English colony in the New World after the first attempt failed.

Name: _____

2.1

Jamestown, Part I: A New Life

1. Why were Tom and Jane sent to Jamestown?

Tom and Jane were sent to Jamestown because they had been street children in London and the king thought street children would lead to trouble so he sent them to Jamestown.

Page(s) 26, 28

2. Why were children needed to help families in Jamestown?

Families needed children to help with work - boys were needed to work in the fields, hunt, and fish, girls were needed to cook, sew, and make candles and soap. Boys and girls were needed to look after animals and care for fruit trees and berry bushes.

Page 28

3. The words that best describe Tom and Jane at the beginning of this chapter are:

- A. warm and comfortable
- B. dirty and sad
- C. happy and healthy
- D. old and worn out

Page 26, 27

4. Write the main idea of this chapter.

Answers may vary but could resemble:

Tom and Jane were sent to live with a family in Jamestown to help with work instead of living as street children in London.

Name: _____

2.2

Mixed Review Comparative and Superlative Adjectives

Write the correct form of the verb in the blank.

1. (*busy*) Third graders are busier than second graders.
2. (*angry*) That child is the angriest child I've ever seen!
3. (*colorful*) The paint on that house is more colorful than the paint on your house.
4. (*interesting*) My hamster is more interesting than your hamster.
5. (*bad*) I have the worst headache I've ever had.
6. (*red*) Your hair is the reddest of anyone in your whole family.
7. (*persistent*) My brothers and I are more persistent than my cousins!
8. (*little*) We had less rain than the meteorologist predicted today.
9. (*refreshing*) That pool is the most refreshing pool in the whole neighborhood.
10. (*fine*) That was the finest movie I've ever seen.
11. (*clear*) These instructions are more clear now that you've helped me.

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12. (*grand*) You're the grandest friend I've ever had!

Write a sentence using the word in parentheses.

1. (*better*) Answers may vary.

2. (*most effective*) Answers may vary.

3. (*more energetic*) Answers may vary.

4. (*more worried*) Answers may vary.

5. (*more energetic*) Answers may vary.

6. (*more*) Answers may vary.

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Name: _____

3.1

Jamestown, Part II: Hunting the Powhatan Way

1. As the two parts of the story of Jamestown unfold, describe Tom.
 - A. He finds no joy in Jamestown and his life there is sad.
 - B. Tom has made a friend and is more happy and comfortable.
 - C. Tom is more miserable and wishes to return to London.
 - D. Tom is afraid of all Powhatan people and shares his fears with the Tuckers.
2. What did the Powhatan do when more and more colonists arrived and took their land?

The Powhatan stopped being good friends with the colonists.

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3. What do the words **like a duck to water** mean in the chapter?
 - A. Ducks like to swim in water.
 - B. Tom liked to hunt ducks.
 - C. Tom liked hunting and fishing as naturally as ducks like water.
 - D. Ducks liked to follow Tom in the water.

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4. What did William mean when he said, "Come on, you've survived the streets of London, haven't you?"

William meant that if Tom could survive the streets of London, he could hunt for deer.

5. Write the main idea of this chapter.

Answers may vary but could resemble:
Tom and William encountered a Powhatan boy in the woods who was William's friend and the three of them went to hunt for deer.

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Name: _____

3.3

Prefix uni-: Meaning “one” or “single”
Prefix bi-: Meaning “two”

unicolor—(adjective) having one color	Answers may vary.
unison—(noun) the act of doing something together as a group at one time	Answers may vary.
bilingual—(adjective) able to speak two languages	Answers may vary.
bimonthly—(adjective) occurring every two months	Answers may vary.

Write the correct word to complete each sentence.

uniform	unicolor	biplanes	bimonthly
bicycle	bilingual	unicycle	unison

1. Carlos is bilingual because he knows how to speak Spanish and English.
2. Our teacher asked the whole class to read the page in unison.
3. Airplanes that are used today are not biplanes because today’s planes only have one set of wings.
4. In the spring, the leaves on the tree in our front yard are unilateral, while in the fall they are many colors.

5. My sister gets her hair cut bimonthly instead of monthly since she likes it long.
6. This week, all the eggs in the carton had a uniform appearance because none of them were broken.
7. At the circus, a clown rode into the ring on a unicycle while he was spinning hoops in the air with his hands.

Write your own sentence using the one word left in the box.

8. Answers may vary but should include the word bicycle.

Name: _____

3.5

Prefix tri-: Meaning “three”
Prefix multi-: Meaning “many”

trident—(noun) a spear with three points or prongs	Answers may vary.
triangle—(noun) a shape with three sides	Answers may vary.
multicultural—(adjective) including many cultures	Answers may vary.
multivitamin—(adjective) including many vitamins	Answers may vary.

Write the correct word to complete each sentence.

multimedia	trident	triangle	multivitamin
tricycle	multicultural	multilingual	trilogy

1. My little brother likes to ride his three-wheeled tricycle on the sidewalk.
2. He takes a multivitamin pill every morning to get a full serving of vitamins each day.
3. Some say that a trident, like the one Neptune had in Roman mythology, is used to catch fish for food.
4. There was a multicultural festival at the community center where we learned about different cultures in our neighborhood.

5. My dad has read two of the three books in a trilogy about President Roosevelt.
6. We watched a multimedia presentation that included a video, photographs, art, and graphics.
7. A triangle has three sides but the sides are not always equal.

Write your own sentence using the one word left in the box.

8. Answers may vary but should include the word multilingual.

Name: _____

3.6

Use Adverbs that Compare Actions

Change the word at the end of the sentence by adding -er or -est to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

- 1. My presentation about Cupid and Psyche lasted longer than your report about the sword of Damocles. (long) How did my report last compared to yours? longer
2. The curb was nearer than I had expected. (near) Where was the curb? nearer
3. I had the man at the barber shop cut my hair the shortest of anyone of my family. (short) How was my hair cut compare to anyone in my family? shortest
4. My neighbor is taller than I am. (tall) How taller is my neighbor compared to me?
5. My uncle's phone rings the loudest of any of my family members' phones. (loud) How does my uncle's phone ring compared to any of my family member's phones? loudest
6. Our teacher lives closer to the bus stop than we do. (close) Where does our teacher live compared to us? closer

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

- 1. verb: left adverb: latest

Answers may vary.

- 2. verb: speak adverb: quieter

Answers may vary.

Name: _____

3.7

Blank Busters

Follow along with your teacher to fill in the blanks with the correct spelling words. The root words are listed in the box below. You will not use a word more than once.

Table with 5 columns: movement, spherical, accuse, sentence, toothache; continue, hospital, affect, occupy, whoever; addition, identify, ability, shrewd, secure; tougher, wobble, vowel

Challenge Word: beautiful

Challenge Word: definite

Content Word: Powhatan

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, -ly, and -est.

- 1. Native Americans occupied parts of North America when the settlers arrived.
2. Thomas said, "Whoever made my bed, please let them know that I appreciate it."
3. Some English settlers came to America to have the ability to practice their own religion.
4. Are you able to name all five vowels?

- 5. We visited a sick friend in the hospital.
6. Of all my chores, vacuuming is tougher than cleaning the dishes.
7. Katy didn't get much sleep last night and it affected her class work all day.
8. The dead maple tree began wobbling before it finally fell over.
9. The English continued to settle in different areas before the Germans, Dutch, and other Europeans came to America.
10. Third graders have learned addition and how to write sentences.

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

- 1. Answers may vary.
2. Answers may vary.
3. Answers may vary.

Name: _____

4.1

Plantation Life

1. What game were the children playing at the beginning of the chapter?

The children were playing hide and seek.

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2. Why didn't Seth answer his friends when they called out to tell him the game was over?

Seth didn't answer because he had fallen asleep.

Page 50

3. What was unusual about the fact that George was allowed to visit his mother when she was sick?

George worked on another plantation.

Page 52

4. Why was Seth afraid at the end of the chapter?

Seth was afraid he would be in big trouble with the field manager for not showing up to work in the fields.

Page 56

5. Write the main idea of the chapter.

Answers may vary but could resemble:

Seth lived and worked on a rice plantation with

most of his family members.

Name: _____

4.3

Prefixes *uni-*, *bi-*, *tri-*, and *multi-*

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

uni bi tri multi

1. Word: multilingual

Meaning: able to speak many languages Part of Speech: adjective

2. Word: bicycle

Meaning: a vehicle with two wheels Part of Speech: noun

3. Word: unicolor

Meaning: having only one color Part of Speech: adjective

4. Word: biplane

Meaning: a plane with two sets of wings Part of Speech: noun

5. Word: multivitamin

Meaning: involving many vitamins Part of Speech: noun

6. Word: trident

Meaning: a spear with three points or prongs Part of Speech: noun

Complete each sentence by circling the correct word from the choices below the sentence.

1. If I work hard in this language class, I could be _____ when it is over!

bilingual bimonthly

2. In art class, our project is to create a _____ of paintings that have a theme.

tricycle trilogy

3. We sang the chorus of the song in _____ as our music teacher played the piano.

unison unicycle

4. When I got too big for my tricycle, I got a _____ and had to learn how to ride on two wheels.

biplane bicycle

5. Our soccer team is a _____ group of people from all different backgrounds.

multicultural multimedia

Name: _____

4.4

Word Sort

Read the words in the box and circle the letters that have the /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /u/, /oo/, and /f/ sound. Write the words under each header that match the header's sound. Some words may be used under two or more headers and one word may be used under three. Some words may not follow any of the sound patterns and will not be listed under a header.

Table with 6 columns of sound patterns: /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /u/, /oo/, /f/. Below are rows of words for sorting: amendment, whistle, suctioned, utility, buffoon, buffoon, castle, mission, abuse, improvement, enough, capital, conjunction, fuel, cashew, occasion, doing.

Box containing words to be sorted: buffoon, suctioned, mission, whistle, cooperate, improvement, castle, amendment, cashew, enough, capital, doing, captive, conjunction, utility, occasion, abuse, towels, fuel, system.

Name: _____

5.2

Early Days in Georgia

1. What guidelines did Mr. Oglethorpe have for the colony?

Mr. Oglethorpe wanted skilled people only, and he banned the drinking of rum.

Page 64, 66

2. How did the colony of Georgia come about?

- A. Mr. Oglethorpe set sail for America.
B. Mr. Oglethorpe was granted a charter.
C. Mr. Oglethorpe brought debtors to the colony.
D. Mr. Oglethorpe did not get along with the Yamacraw.

Page 62

3. What did Sarah hear grownups saying about what happened to the first settlers in Virginia?

Sarah heard grownups saying some of the first settlers in Virginia died because they were not skilled enough to make their way and some died because of cold and hunger.

Page 64

4. How did what she heard influence who came to the colony of Georgia?

Mr. Oglethorpe chose skilled people to come.

Page 64

5. Describe what Savannah was like when Sarah and her family first arrived.

They lived in tents while building a wall around the town and homes.

Page 66

6. Write a summary about the colony of Georgia.

Answers may vary but could resemble:

Georgia came about because the king granted a charter for the colony. Skilled people came and Mr. Oglethorpe wanted to bring debtors too so they could have second chance.

Name: _____

5.3

Adverbs that Compare Actions

Write the adverb that fits in the blank.

- 1. Dad slams the door harder when he gets home after a tough day at work than he does after a good day.
2. My friend Jayden cut his strings the shortest of anyone in our group for the art project.
3. Today we finished lunch later than yesterday because the lunch line was so long.
4. The civilization of Ancient Egypt began earlier than Ancient Rome.
5. I ate my breakfast faster than my sister did so I could play.
6. It looked like the hawk was soaring the highest of all the birds in the sky.
7. The tortoise moves slower than the hare but still wins the race.

Name: _____

Dictionary Skills

Identify the part of speech for the entry word and root word. Write a definition for the entry word and root word. Then, fill in the blank in each sentence with the correct form of the word. Example:

Moist—*adjective*: damp; having a small amount of liquid; (*noun*: moisture, moistness; *verb*: moisten)

moist Part of Speech _____

Definition—*damp; having a small amount of liquid* (*noun*: **moisture**; *noun*: **moistness**; *verb*: **moisten**)

Other Forms of the Root Word

Word _____ Part of Speech _____

Word _____ Part of Speech _____

Word _____ Part of Speech _____

• My grandmother needed to _____ the paper towel before cleaning the child's scraped knee.

- disappoint**—*verb*: to discourage someone by not meeting their hopes; (*noun*: **disappointment**; *adjective*: **disappointed**, **disappointing**)
- annoy**—*verb*: to bother or cause slight irritation to someone; **annoyed**, **annoying** (*noun*: **annoyance**; *adjective*: **annoying**; *adverb*: **annoyingly**)
- avoid**—*verb*: to stay away from; to keep something from happening; **avoided**, **avoiding** (*noun*: **avoidance**)

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1. **disappoint** Part of Speech verb

Definition to discourage someone by not meeting their hopes

Other Forms of the Root Word

Word disappointed Part of Speech verb

Word disappointed Part of Speech noun

Word disappointed Part of Speech adjective

Word disappointed Part of Speech adjective

• I felt disappointed after my favorite football team didn't make it to the playoffs.

• Please don't disappoint me by not telling the truth

2. **annoy** Part of Speech verb

Definition to bother or cause slight irritation to someone

Other Forms of the Root Word

Word annoyed Part of Speech verb

Word annoyance Part of Speech noun

Word annoying Part of Speech adjective, verb

Word annoyingly Part of Speech adverb

• My younger sister annoyingly followed me around all morning asking if I would play hide and seek with her.

• The noisy way he chews his gum annoys me.

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continued

Name: _____

3. **avoid** Part of Speech verb

Definition to stay away from; to keep something from happening

Other Forms of the Root Word

Word avoided Part of Speech verb

Word avoiding Part of Speech verb

Word avoidance Part of Speech noun

• Dad's avoidance of the fried chicken at dinner made me think he must not feel well since that is his favorite food.

• Kandice was avoiding me because she owed me money that I loaned her for lunch last Tuesday.

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Name: _____

The Pilgrims, Part I: Arrival

- Use the numbers 1–5 to show the correct order of how things happened for the Pilgrims.

5 The girls' brother, Bartholomew, hid in the forest for several days.

3 The Pilgrims' ship had been blown off course.

1 The Pilgrims decided to leave England for the Netherlands to be free to worship God in their own way.

4 Many people had died from disease, hunger, and the extremely cold weather, including Mary and Remember's mother.

2 The Pilgrims were not happy in the Netherlands so they left to establish their own colony in North America.

- What did Pilgrim names often indicate or reveal?

Pilgrim names often indicated what kind of person their parents hoped they would become or revealed something that had happened at the time of their birth.

Page 70

- Why was Wrestling Brewster unhappy with his name?

Wrestling Brewster was unhappy with his name because he did not feel much like a wrestler.

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4. Describe Plymouth as the Pilgrims saw it when they arrived.

Plymouth was cold and harsh and not the intended destination.

Page 80

5. Predict what will happen to the Pilgrims.

Answers may vary.

Name: _____

The Pilgrims, Part II: Thanksgiving Celebration

1. What did Squanto give the Pilgrims?

- A. fear
- B. hope
- C. anxiety
- D. joy

2. Describe the Pilgrims' first fall in Plymouth.

The first fall was a happy time because there was an abundant harvest and enough food for winter, they had built homes to protect themselves from the cold weather, and they were thankful for what they had.

Page 88

3. How much time has passed since the children first arrived in Plymouth?

Four years had passed since the children arrived.

Page 90

4. Why did Mistress Fear scold the children when they arrived home?

Mistress Fear scolded the children for taking so long to collect firewood.

Page 92

5. What did the Pilgrims do to give thanks to God and the native people?

The Pilgrims had a thanksgiving celebration with food and games.

Page 90

Name: _____

Comparative and Superlative Adverbs Using *more* and *most*

Write the correct form of the adverb.

1. (*fluently*) Japanese is the language that I speak most fluently.
2. (*efficiently*) Organized people work more efficiently than people who are not organized.
3. (*adoringly*) The young girl looked more adoringly at her puppy than she looked at her kitten.
4. (*boldly*) The adventurous boy behaved more boldly than your hamster.
5. (*correctly*) Our class delivered the lines for the play more correctly than the other third grade class.
6. (*interestingly*) The new professor spoke more interestingly than the professor he replaced.
7. (*recently*) This new homework policy happened more recently than three months ago.
8. (*miserably*) The child moaned the most miserably than I've ever heard before!
9. (*naughtily*) The character in that story behaved more naughtily as time went on.

10. (*optimistically*) My friend looks at life the most optimistically of anyone I know.

Write sentences using the adverb in parentheses.

1. (*more likely*)

Answers may vary.

2. (*most usually*)

Answers may vary.

Name: _____

8.1

Puritan Life

Put an X in front of each thing that is part of Puritan life.

- ___ a thanksgiving celebration living according to the rules of the Bible
- having a meeting house in the center of town ___ building a fort for protection
- hunting and fishing to sell the fur and fish creating a partnership with the Massachusetts Bay Company
- ___ working with the Powhatan getting supplies from England
- attending morning and afternoon church services ___ welcoming debtors to the colony

1. How is the Puritan colony becoming wealthy?

The colony is selling fur to England through the Massachusetts Bay Company.

Page 96

2. Why did the Puritans leave their homeland?

They wanted the church to be purer and stronger but the king didn't listen so they left.

Page 98

3. What other group have you read about that left England for reasons that are similar to those the Puritans had? How are those reasons different?

The English Separatists left for similar reasons but they wanted to start their own church so they could worship god in their own way.

Page 98

4. Describe what the Puritans hear about England from sailors.

They hear about the sound of London church bells ringing on Christmas Day, the smell of roasting pheasant and sweet plum pudding.

Name: _____

8.3

Prefix *over-*: Meaning "too much"

overeat—(verb) to eat too much	Answers may vary.
overfish—(verb) to fish too much	Answers may vary.
overcharge—(verb) to charge too much	Answers may vary.
overpowered—(adjective) having too much power or energy	Answers may vary.

Write the correct word to complete each sentence.

eat	overpowered	overeat	fish
overheat	charge	overfish	overcharge

1. My grandfather and his brother fish in a large stream in the mountains.
2. Mom told us to only have one piece of cake at the birthday party so we do not overeat.
3. The charge for my new shoes was less money than Dad expected.
4. My uncle is worried that putting a new motor in the blender will make it overpowered so maybe we should just buy a new blender instead.

- I am concerned that the toaster oven will overheat if we do not watch it closely.
- The server apologized and said she did not mean to overcharge us for our meal as the computer system was not working properly at the time.
- If the community is not careful, people will overfish the lake and then there won't be any fishing nearby.

Write your own sentence using the one word left in the box.

- Answers may vary but should include the word eat.

Name: _____

8.5

Prefix *mid-*: Meaning "middle"

midnight—(noun) the middle of the night	Answers may vary.
midterm—(noun) the middle of the term	Answers may vary.
midtown—(noun) the middle of the town	Answers may vary.
midfield—(noun) the middle of the field	Answers may vary.

Write the correct word to complete each sentence.

midfield	town	midday	night
midnight	field	midtown	midterm

- Every fall, our town has a harvest festival to celebrate food in the community.
- I woke up at midnight last night and thought I heard someone crying.
- Yesterday, we had a fire drill at midday, just as recess ended.
- The wildflowers in the field behind my grandmother's house are beautiful in the spring.

- Daniel's apartment is in midtown so he can easily get to places, both uptown and downtown.
- The elections held at midterm may change the balance of political parties in the assembly.
- Tomorrow night we are going to use a telescope to look at the stars.

Write your own sentence using the one word left in the box.

- Answers may vary but should include the word field.

Name: _____

8.7

Prefix *under-*: Meaning "below" or "less"

underwater—(adjective) below the surface of the water	Answers may vary.
underground—(adjective) below the ground	Answers may vary.
underpowered—(adjective) having too little or less power or energy	Answers may vary.
underline—(verb) to draw a line under	Answers may vary.

Write the correct word to complete each sentence.

underline	water	underground	estimate
underwater	ground	underpowered	line

- The art teacher said to draw a line from top to bottom to divide the paper into two parts.
- If I had to estimate how many students are in the third grade, I would guess one hundred.
- My aunt does not lose power very often because her underground power lines are protected from bad weather.
- At the aquarium, there is an underwater path you can follow that makes you feel like you are in the tanks with the fish.

- My brother put the stakes in the ground so the tent would stay in one place during our camping trip.
- I decided to underline the words that start with 'a' before I tried to put them in alphabetical order.
- It seems like my remote control car is underpowered and cannot go very fast or very far.

Write your own sentence using the one word left in the box.

- Answers may vary but should include the word water.

Name: _____

Blank Busters

annoying	soybean	boycott	embroidery	employee
disappoint	oysters	avoided	loyalty	paranoid
deployed	turquoise	corduroy	tenderloin	rejoice
moisture	adjoining			

Challenge Word: especially

Challenge Word: whole

Challenge Word: hole

Content Word: Savannah

Fill in the blanks in the sentences below with one of the spelling words from the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: *-s, -ed, -ing, -er, -ly, and -est.*

- Some people like oysters but I prefer clams.
- The children avoided the new playground equipment because it was freshly painted.
- The employee at the store showed loyalty to the manager by staying, when everyone else quit.
- Luke was annoying Larry before they were both asked to leave the room.

- Everyone was disappointed when the party was cancelled.
- Noah wore corduroy pants and a turquoise-colored shirt.
- Uncle Dan planted soybeans because he says they grow well in Virginia.
- It takes a good amount of time to complete a beautiful piece of embroidery.
- The twins rejoiced when they found out they had adjoining rooms!
- The customers boycotted the grocery store when they realized the prices had doubled.

Write three sentences using spelling words of your choice that were not used in the first ten sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

- Answers may vary.
- Answers may vary.
- Answers may vary.

Name: _____

Life on a Farm in the Middle Atlantic Colonies, Part I

- Patience and Primrose debated about whether Patience could keep a kitten hidden

Page(s) 104, 106

- Why did the girls and their family move to the colony?

They moved to the colony because their Uncle Sven wrote to them about the wonderful life they could have there.

Page 108

- What chores do the girls have to do on this particular day?

The girls have to lead the cows out in the pasture, weed and water the garden, and help their mother with the new quilt she is making.

Page 110

4. What would the girls have to do before helping their mother clean and sweep out the whole house?
- A. milk the cows
 - B. get hay from the barn
 - C. feed the pigs
 - D. make soap

Page 112

5. Write a summary about life on a farm in the Middle Atlantic colonies.

Answers may vary but could resemble:

Patience and Primrose live on a farm in the Middle Atlantic colony of New Jersey. There are many chores to do around the house, the garden, and the farm.

Name: _____

Prefixes over-, mid-, and under-

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

underpowered	overheat	midnight	underestimated	overpowered
midterm	midfield	overcharging	underground	midday

1. I thought the test we had at the middle of the term was easy because I studied for it.

Word: midterm Part of Speech: noun

2. The having too much power or energy engine caused the toy plane to fly high enough to get stuck in a very tall tree.

Word: overpowered Part of Speech: adjective

3. My dad's flight was delayed and he did not get home until the middle of the night.

Word: midnight Part of Speech: noun

4. When we visited the old military fort, the tour guide showed us where the below the ground tunnel between buildings was.

Word: underground Part of Speech: adjective

5. We had to be careful not to heat too much or become too hot the sauce on the stove because it might burn.

Word: overheat Part of Speech: verb

6. Mary estimated something to be less than what it actually is how many people were coming to the picnic and she ran out of forks.

Word: underestimated Part of Speech: verb

7. My dad picked me up from school at the middle of the day so I could go to the dentist.

Word: midday Part of Speech: noun

8. The manager apologized for charging too much for the basketball hoop and gave us a refund for the extra money.

Word: overcharging Part of Speech: verb

9. The car is having too little or less power or energy and could not get up the hill very fast with so many people in it.

Word: underpowered Part of Speech: adjective

10. To start a soccer game, the ball is placed at the middle of the field and one team gets to kick it first.

Word: midfield Part of Speech: noun

Name: _____

Word Sort

Read the words in the box and circle the vowels that have the /oi/ sound. Write the words under each header that match the header's spelling pattern.

'oi' > /oi/	'oy' > /oi/
<u>choices</u>	<u>loyalists</u>
<u>ointment</u>	<u>alloy</u>
<u>charbroil</u>	<u>destroy</u>
<u>oily</u>	<u>convoy</u>
<u>trapezoid</u>	<u>joyful</u>
<u>turmoil</u>	<u>decoy</u>
_____	<u>voyages</u>
_____	<u>enjoyable</u>
_____	<u>buoy</u>
_____	_____
_____	_____

ch <u>oi</u> ces	l <u>oy</u> alists	riot	o <u>in</u> tment	symphony
charbr <u>oi</u> l	all <u>oy</u>	destr <u>oy</u>	going	conv <u>oy</u>
jo <u>y</u> ful	bu <u>oy</u>	o <u>il</u> y	de <u>co</u> y	pioneer
moving	trapez <u>oi</u> d	vo <u>y</u> ages	turm <u>oi</u> l	enjo <u>y</u> able

Name: _____

10.2

Life on a Farm in the Middle Atlantic Colonies, Part II

1. Describe food that the girls and their family were exposed to from people who came from different parts of Europe to live in the colony.

Scrapple was German pudding dish of meat and grain. Strudel was German food also. The Irish family liked to eat butter and cream.

Page 116

2. How is farming in the Middle Atlantic colonies different from farming that the Pilgrims did?

Farming in the Middle Atlantic colonies involves rye, barley, and wheat. The soil is better than in New England so there is an abundance of grain produced, turned into flour at mills, and sold.

3. What other chores did the girls have to finish on this particular day?

They had to help their mother with a quilt.

Page 124

4. Fill in the blank in the following sentence:

It was clear that Primrose was determined to have a pet kitten.

Page 122

5. What did the girls' mother mean when she joked "that they were helping to feed the King of England himself?"

The Middle Atlantic colonies produced so much grain it was even sold to English merchants so maybe the king ate food made with it.

Name: _____

10.4

Dictionary Skills

Identify the part of speech for the entry word and root word. Write a definition for the entry word and root word. Then, fill in the blank in each sentence with the correct form of the word. Example:

joining Part of Speech verb Definition connecting or bringing together

Root Word join Part of Speech verb Definition to connect or bring together

Other forms of the Root Word Word joining Part of Speech verb

Leroy said he was joining the Book Club.

I might join the Book Club, too.

1. loyalty—noun: faithfulness; the state of being loyal; loyalties; (adjective: loyal)

loyalty Part of Speech noun Definition faithfulness

Root Word loyal Part of Speech adjective

Definition faithful

Other Forms of the Root Word Root Word loyalties Part of Speech noun Definition faithful acts

David's loyalty was to his friend Devin, who has always been there by his side.

Some settlers remained loyal to the king of England.

After supporting the two senators for many years, when Cynthia found out that they had been covering up the truth, her loyalties changed.

2. employe—noun: a person who works for someone else or a business and gets paid for his or her work; employers, employment (verbs: employ, employed)

employee Part of Speech noun Definition a person who works for someone else or a business and gets paid for his or her work

Root Word employ Part of Speech verb

Definition to work for someone else or a business and get paid for your work

Other Forms of the Root Word Root Word employers Part of Speech nouns Definition people who pay someone for his or her work

After being out of work for a few months, Shawn found employment with another retail company.

His rapidly growing farm had employed nearly 30 people earlier in the year.

After one year, Shawn did so well that he was named "Employee of the Year."

Name: _____

11.1

The Quakers and the Lenni Lenape

1. Why were Charles, Hester, and their father delivering gifts to the Lenni Lenape?

They were delivering gifts because the Lenni Lenape had helped the Quakers in the past.

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2. What does it mean that King Charles II gave William Penn land in America to settle a debt he owed to William's father?

In order to repay William's father what was owed to him, the king gave William Penn land.

3. What kinds of clothing did the Lenni Lenape wear?

The men wore breechcloths and leggings, the women wore dresses, and everyone wore moccasins.

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4. Describe the Lenni Lenape village.

The village was on the bank of a river, had wigwams and longhouses, had fields for crops on the outskirts, and had canoes in the river.

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5. Compare the Quakers' relationship with the Lenni Lenape to the relationship that other colonist groups had with Native Americans.

	Quakers	Jamestown settlers	Pilgrims
Native American group or individuals	Lenni Lenape	Powhatan	Squanto and Samoset
How the Native Americans helped the colonists	helped clear land for farming	taught boys how to hunt and fish	showed them how to plant crops, recognize fruits and berries, best places to fish
How the colonists helped the Native Americans	brought gifts from the village	they didn't	made peace, agreed to help and protect and trade

Name: _____

12.1

Matthew, the Apprentice

Fill in the blank in the following sentence:

1. Describe what Matthew has to do to print newspapers.

Matthew has to organize the letters and punctuation in order, spread ink over the type, and use the printing press to transfer the print to paper.

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2. Why couldn't Matthew be his father's apprentice?

His older brother had become his father's apprentice.

Page 140

3. What two tasks did Matthew have to do on this particular day?

Matthew had to print newspapers and deliver sermons to Pastor Keller.

Page 138

4. List the supplies Matthew needed to make ink.

tannin, iron, sulfate, gum, water

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5. Fill in the blank in the following sentence:

A dog joined Matthew on his walk to deliver sermons to Pastor Keller.

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Name: _____

12.2

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

- Beth says that she is happy. (*she, he*)
- The apron needs to be washed because it is dirty. (*it, they*)
- Bananas and apples are good for you because they are full of vitamins. (*they, I*)
- The football players emailed friends because they wanted everyone to come out to the game. (*we, they*)
- Because Randy answered all of the questions correctly, he received a perfect score. (*he, she*)
- My family and I invited neighbors to dinner and we all had a great time. (*we, she*)
- Robert is pouting and not speaking because he (*he, she*) is angry.
- The farmers planted their crops and then they rested. (*she, they*)
- Anne told the class a great story, and then she asked if anyone had questions. (*they, she*)
- Mr. Hancher is a new teacher in our school and he is really fun and interesting. (*she, he*)

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Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example: The **doctor** tapped my knee with a rubber hammer and _____.

(The **doctor** tapped my knee with a rubber hammer and **he** was happy to see my leg kick.)

What pronoun did you use in the sentence? he

1. The movie filled me with happiness because **Answers may vary but should include it.**

What pronoun did you use in the sentence? it

2. The **puppies** in the pet shop window looked so pitiful and **Answers may vary but should include they.**

What pronoun did you use in the sentence? they

3. When **my family and I** get together, **Answers may vary but should include we.**

What pronoun did you use in the sentence? we

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Name: _____

13.1 continued

1. What does the primer do?

The primer is a textbook that trains a student to read other books.

2. Which poems in the *New England Primer* were like poems you might read in a modern textbook?

- A. poems about numbers
- B. poems about animals
- C. poems about letters of the alphabet
- D. poems about the black and white engravings

3. What does the word **mend** mean in the following sentence from the selection?

The poem urged students to **mend** their sinful ways by studying the Bible.

- A. maintain
- B. correct
- C. dismiss
- D. announce

4. How were poems in the *New England Primer* different from poems you would find in textbooks today?

They were full of Christian stories and sayings.

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5. Why did the author write this selection?

- A. to compare the *New England Primer* to the Bible
- B. to provide information about how some children in colonial America learned to read
- C. to teach a lesson about using textbooks
- D. to entertain using a story about children in colonial America reading from books

6. Which of the following words with a prefix can be used to describe the format of the *New England Primer*?

- A. multimedia
- B. uniform
- C. bilingual
- D. multilingual

7. Write the correct form of the adjective in the blank.

These instructions are clearer now that you've helped me.
(*clear, clearer, clearest*)

8. Circle the correct prefix for each letter to add to each root word in the following sentence:

Darren was not quite ready to move from his three-wheeled (A) cycle to a (B) cycle yet because he was worried he couldn't balance on just two wheels.

- A. *uni-* *bi-* *tri-* *multi-*
- B. *uni-* *bi-* *tri-* *multi-*

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Name: _____

13.1
continued

9. Write the correct form of the adverb in the blank.

The new teacher spoke more interestingly than the teacher she replaced.
(interestingly, more interestingly, most interestingly)

10. Write the correct form of the root word in the blank.

(friend) People who live in this town are friendlier than people who live in the town where I grew up.

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Name: _____

13.1
continued

11. What does the word **brotherhood** mean in the following sentence from the selection?

They thought it would encourage teamwork and **brotherhood**.

- A. feelings of dislike and annoyance
- B. feelings of isolation and loneliness
- C. feelings of calm and tranquility
- D. feelings of support and understanding

12. Why were people unhappy with the Common Course after a couple of years?

They felt it wasn't working because some people did very little work.

13. What influenced the Pilgrims in their creation of the "Common Course and Condition?"

- A. their religion
- B. their new home
- C. their voyage on the ocean
- D. their children

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14. Put the following events in order from 1–5 as they occurred in the selection.

- 5 The Pilgrims decided that each family should have its own land to grow corn for themselves.
- 2 The Pilgrims developed the "Common Course and Condition."
- 4 The new plan was a big success.
- 3 People who worked hard became very upset as others did not work as hard.
- 1 The Pilgrims wanted to create a community in their new home that best suited them.

15. If each Pilgrim family was able to keep the "fruits of its labor," what were they able to do?

- A. keep what they bought at the market
- B. keep the results of their hard work
- C. keep bartering to get a better deal
- D. keep going to religious services

16. Write a summary of this selection.

Answers may vary but could resemble:

The Pilgrims hoped the Common Course and Condition would create a sense of community in their new colony. It didn't work so they changed the plan so everyone worked to keep the fruits of their own labor. The new plan was successful.

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Name: _____

13.1
continued

17. Write *more* or *most* in the blank.

My grandmother is more elderly than your grandmother.

18. Write the word to replace the underlined meaning in the sentence. Identify its part of speech.

He stopped planting seeds at the middle of the field to take a break and drink some water.

Word midfield Part of Speech noun

19. Write a sentence using the adverb *easiest*.

Answers may vary.

20. Describe what the word **underestimating** means in the following sentence:

She worried that she was **underestimating** her ability to finish the project ahead of time since she struggled to finish the last project on time.

guessing that her ability to finish ahead of time was less than it actually was

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Name: _____

13.1
continued

21. Why did the rich man give the cobbler the purse full of gold pieces?
- A. The rich man said he couldn't use it because he had too much money already.
 - B. The cobbler begged the rich man for it.
 - C. The cobbler caught the rich man stealing it from someone else.
 - D. The rich man said the cobbler earned it by being the happiest man he knew.

22. What made the cobbler drive his wife from the room with angry words?

He was worried she would see the money.

23. What did the money cause both men to do?

They both became unhappy and angry towards others.

24. Describe the setting in this selection.

A rich man lived in a lavish home while the poor man lived in the basement below the home.

25. What was more important to the cobbler, the rich man's money or his own songs?

His own songs were more important.

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26. Write a sentence using the form of the adverb *most unfortunately*.

Answers may vary.

27. Write the correct form of the root word in the blank.

(*boss*) Rebecca's little brother **bosses** her around until she says, "That's it!"

28. Write the correct pronoun on the blank.

Michael read the class a great chapter in a book, and then **he** asked if anyone had questions. (*they, he*)

29. Choose the best word to complete the sentence.

He is _____ and can speak many languages due to all the time he spent living in other countries.

- A. overpowered
- B. multilingual
- C. underwater
- D. bimonthly

30. Circle the root word that best fits in the blank in the following sentence.

If the car over_____, steam may come out of the engine and we will need to put water in it to cool it down before driving again.

eats

fish

charges

beats

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Name: _____

14.1

Object Pronouns

me you him her it us them

Rewrite the sentence, replacing the underlined word or words with an object pronoun from the box.

1. The woods were full of the noises of bears, coyotes, and deer.

The woods are full of the noises of them.

2. Father called my sister and me to come in the house for lunch.

Father called us to come in the house for lunch.

3. The history of the 18th century is interesting to Bonnie.

The history of the 18th century is interesting to her.

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4. The beautifully wrapped box seemed to invite all of us to look inside the box.

The beautifully wrapped box seemed to invite all of us to look inside it.

5. I spoke to my friends and asked them to come with (the person speaking).

I spoke to my friends and asked them to come with me.

6. When Ned joined our class, we couldn't wait to get to know Ned.

When Ned joined our class, we couldn't wait to get to know him.

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PP1

Make Adverbs that Compare Actions

Write a sentence using the verb and adverb. Draw a triangle around the adverb and arrow it to the verb it describes.

1. verb: *hangs* adverb: *lower*

Answers may vary.

2. verb: *grew* adverb: *tallest*

Answers may vary.

3. verb: *runs* adverb: *fastest*

Answers may vary.

Change the word at the end of the sentence by adding *-er* or *-est* to complete the sentence. Answer the question after the sentence. Draw a triangle around the adverb and arrow it to the verb it describes.

1. The new paint on the walls dried lighter than the paint on the ceiling so now we are not sure if we like it. (*light*)

How did the paint on the walls dry compared to the paint on the ceiling?
lighter

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2. High school students leave sooner than my brother and I do to catch the bus. (*soon*)

When do high school students leave compared to when my brother and I leave? sooner

3. The jazz concert lasted the longest of any concert I have been to this year. (*long*)

How did the jazz concert last compared to any concert this year?
longest

4. During the science experiment, the spoon dropped deeper than the sponge in the water. (*deep*)

How did the spoon drop compared to the sponge? deeper

5. Josie worked harder on her spelling assessment this week than last week since these words were new to her and she knew the words well last week. (*hard*)

How did Josie work on her spelling assessment this week compared to last week? harder

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Name: _____

PP3

Comparative and Superlative Adverbs Using *more* and *most*

Write the correct form of the adverb.

- (*slowly*) My grandmother drives more slowly than I drive.
- (*efficiently*) Adults tend to work more efficiently than children.
- (*carefully*) The older sister walked through the puddle more carefully than her younger sister.
- (*dangerously*) The careless boy behaved the most dangerously of all.
- (*dimly*) The old lamp shone more dimly than the brand new one.
- (*quickly*) The talented runner raced the most quickly of all the runners on the track.
- (*softly*) The kind teacher spoke more softly than the angry children.
- (*passionately*) The actor played the part the most passionately of any actors I've ever seen before!
- (*lightly*) She dabbed the paint on her picture more lightly than her partner who slapped paint all over.
- (*completely*) He fills in the answers on his worksheet the most completely of anyone I know.

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Write sentences using the adverb in parentheses.

1. (*more dramatically*)

Answers may vary.

2. (*most surprisingly*)

Answers may vary.

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Name: _____

PP4

Subject Pronouns and Antecedents

Write the correct pronoun on the blank.

- Tom says that he is sad. (*she, he*)
- The shirt needs to be ironed because it is wrinkled. (*it, they*)
- Fruits and vegetables are good for you because they are full of vitamins. (*they, I*)
- The basketball players emailed family and friends because they wanted everyone to come out to the game. (*we, they*)
- Because Sandy answered all of the questions correctly, she received a perfect score. (*he, she*)
- My family and I invited our cousins to lunch and we all had a great time. (*we, she*)
- Ron and Rob are pouting and not speaking because they (*he, they*) are angry.
- The children ran a mile in gym class and then they rested. (*she, they*)
- Bill read his poetry to the class, and then he asked if anyone had questions. (*they, he*)
- Mrs. White is a new librarian at our school and she is really fun and interesting. (*she, he*)

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Write an ending to each sentence using a pronoun to match the bolded pronoun antecedent. Then, answer the question that follows.

Example: The doctor tapped my knee with a rubber hammer and _____

(The doctor tapped my knee with a rubber hammer and he was happy to see my leg kick.)
What pronoun did you use in the sentence? he

1. The **book** filled me with sadness because Answers may vary but should include it.

What pronoun did you use in the sentence? it

2. The **guppies** swimming in the fishbowl seemed to ask to be taken home and Answers may vary but should include they.

What pronoun did you use in the sentence? they

3. When **my friends and I** get together, Answers may vary but should include we.

What pronoun did you use in the sentence? we

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Name: _____

PP5

Prefixes uni-, bi-, tri-, and multi-

Add the correct prefix to make a new word that matches the meaning given. Then, identify the part of speech of the new word.

uni	bi	tri	multi
-----	----	-----	-------

- Word: multilingual
Meaning: able to speak many languages Part of Speech: adjective
- Word: unicycle
Meaning: a vehicle with one wheel Part of Speech: noun
- Word: multimedia
Meaning: involving many forms of communication Part of Speech: adjective
- Word: triangle
Meaning: a shape with three sides Part of Speech: noun
- Word: biplane
Meaning: a plane with two sets of wings Part of Speech: noun
- Word: unison
Meaning: the act of doing something together as a group all at one time Part of Speech: noun

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Complete each sentence by circling the correct word from the choices below the sentence.

1. The neighborhood association has a fun event for kids _____, each with a different theme.

bicycle	<u>bimonthly</u>
---------	------------------

2. My sister has to wear a _____ for her new job at the restaurant, just like the rest of the staff.

<u>uniform</u>	unilateral
----------------	------------

3. I wonder how well I would do if I used a _____ to catch fish instead of a fishing pole.

<u>trident</u>	trilogy
----------------	---------

4. Dad let me try a different kind of _____ because the first kind I tried tasted bad.

multilingual	<u>multivitamin</u>
--------------	---------------------

5. My brother rides my old _____ since he is not old enough to learn how to ride a bicycle yet.

triangle	<u>tricycle</u>
----------	-----------------

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Name: _____

Prefixes *over-*, *mid-*, and *under-*

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

overeat	midfield	midtown	underwater	underline
underground	overfish	midday	overheat	underpowered

- Please take Dad a bottle of water so he does not make too warm or too hot while he cuts the grass in the backyard.
Word: overheat Part of Speech: verb
- As you read the chapter on the handout, draw a long, thin mark under any words you come across that you are not familiar with.
Word: underline Part of Speech: verb
- The team captains met the referee at the middle of the field for the coin toss to determine who would get the ball first.
Word: midfield Part of Speech: noun
- My hair dryer feels supplied with less energy than is needed so it may be time to replace it with a new one.
Word: underpowered Part of Speech: adjective

- Don't put too much dog food in the bowl because we don't want the neighbor's dog, Riley, to put too much food in his mouth, chew it, then swallow it today while we are caring for him.
Word: overeat Part of Speech: verb
- I would like to visit a store located in the middle of the town to look for a birthday gift for my friend.
Word: midtown Part of Speech: noun
- There is an entrance to the below the surface of the earth tunnel behind the historic plantation home that people used to secretly transport supplies out of the house during the war.
Word: underground Part of Speech: adjective
- The middle of the day meeting included lunch since we would not be able to leave to go get something to eat.
Word: midday Part of Speech: noun
- If people try to catch too many fish in the lake every summer, the fish population may not be as strong in following years.
Word: overfish Part of Speech: verb
- In some places on Earth, there are under the surface of the water caves that can be explored by trained divers.
Word: underwater Part of Speech: adjective

Name: _____

Dictionary Skills

Identify and write the root word, part of speech, and definition. Then, write other forms of the root word and their parts of speech. Finally, fill in the blank in each sentence with the correct form of the word.

Example:

listeners Part of Speech: _____

Definition: people who pay attention or hear

Root Word listen Part of Speech verb
Definition to pay attention or hear

Other forms of the Root Word

Word listened Part of Speech verb
Word listening Part of Speech verb
Word listener Part of Speech noun

- Yesterday, the children listened very well to the story about "Poison Dart Frogs."
- My good friend, Karen, listened to me when I have a problem and we share a lot.
- You learn a lot and become a better student when you are a good listener.
- You hurt yourself less and get in less trouble when you listen to your parents.

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