

Unit 2

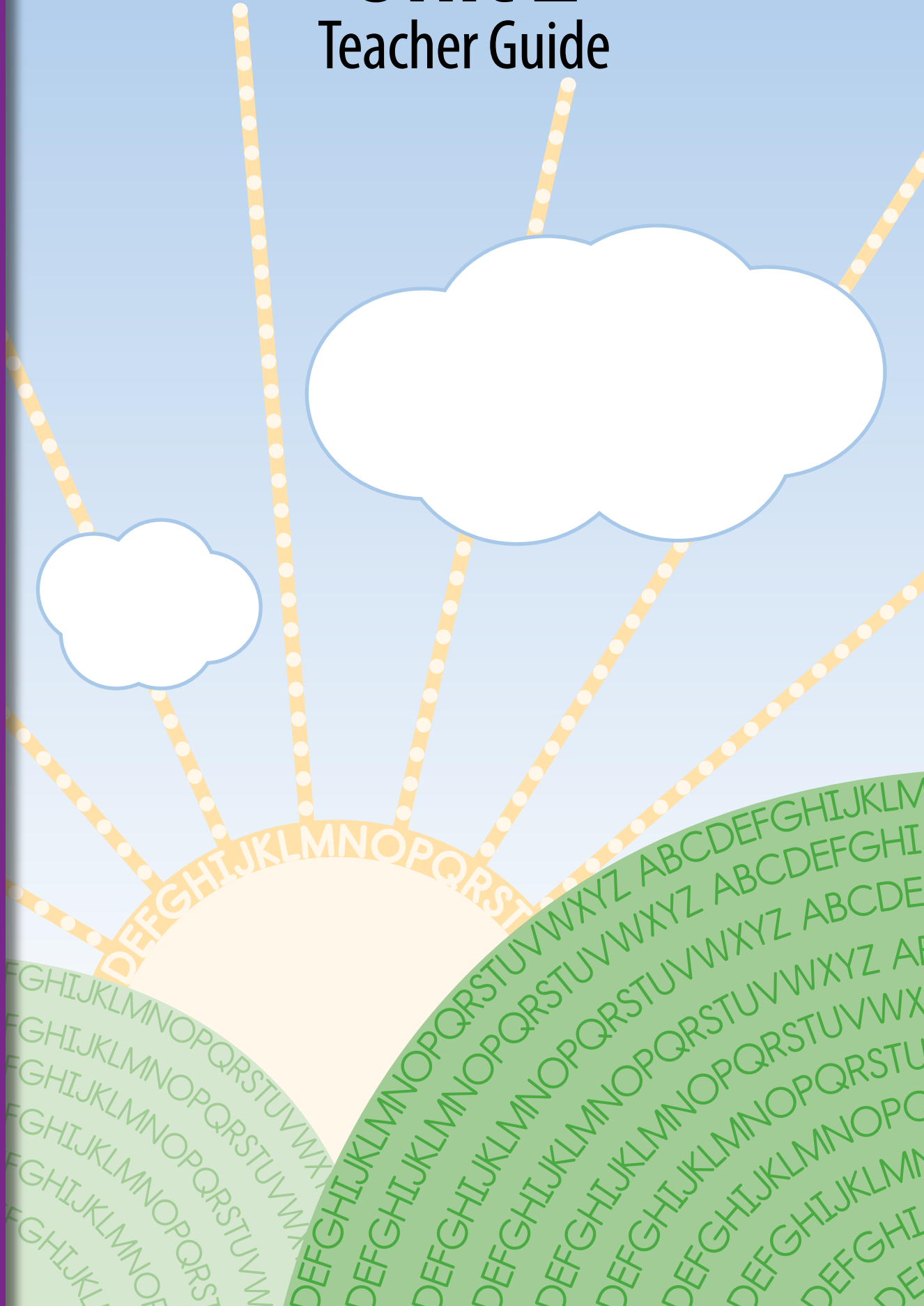
Teacher Guide

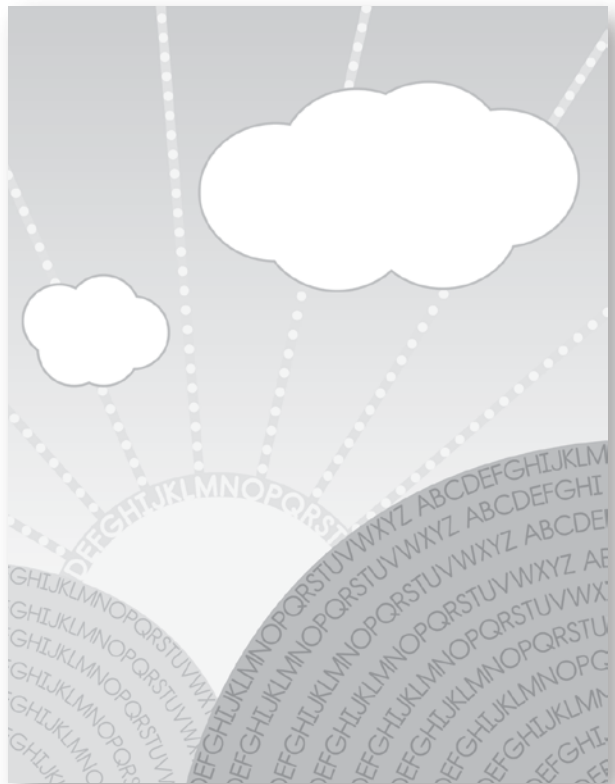
Core Knowledge Language Arts® • Skills Strand



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GRADE 3





Unit 2

Teacher Guide

Skills Strand

GRADE 3

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Alignment Chart for Unit 2

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

Lesson

Alignment Chart for Unit 2

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Informational Text: Grade 3																
Key Ideas and Details																
STD RI.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 to demonstrate understanding of a nonfiction/informational text read independently, referring explicitly to the text as the basis for the answers	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓			
	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details of a nonfiction/informational text read independently by explicitly referring to the text	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓			
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is read independently in a nonfiction/informational text, by explicitly referring to the text, including asking and answering why questions that require recognizing or inferring cause/effect relationships			✓	✓						✓					
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	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓			

Alignment Chart for Unit 2

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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)	✓	✓	✓	✓	✓			✓				✓			
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational text read independently to check and support understanding	✓	✓	✓	✓	✓			✓							
	Interpret information from diagrams, charts, graphs, and/or graphic organizers					✓	✓									
STD RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.															
CKLA Goal(s)	Compare and contrast the most important points and key details presented in two nonfiction/informational texts read independently on the same topic								✓							
Range of Reading and Level of Text Complexity																
STD RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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 nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band independently and proficiently								✓							
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			✓	✓				✓	✓						

Alignment Chart for Unit 2

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
STD RF.3.3c	Decode multi-syllable words.																
CKLA Goal(s)	Decode multi-syllable 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	✓															
STD RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.																
CKLA Goal(s)	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings							✓			✓						
Writing Standards: Grade 3																	
Text Types and Purposes: Opinion																	
STD W.3.1b	Provide reasons that support the opinion.																
CKLA Goal(s)	Provide examples and reasons that support an opinion						✓										
Text Types and Purposes: Informative/Explanatory																	
STD W.3.2b	Develop the topic with facts, definitions, and details.																
CKLA Goal(s)	Develop an informative/explanatory topic with clearly presented ideas, facts, and details						✓										
STD W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.																
CKLA Goal(s)	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories			✓	✓				✓								

Alignment Chart for Unit 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Prior to independently reading a text, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic			✓		✓	✓	✓	✓	✓	✓				
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 nouns, verbs, and adjectives and explain their functions in sentences		✓	✓	✓	✓	✓						✓		
STD L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).														
CKLA Goal(s)	Use abstract nouns (e.g., <i>love, hate, anger, education, honesty</i>)									✓	✓				
STD L.3.1i	Produce simple, compound, and complex sentences.														
CKLA Goal(s)	Produce compound sentences														✓
STD L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).														
CKLA Goal(s)	Use conventional spelling for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)	✓		✓	✓		✓		✓	✓		✓			

Lesson

Alignment Chart for Unit 2

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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						✓		✓	✓		✓				
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</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>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</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>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 a glossary to determine or clarify the precise meaning of key words or phrases	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Additional CKLA Goals																
CKLA Goal(s)	Form subjects and predicates in sentences				✓	✓										✓
	Expand sentence fragments into complete sentences							✓	✓				✓			
	Alphabetize words to the second letter					✓										
	Alphabetize words to the third letter										✓					
	Change run-on sentences into simple sentences									✓				✓		

✓ 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 2

In this domain-based unit, which focuses on the classification of animals, new elements of the third-grade CKLA Skills strand will be introduced. In the previous unit, classroom procedures were established and some sound-spellings that had been taught in second grade were reviewed. Students were assessed and appropriately placed within the CKLA sequence of Skills instruction. Only students whose placement assessment results indicate that they are ready for Grade 3 instruction should proceed with Unit 2. In this unit, students will be introduced to the Grade 3 Skills components of spelling, grammar, and morphology.

During the **spelling** portion of the lessons, students will review adding suffixes such as *-ed*, *-ing*, and *-es*, as well as whether to double the final consonant when adding the suffixes. Challenge Words will be added to each spelling list. Students will review alphabetizing to the second and third letter in preparation for learning **dictionary** skills.

During the **grammar** portion of the lessons, students will review nouns, verbs, adjectives, subjects, predicates, fragments, and run-on sentences. Students will also be introduced to abstract nouns and discover the difference between concrete and abstract nouns in sentences. Students will write compound sentences by adding subjects and predicates to simple sentences.

During the **morphology** portion of the lessons, students will learn the prefixes *un-*, *non-*, *re-*, and *pre-*. Students will discuss how adding prefixes changes the meaning of root words and how the part of speech of words may change. Students will have opportunities to apply their knowledge of these words during oral and workbook activities.

Unit Overview

Here is an overview of the Unit 2 schedule. Please see the *Tell It Again! Read-Aloud Anthology for Classification of Animals* for the corresponding Listening & Learning schedule.

Week One					
Min.	Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
25	“Introduction: Meet Rattenborough”	Chapter 1 “Classifying Living Things”	Chapter 2 “Warm-Blooded and Cold-Blooded Animals”	Chapter 3 “Vertebrate or Invertebrate?”	Spelling Assessment: Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>
25	Spelling: Introduce Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>	Grammar: Introduce Nouns, Verbs, and Adjectives	Morphology: Introduce Prefixes <i>un-</i> and <i>non-</i>	Grammar: Subjects and Predicates and Linking Verbs	Chapter 4 “Fish”
15	Due to the extended time needed to introduce the unit, there is no small group/independent work today.	Extension	Grammar: Practice Nouns, Verbs, and Adjectives	Morphology: Practice Prefixes <i>un-</i> and <i>non-</i>	Grammar: Practice Parts of Speech, Subjects, Predicates
15			Spelling: Practice Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>	Spelling: Practice Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>	Spelling: Alphabetize Words

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 5 “Amphibians”	Chapter 5 “Amphibians”	Chapter 6 “Reptiles”	Chapter 7 “Birds”	Spelling Assessment: CVCe Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>
25	Spelling: Introduce CVCe Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>	Grammar: Introduce Sentences vs. Fragments	Morphology: Introduce Prefixes <i>re-</i> and <i>pre-</i>	Grammar: Introduce Abstract Nouns	Chapter 7 “Birds”
15	Extension	Extension	Grammar: Change Fragments and Run-On Sentences into Simple Sentences	Morphology: Practice Prefixes <i>re-</i> and <i>pre-</i>	Grammar: Introduce Abstract Nouns
15			Spelling: Practice CVCe Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>	Spelling: Practice CVCe Patterns for Adding Suffixes <i>-ed</i> and <i>-ing</i>	Spelling: Alphabetize Words

Week Three					
Min.	Day 11 (Lesson 1)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
25	Chapter 8 “Mammals”	Chapter 9 “Scientists Who Classify Animals”	Unit Assessment	Remediation & Enrichment: Chapters 10, 11, 13–15	Spelling Assessment: Changing ‘y’ to ‘i’ and Adding <i>-es</i>
25	Spelling: Introduce Changing ‘y’ to ‘i’ and Adding <i>-es</i>	Grammar: Grammar Review		Grammar: Write Compound Sentences	Remediation & Enrichment: Chapters 10, 11, 13–15

Spelling

In Grade 2 CKLA, students were given a list of words each Monday and assessed each Friday. The spelling lists generally lagged behind instruction in the sound-spellings for each unit and served as a spiraling review of the sound-spelling patterns. You will notice much the same

occurs in Grade 3. Students will be reviewing sound-spelling patterns as they progress through the year. In the first two weeks of this unit, there will be follow-up classroom spelling activities. Students should be urged to study the words at home each night.

During this unit's spelling exercises, students will review words that apply conventional spelling patterns for doubling or not doubling a final consonant when adding the suffixes *-ed* and *-ing* to root words for Lessons 1–5. For Lessons 6–10, students will review words that apply CVCe spelling patterns to write words and add the suffixes *-ed* and *-ing* to those words. For Lessons 11–15, students will review words that apply the rule of changing the letter 'y' to 'i' and adding the suffix *-es*.

On the first day of each week, teachers should introduce the spelling list by reproducing the table in Lessons 1, 6, and 11 on the board or chart paper. Each lesson will focus on adding suffixes to the root words. This table will make it easy for students to see how suffixes are added. Students should be told that this table will remain posted all week for reference, but will be taken down prior to the assessment.

Challenge Words will also be introduced with each spelling list and should be added to the chart as they will be on the spelling assessment. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. If needed, a guide to pronunciation will be outlined when the Challenge Words are introduced.

In Unit 2, alphabetizing words is reviewed as a part of spelling instruction. If students were taught using CKLA last year, they received very thorough instruction in alphabetizing to the second letter. The review is presented in this unit to refresh students' memories and prepare them for dictionary skills in later units. Students will also expand that skill to alphabetize to the third letter.

The weekly spelling assessment is more rigorous than traditional spelling assessments. Students will be asked to write root words *and* root words with suffixes. In addition, students will also be asked to write Challenge Words and a dictated sentence as part of the weekly spelling assessment. You should explicitly address your expectations, with regard to the use of appropriate capitalization and punctuation, when students write the dictated sentence. Students will also correct their own spelling assessment. Some teachers find it helpful to have students write the spelling assessment with a pen. Then, they have students turn the pen back in to them and use a pencil for corrections. In this way, teachers can more clearly see exactly what errors students are making. Correcting

their own errors heightens students' awareness of specific spelling errors and solidifies 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

We begin grammar in Grade 3 with a review of material taught in Grade 2. Students will review nouns, verbs, and adjectives, in addition to reviewing subjects and predicates. Students will identify and correct fragments and run-on sentences. Students will also be introduced to abstract nouns and discover the difference between concrete and abstract nouns in sentences. To expand their understanding of sentence structure, students will write compound sentences by adding subjects and predicates to simple sentences. Students have two large blocks of grammar instruction during each of the three weeks of the unit. In Weeks 1 and 2, students will have two follow-up lessons to practice and reinforce the material taught in the 25-minute lessons on Day 2 and Day 4 of each week. In addition, grammar worksheets with more challenging activities have been included in the Pausing Point that match the material taught throughout the unit.

Morphology

Throughout Grade 3, students will study word parts, such as prefixes, suffixes, and root words, during the morphology portion of the lessons. When students approach text, knowing just one small word part may provide a clue to an unknown word. Learning these affixes and how they might fit together and change the meanings of root words is one of the most efficient ways of building vocabulary. In this unit, students will study some of the most common prefixes, *un-*, *non-*, *re-*, and *pre-*. Students will learn how these prefixes change the meaning of words. Students will define and use words with these prefixes in different contexts.

Extension

During the first and second weeks of the unit, we have included 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, 6, and 7, extension activities have been provided that include additional usages of academic vocabulary words, responding to a writing prompt focusing on a chapter already read, and using background knowledge from a chapter read to enhance student understanding of an additional chapter in the Reader.

Additionally, extension activities found in the Pausing Point are highlighted in sidebars found in the lessons. These activities offer additional practice and more challenging 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.

Since Reader’s Chair and Reader’s Journal are new activities for students, you will need to set guidelines and work closely with students as you introduce them.

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 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. . .”

In Reader's Journal, Students will be asked to read silently for a designated amount of time and then respond to a writing prompt found in the Teacher Resources section 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, while allowing you to monitor students' silent reading.

You will want to establish Reader's Journal procedures for your class. Here are some suggested procedures you may find useful:

- Have everything in place for Reader's Journal before the exercise begins. We recommend that you use a timer to make sure that students become accustomed to starting and stopping the exercise promptly.
- Choose a selection from either *Classic Tales*, *More Classic Tales*, or *Rattenborough's Guide to Animals* for students to read. You may select different chapters for different students. It is important, however, to choose selections that you estimate students will be able to complete within the designated time allotted.
- Select a writing prompt from the list found in the Teacher Resources section of the Teacher Guide. The same list of writing prompts is also reproduced at the end of the Skills Workbook.
- Tell students that they are to read from their Readers silently for the designated period of time. In allotting time for Reader's Journal, be sure to allow whatever time is needed to read the selection, plus 12 minutes for students to respond to the writing prompt.
- Read the prompt aloud and tell students to think about the prompt and possible responses as they read.
- You may be able to conference with two to three students each day during this time. Over the course of several weeks, you should be able to make it through your whole class, talking one-on-one with students.

Reader: *Rattenborough's Guide to Animals*

The Reader for Unit 2 is entitled *Rattenborough's Guide to Animals*. Although it is a nonfiction Reader, Rattenborough, a fictional character, is the narrator that guides students through the factual information. Rattenborough was the narrator for the Listening & Learning *Animals*

and Habitats domain in Grade 1. Students enjoyed Rattenborough very much and will likely remember him. We are using Rattenborough as the narrator in this Reader to make the informational text more accessible to students. The Reader consists of selections that explain the way in which animals are classified by scientists. Students will learn about the characteristics of living things and how scientists classify living things using these characteristics.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement.

In this unit, students will focus on four academic vocabulary words: *classify*, *feature*, *background*, and *organization*. 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 often appear 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 the word *classify* to mean to sort or put things into groups based on similarities or type.
- *Feature* refers to a characteristic that makes something unique or special.
- *Background* is information gained from experience.
- *Organization* refers to how different parts are put together to make sense.

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

All of the vocabulary words for the entire Reader are listed in the glossary for *Rattenborough's Guide to Animals*. These words are bolded throughout the Reader in the chapter in which they first appear. To find

the bolded vocabulary words in the glossary, students will need to look down the list and use their skills in alphabetizing. Also, some words in the glossary have a word in parentheses at the end of the definition. The word in parentheses is another form of the vocabulary word that appears in the Reader. For example, the word *animal* and its plural form, *animals*, appear in the same chapter together. In other cases, the word in parentheses appears in the chapter but the vocabulary word does not, so students will have to look closely to see which form of the word appears as they read.

We recommend that teachers study the core content objectives related to classification of animals listed in the *Tell It Again! Read-Aloud Anthology* for this domain-based unit. The selections that students will read in *Rattenborough's Guide to Animals* will reinforce and solidify the overall acquisition of knowledge related to this domain.

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 your 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

In this unit, we are introducing a new component, Vocabulary Cards, to help guide students through the vocabulary listed in the glossary for *Rattenborough's Guide to Animals*. The words listed in the glossary are words that we recommend you preview before reading each chapter. One side of the Vocabulary Cards includes just the word and the other side includes both the definition and the word. We included an image from each chapter in the Reader to correspond with the Vocabulary Cards. 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 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 workbook page 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 the morphology, spelling, and grammar skills taught is included in Lesson 13, along with an assessment of silent reading comprehension using “The Lioness,” a fiction selection, and “The Poison Dart Frog,” a nonfiction selection.

You may also want to begin to take periodic measurements of students’ fluency levels. You may use either “Piranhas,” the selection included for

fluency assessment, or any of the additional chapters in the reader for this purpose. Recording and scoring sheets for “Piranhas” 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 begin by assessing those students whom you believe may be at the highest risk, in order to gain baseline information.

Note: Students’ mastery of the domain content, classification of animals, is assessed using the Listening & Learning Domain Assessment(s).

Pausing Point

Resources are provided in the Pausing Point for additional practice on the specific grammar and morphology skills taught in this unit. As mentioned previously, more challenging grammar worksheets are included in the Pausing Point that cover the material taught in this unit. Teachers should select exercises and worksheets based on student performance.

In addition, directions are also included for introducing and discussing each of the additional chapters in the reader.

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 which 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 to demonstrate understanding of “Introduction: Meet Rattenborough,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Introduction: Meet Rattenborough” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the classification of animals in “Introduction: Meet Rattenborough” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Introduction: Meet Rattenborough” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Introduction: Meet Rattenborough” to check and support understanding (RI.3.7)
- ✓ Independently read “Introduction: Meet Rattenborough” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Introduction: Meet Rattenborough,” explicitly drawing on preparation and other information known about the classification of animals to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the classification of animals (SL.3.1d)
- ✓ Use conventional spelling for doubling or not doubling a final consonant when adding the suffixes *-ed* and *-ing* to root words (L.3.2e)
- ✓ Determine the meaning of words formed when *-ed* or *-ing* are 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)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: “Introduction: Meet Rattenborough”	board; <i>Rattenborough’s Guide to Animals</i> ; Vocabulary Cards	45
Spelling	Introduce Spelling Words	board; Worksheet 1.1	35
Take-Home Material	Family Letter; “Introduction: Meet Rattenborough”; <i>Rattenborough’s Guide to Animals</i> Glossary	Worksheets 1.1, 1.2, PP28	*

Advance Preparation

You may wish to draw the table for spelling on the board or chart paper before beginning to teach this lesson.

Root Word	-ed	-ing

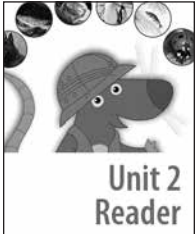
Additionally, prepare a poster entitled “Suffix” that states, “A **suffix** is a syllable placed after a root word. Suffixes change the meaning of the root word.” Select a place in the classroom where this can be posted for most of the school year.

Note to Teacher

As mentioned in the Introduction, in this unit, students will focus on four academic vocabulary words, two of which are *classify* and *feature*. 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 often appear 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 the word *classify* to mean to sort or put things into groups based on similarities or type.
- *Feature* refers to a characteristic that makes something unique or special.

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.



"Introduction: Meet Rattenborough"

Remember to use academic vocabulary words when appropriate: *classify, feature.*

Whole Group: "Introduction: Meet Rattenborough"

Introducing the Reader

- Make sure that each student has a copy of the Reader, *Rattenborough's Guide to Animals*.
- Read the title of the Reader to students.
- Ask students if they recall hearing about a character named Rattenborough in first grade. If students do not remember, you may want to remind them that they first met Rattenborough in the Listening & Learning *Animals and Habitats* domain.
- Ask students to point to the word *Rattenborough's* on the cover of their Reader and tell them that they will see the word *Rattenborough* throughout the Reader because Rattenborough is going to once again help them learn about animals.
- Now, ask students to point to the second word in the title, *Guide*. Explain that this word is pronounced /g/ /ie/ /d/, with the letters 'ui_e' representing a rare spelling of the /ie/ sound. Explain that a *guide* is a book that provides information about something.
- 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.
- Ask students if they have any predictions about the content of the reader.
- Give students a few moments to flip through the Reader and comment on the images they see.

Introducing the Chapter

- Tell students that the title of today's chapter is "Introduction: Meet Rattenborough."
- 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

Note: A new component, Vocabulary Cards, is provided to help guide students through the vocabulary listed in the glossary for

Rattenborough's Guide to Animals. Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Introduction: Meet Rattenborough” 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.

Vocabulary for “Introduction: Meet Rattenborough”

1. **animal**—a living thing that is not a plant (**animals**) (6)
2. **habitat**—a place where plants and/or animals live and grow (**habitats**) (6)
3. **savanna**—a large flat area of land with a lot of grass and few trees commonly found in Africa and South America (8)
4. **herbivore**—an animal that only eats plants (**herbivores**) (12)
5. **carnivore**—an animal that mainly eats meat (**carnivores**) (12)
6. **omnivore**—an animal that eats both plants and meat (**omnivores**) (12)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

an | i | mal

hab | i | tat

sa | van | na

'a' > /ə/ (*about*)

her | bi | vore

car | ni | vore

om | ni | vore

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *savanna* on the board.
 - Circle the first and last letters 'a'.
 - Tell students that these letters represent the sound /ə/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /ə/ row and find the 'a' (*about*).
 - Ask students to summarize what the power bar means for 'a'.

Guided Reading Supports

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary. Since this is the first time students have seen a glossary in a Grade 3 Reader, take a few moments to have them find the glossary at the end of the Reader.
- Point out that all of the vocabulary words for the entire Reader are listed here in one alphabetical list. To find the bolded vocabulary words for this chapter, students will need to look down the list and use their skills in alphabetizing. As an example, the first vocabulary word for this chapter is *animal*.

- Also, point out that that some words in the glossary have a word in parentheses at the end of the definition. Note for students that the word in parentheses is another form of the vocabulary word that appears in the Reader. For example, the word *animal* and its plural form, *animals*, appear in the same chapter together. In other cases, the word in parentheses appears in the chapter but the vocabulary word does not so students will have to look closely to see which form of the word appears as they read.
- Have students look at the words in the glossary that begin with the letter ‘a’ and find the word *animal*. The glossary can be used at any time to help remind students of the meanings of new words. Encourage them to refer to it when they are reading silently.

Pages 6 and 7

- Read the title of the chapter together as a class, “Introduction: Meet Rattenborough.”
- Call students’ attention to the image of Rattenborough on **page 6** and point out that in each chapter, Rattenborough will be pictured and will have a message for readers.
- Ask students to look at the two images on **page 7** and note similarities and differences in both the *features* of the habitats and in what Rattenborough has with him. (The top image shows a gray stone tunnel and the bottom image shows a desert with cacti and open, flat land. In the top image, he is holding a warm cap and in the bottom image, he has on sunglasses.)
- Have students read the caption on **page 7** and point out that it describes the two images on the page.
- Tell students to always read captions to gain information.
- Introduce the words *animal* and *habitat* as vocabulary words.
- Display the image for this chapter and the Vocabulary Card for *animal*.
- Ask students, “Where in the Reader could we find the definition of *animal* quickly?” (the glossary)
- Ask students to tell you how to find the word in the glossary.
- Ask students to find the word.
- Call on one student to identify where the word is and read the definition.

- Point out to students that, as you mentioned earlier, the word *animal* has a word in parentheses at the end of the definition, *animals*.
- Redirect students' attention to **page 6**. Have them locate the word *animal* on **page 6**. Then, have students locate the word from the parentheses, *animals*, on the same page. Note for students that the word *animal* and the form of it found in the glossary after the definition, *animals*, both appear in this chapter.
- Display the Vocabulary Card for *habitat*.
- Have students look up the word *habitat* in the glossary and read the definition together as a class. Point out that the word *habitats* is listed in parentheses at the end of the definition, indicating that students will come across this form of the word in the same chapter as *habitat*.
- Have one student read aloud the greeting from Rattenborough found in the first paragraph on **page 6** and have students share what they remember about animals and habitats from first grade.
- Tell students to read **pages 6–7** to themselves to find the answer to the question: “Why do plants and animals that live in a desert have to be able to get by with very little water?” Give students time to read the pages silently.
- When students have finished reading, restate the question and ask students to answer. (It hardly ever rains in a desert.) Have one student read the sentence from the Reader that has the answer to the question. (It hardly ever rains in a desert so the plants and animals that live there have to be able to get by with very little water.)

Pages 8 and 9

- Display the Vocabulary Card for *savanna*.
- Have students look in the glossary for the word *savanna* and read the definition together as a class.
- Direct students' attention to the caption on **page 9** and ask them to describe what they see in the images, listing *features* of the three habitats. (Answers may vary but could include that the top image is a savanna, the middle image is a hardwood forest, and the third image is a tropical rainforest.)
- Ask students to look at **page 9** while thinking about the definition of a savanna and review which of the three images on the page is an image of a savanna. (the top image)

- Tell students to read **pages 8–9** to themselves to find the answer to the question: “What animals might you find in the two other images on **page 9**?”
- When students have finished reading, restate the question and ask several students to give one example of either an animal found in a hardwood forest or a tropical rainforest. (In a hardwood forest, you might find squirrels, deer, and bears. In a tropical rainforest, you might find toucans and parrots.)
- Ask students, “Why do you think Rattenborough mentioned in the first paragraph that he was always a little nervous while he was in the savanna?”
- Explain that this type of question does not have the answer stated in the reader, so students should use what they know about mice and the animals found in a savanna to answer the question. Call on several students for their ideas. (Lions eat mice.)

Pages 10 and 11

- Point out that the word *habitat* is a bolded word on **page 10**, but that its Vocabulary Card is already displayed.
- Direct students’ attention to the two images on **page 11** and ask what is similar in the characteristics of the two images of habitats. (Both images include bodies of water. The top image has trees and appears to be a lake. The bottom image is an ocean.) Point out the caption on **page 11**.
- Ask students to read **pages 10–11** to find out what is different about the water in the two images of habitats.
- When students have finished reading, restate the question and ask for answers. (The top image is a freshwater habitat and the bottom image is a saltwater habitat.)
- Ask students to list animals found in the two habitats. (Fish, turtles, ducks, and beavers are found in a freshwater habitat. Starfish, crabs, lobsters, and sharks are found in a saltwater habitat.)

Pages 12 and 13

- Display the Vocabulary Card for *herbivore*.
- Have students look in the glossary for the definition and read it together as a class. Note the plural form of the word at the end of the

definition and remind students that they will see this form of the word in the chapter as well.

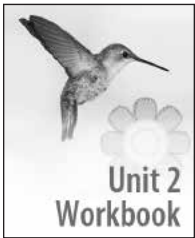
- Display the Vocabulary Cards for *carnivore* and *omnivore* and follow your established procedures for looking in the glossary for these definitions. Also, note the plural forms of these words.
- Remind students that they learned these words in first grade and ask students to share what they remember about herbivores, carnivores, and omnivores.
- Direct students' attention to **page 13** and discuss which animals are herbivores, omnivores, and carnivores. Note for students that these images are a way to *classify* animals by showing which animals would be herbivores, omnivores, or carnivores.
- Ask students to share which category they would put themselves in on the page. Note that people who eat only plants are usually called vegetarians rather than herbivores.
- Ask students to read **pages 12–13** to themselves to fill in the blank in the sentence: “When speaking of herbivores, carnivores, and omnivores, we are *classifying* animals by _____.”
- When students have finished reading, reread the sentence and have students fill in the blank. (what they eat)
- If there is time, ask students to name other ways that animals could be sorted. (Answers may vary but could include size, shape, number of legs, how they move, what is on the outside of their bodies, etc.)

Wrap-Up

- For the multiple choice question, guide students through the following procedures:
 - Explain to students that there will be one question followed by four answers. Only one answer is correct. Tell students to listen carefully to the question and each answer before choosing the one they think is correct.
- Use the following questions to promote a discussion:

Discussion Questions on “Introduction: Meet Rattenborough”

1. *Literal* What is a habitat? (a place where a plant or animal lives and grows)
2. *Literal* What are some of the habitats Rattenborough talked about? (desert, savanna, forest, freshwater, saltwater)
3. *Literal* What kinds of plants and animals live in the desert habitat? (cactus plants, snakes, lizards)
4. *Literal* What do you call an animal that only eats plants? (B. herbivore)
 - A. carnivore [Ask, “What does carnivore mean?” (an animal that eats mainly meat)]
 - B. herbivore [Ask, “What does herbivore mean?” (an animal that eats only plants) Students may say, “That’s it!” Tell students that they still need to go through the other options to make sure that herbivore is the correct answer.]
 - C. habitat [Continue and ask, “What does habitat mean?” (a place where a plant or animal lives and grows) Ask if habitat has anything to do with eating. (no) Tell students that habitat is no longer a choice.]
 - D. omnivore [Then, ask “What does omnivore mean?” (an animal that eats both plants and animals) Finally, ask what the correct answer is. Students should all say, “B. herbivore.”]
5. *Literal* Name some animals that are herbivores. (deer, elephants, koalas, butterflies)



Worksheet 1.1

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

Introduce Spelling Words

Note to Teacher

As this is the first time in Grade 3 that you are introducing spelling words, please take your time. You are establishing the procedure that will be followed throughout all of Grade 3 for spelling. Be very deliberate in the way you add the suffixes to each root word. Make sure students understand that they will be responsible for spelling more than just the root words on the assessment. After students have added the suffixes *-ed* and *-ing* to each root word, ensure that they understand which of the three words is the root word. Two Challenge Words, *give* and *live*, have been added to the spelling list to allow students the opportunity to practice recognizing and writing these words. These are high frequency words that students will encounter in multiple texts and in written activities. These words may not follow spelling patterns and their spellings must simply be memorized. We have allotted additional time in this first lesson for a thorough introduction—please take advantage of it.

- Draw the following table on the board or on chart paper:

Root Word	<i>-ed</i>	<i>-ing</i>

- When introducing the words, use these procedures:

Step 1: Introducing the Root Words

- Tell students that starting with today’s lesson, they will be assigned a list of spelling words on Day 1. They will be assessed on the words on Day 5.
- Explain further to students that this week, they will be assigned 10 spelling words. On Day 5’s assessment, they will be responsible for spelling these root words, in addition to other words that follow the pattern of the words under study. For example, this week students will be responsible for spelling the root words plus the forms of these words when the suffixes *-ed* and *-ing* are added. Students will also be responsible for spelling two Challenge Words, *give* and *live*.

- Explain that the root words this week are verbs to which students will be adding suffixes.
- As you introduce each of the spelling words, write it in the table, pronouncing each word as you write it.

Root Word	-ed	-ing
hop		
rub		
ship		
grab		
patch		
plan		
stretch		
finish		
discuss		
submit		

- Make sure to explicitly point out that the first word is the root word. Explain that a root word is what a word is called before any prefixes or suffixes are added to the word.
- Point out the vowel sound(s) in each word to students.
- When you reach the multi-syllable words (*finish*, *discuss*, and *submit*), model for students how to chunk each word into syllables to say and spell the word. Explain that when there are words with more than one syllable, it can be helpful to divide a word into syllables if we don't know how to read or spell it.
- Write the word *finish* in the table.
- Ask students to tell you the vowels in the word.
- Underline the vowels in the word like this:

finish

- Then, ask this question: "How many consonants are between the two vowel sounds?" (one)

- Tell students that when there is just one consonant between two vowel sounds, the word can be divided into syllables before or after that single consonant.
- Draw a line between the first letter 'i' and 'n' like this:

fi|nish

- Cover the second syllable, 'nish', and tell students that if the word is divided in this way, you would read this first syllable as /fie/, since syllables ending with vowel sounds are generally pronounced with the long vowel sound.
- Then, cover the first syllable, 'fi', and ask students to read the last syllable, 'nish'. Prompt students in blending and saying the word, /fie nish/, and point out this does not sound like an English word that you recognize.
- Tell students that you will try dividing the word into syllables with the division coming after the consonant. Draw a line between the letters 'n' and the second 'i' like this:

fin|ish

- Cover the second syllable, 'ish,' and ask students to read the first part of the word. (/fin/)
- Then, cover the first syllable, 'fin', and ask students to read the end of the word. (/ish/)
- Now, ask students to read each syllable of the word as segments. (Students should say /fin ish/.)
- Now, tell students to "read it fast."
- Tell students that they can now easily see the parts of the word and it is easier to decode and spell.
- Repeat the procedure with:

dis|cuss

sub|mit

- Point out that in the words *discuss* and *submit*, two consonants come between the vowel sounds.
- Tell students that when there are two consonants between two vowel sounds, the word is divided between the consonants.
- Have students read each syllable and then blend them together for each word.

Step 2: Adding the Suffixes –ed and –ing to the Root Words

- Tell students that you will now complete the remainder of the table by adding the suffixes *–ed* and *–ing* to each root word.
- Point out the suffix poster and read it with the students.

A **suffix** is a syllable placed after a root word. Suffixes change the meaning of the root word.
- Remind students that each root word is a verb and ask what the suffix *–ed* on the end of a verb signals. (past tense; the action has already happened)
- Ask students what the suffix *–ing* signals. (present tense; ongoing action that is still happening)
- Working with each root word, add the suffixes *–ed* and *–ing*. Point out to students that when words end with CVC (Consonant-Vowel-Consonant), the final consonant must be doubled before adding *–ed* or *–ing*. This is the case with *hop*, *rub*, *grab*, *ship*, *plan*, and *submit*.
- Also, point out to students that adding *–ed* and *–ing* sometimes adds a syllable to the word.
- Also, point out that when words end with two consonants, the suffixes *–ed* and *–ing* are simply added. There is no doubling of consonants, as is the case with the words *discuss*, *patch*, *stretch*, and *finish*.
- Additionally, point out that the suffix *–ed* is pronounced /t/ in *hopped*, *shipped*, *patched*, *stretched*, *finished*, and *discussed*. The suffix *–ed* is pronounced /d/ in *rubbed*, *grabbed*, and *planned*. In *submitted*, the suffix *–ed* is pronounced /ed/ and adds an additional syllable.

Root Word	-ed	-ing
hop	hopped	hopping
rub	rubbed	rubbing
ship	shipped	shipping
grab	grabbed	grabbing
patch	patched	patching
plan	planned	planning
stretch	stretched	stretching
finish	finished	finishing
discuss	discussed	discussing
submit	submitted	submitting
Challenge Word: give		
Challenge Word: live		

- Explain that Challenge Words are words that are used very often. They may not follow spelling patterns and need to be memorized.
- Tell students that they will need to know these words as they will be included in their spelling assessment. Say each word using correct pronunciation: *live*—/liv/ and *give*—/giv/.
- Also, point out that *live* can be pronounced as /liev/. Say the following example and have students tell you when you used *live* (/liv/) and when you used *live* (/liev/): “Mammals can *live* (/liv/) almost anywhere and most give birth to *live* (/liev/) babies.”
- Write the following sentence on the board:
Some eggs will produce *live* tadpoles, which *live* in the water.
- Ask students to read this sentence correctly, pronouncing the first *live* as /liev/ and the second *live* as /liv/.
- Use the Challenge Words in sentences as examples for students: “Those young girls *give* toys to other children.” “Animals *live* in different habitats.”

- Ask students to create sentences using *give* and *live* and share them with the class. This provides an opportunity for students to hear each other, using a variety of sentences, and you will be able to assess understanding.
- Practice the spelling words in the following way for the remaining time. Call on a student to read any word with a suffix and ask him/her to orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: “Did that sentence make sense?” If the class says, “Yes,” then the student puts a check mark in front of the word and calls on 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 the suffixed words have been used in sentences or time has run out.
- Tell students that this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students they will take home Worksheet 1.1 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; “Introduction: Meet Rattenborough”; *Rattenborough’s Guide to Animals Glossary*

- Have students take home Worksheet 1.1 to share with a family member, Worksheet 1.2 to read to a family member, and Worksheet PP28 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 to demonstrate understanding of “Classifying Living Things,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Classifying Living Things” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the classification of living things in “Classifying Living Things” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Classifying Living Things” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Classifying Living Things” to check and support understanding (RI.3.7)
- ✓ Independently read “Classifying Living Things” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Classifying Living Things,” explicitly drawing on preparation and other information known about the classification of living things to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the classification of living things (SL.3.1d)
- ✓ Use nouns, verbs, and adjectives and explain their functions in sentences (L.3.1a)
- ✓ 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: “Classifying Living Things”	board or chart paper; <i>Rattenborough’s Guide to Animals</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 2.1	25
Grammar	Introduce Nouns, Verbs, and Adjectives	board or chart paper; Worksheet 2.2	25
Extension	Classify Items	Worksheet 2.3	30
Take-Home Material	“Classifying Living Things”; Practice Nouns, Verbs, and Adjectives	Worksheets 2.4, 2.5	*

Advance Preparation

Prepare and display a poster that says:

Parts of Speech	
Nouns are words that name people, places, or things.	
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.
Verbs are words that show action.	
Adjectives are words that describe nouns.	

Bring in a Classified section from a newspaper for use during the Extension.

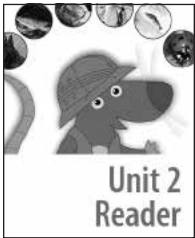
Guided Reading Supports and Purpose for Reading

As mentioned in the Introduction, in this unit, students will focus on four academic vocabulary words, two of which are *classify* and *feature*. 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 often appear 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.

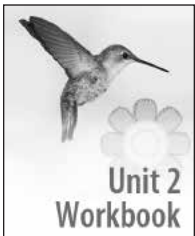
- We define the word *classify* to mean to sort or put things into groups based on similarities or type.
- *Feature* refers to a characteristic that makes something unique or special.

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: “Classifying Living Things”



Chapter 1



Worksheet 2.1

Remember to use academic vocabulary words when appropriate: *classify*, *feature*.

Introducing the Chapter

- Write the phrase “living thing” on the board or chart paper and ask students to think about how they know something is a living thing. Record their responses.
- Tell students that they will be learning about many different living things, particularly animals, and how they are *classified* or grouped into categories based on their characteristics, or *features*, i.e., how they are alike or different.
- Tell students that we group and *classify* many things because it is a useful way to organize things.
- Remind students that *classify* is also an academic vocabulary word this week.
- Tell students that throughout this Reader, they will be learning about scientists and their work with living things.
- Ask students to share what they already know about scientists. (What kinds of things do they do? What do they study?)
- Tell students that today’s chapter is called “Classifying Living Things.”
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Classifying Living Things” 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.

Vocabulary for “Classifying Living Things”

1. **classify***—to put things into groups based on similarities or type (**classifying, classified**) (14)
2. **scientist**—an expert in science who has knowledge of the natural world based on facts learned through observation and experiments (**scientists**) (14)
3. **characteristic***—something that makes a person, thing, or group different (**characteristics**) (14)
4. **life cycle**—the stages through which a living thing goes from birth until death (14)
5. **adult**—grown-up (16)
6. **adapt**—to change (16)
7. **kingdom***—a major group into which all living things are classified (**kingdoms**) (20)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

clas | si | fy

sci | en | tist 'sc' > /s/ (*scent, science*)

char | ac | ter | is | tic 'ch' > /k/ (*school, ache*)

life cy | cle

a | dult

a | dapt

king | dom

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *scientist* on the board.
 - Circle the letters 'sc'.
 - Tell students that these letters represent the sound /s/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /s/ row and follow it across to 'sc' (*scent*).
 - Ask students to summarize what the power bar means for 'sc'.
- Display the Vocabulary Card for or write the word *characteristic* on the board.
 - Circle the letters 'ch'.
 - Tell students that these letters represent the sound /k/.
 - Ask students to turn to **page 1** of the **Individual Code Chart**.
 - Ask them to find the /k/ row and follow it across to the 'ch' (*school*).
 - Ask students to summarize what the power bar means for 'ch'.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 14–15

- Read the title of the chapter together as a class, “Classifying Living Things.”
- Display the image for this chapter and the Vocabulary Card for *classify*. Point out to students that *classify* is both a vocabulary word and an academic vocabulary word. Ask students, “Where in the Reader could we find the definition of *classify* quickly?” (the glossary)
- Ask students to find the word.
- Call on one student to identify where the word is and read the definition.
- Redirect students’ attention to **page 14**. Have them locate the word *classify* in the first paragraph. Then, have students locate the word from the parentheses, *classifying*, on the same page in the chapter title. Note for students that the word *classify* and forms of it are found in the glossary after the definition. *Classify*, *classifying*, and *classified* all appear in this chapter.
- Follow the same procedure for *scientist*. Point out to students that the word *scientist* has a word in parentheses at the end of the definition, *scientists*. Redirect students’ attention to **page 14**. Note that the word *scientists* is the form of the word *scientist* that is found in the chapter.
- Continue the same procedure for *characteristic* noting that *characteristics* is a form of the vocabulary word and is a bolded word found on **page 14**.
- Finally, display the Vocabulary Card for *life cycle* and have students find and read the definition in the glossary.

- Have one student read aloud the greeting from Rattenborough found in the first paragraph on **page 14**.
- Have students read the caption and look at the images on **page 15**.
- Ask students to read **pages 14–15** to themselves to find the answer to the question: “What are characteristics of all living things?”
- When students have finished reading, restate the question and ask students to answer. (create energy from food, can have babies or make other living things just like themselves, have a life cycle, and change to fit in better with their habitat)
- Have students look back at the images on **page 15** and point out how they represent the four characteristics of all living things. (eat food, start out small and then grow, can have babies, and fit in with their habitats)

Pages 16–17

- Display the Vocabulary Card for *adult* and have students find it in the glossary. Read the definition together as a class.
- Follow the same procedure for *adapt*.
- Ask students to read **pages 16–17** to themselves to discover how plants have the same characteristics as animals.
- When students have finished reading, restate the question and ask students to answer. (create energy from food, can have babies or make other living things just like themselves, have a life cycle, and change to fit in better with their habitat)
- Ask students, “How do plants create energy from food? Which sentence on **page 16** answers the question?” (They make their own food using the sun, water, and gases in the air.)
- Direct students to **page 17** and have them find the image that shows how plants create energy from food. (the top left image)
- Ask students, “How do plants make other living things just like themselves? Which sentence on **page 16** answers the question? Which image on **page 17** represents the answer?” (Plants make seeds that become new plants. The image of the dandelion on the top right shows the seeds the flower makes.)

- Ask students, “How do plants start out small and then grow? Which sentence answers the question? Which image represents the answer?” (Plants grow from small seeds into seedlings and become adult plants. The image on the bottom left represents the answer.)
- Ask students, “What example is given on **page 16** of plants adapting to their habitat?” (A cactus in a dry desert does not need as much water as other plants. The image on the bottom right represents the answer.)

Pages 18–19

- Ask students if there are any new vocabulary words on these pages. (no)
- Have students read **pages 18–19** to themselves to discover how the characteristics, or *features*, of all living things apply to animals.
- When students have finished reading, restate the question and ask students to answer. (Animals create energy from food, can have babies, begin small and grow into adults, and adapt to their habitat.)
- Point out the images and read the caption on **page 19**.

Pages 20–21

- Display the Vocabulary Card for *kingdom*. Ask students to scan the bolded words on **page 20** and see if there is a form of the root word *kingdom* included. (yes, *kingdoms*)
- Ask students, “Where do you find the word *kingdoms* in the glossary?” (in the parentheses that follow the word *kingdom*)
- Ask students to read **pages 20–21** to themselves to fill in the blank in the following sentence: “Scientists classify animals according to _____ they share.” (characteristics)
- Have students find out which specific group of animals is the largest. (insects)
- Have students examine the image and read the caption on **page 21**.

Pages 22–23

- Have students read **pages 22–23** to themselves to find the answer to the question: “Have scientists classified all of the animals in the world?”

- When students have finished reading, restate the question and ask students to answer by reading the sentence that contains the answer. (Many scientists think there may be close to 10 million other animals that still have not been classified.)

Wrap-Up

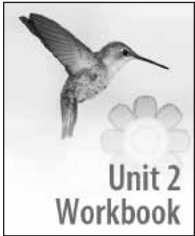
- Use the following questions to promote a discussion:

Discussion Questions on “Classifying Living Things”

1. *Literal* What four characteristics do all living things have in common? (Living things need food for energy. They can have babies, or make other living things just like themselves. They have a life cycle, starting out small and growing. They can change to fit in better with their habitat.)
2. *Literal* What are kingdoms? (groups into which scientists sort all living things) What are the two kingdoms you learned about today? (the plant and animal kingdoms)
3. *Literal* How do scientists classify animals? (based on certain characteristics and behaviors; One thing scientists look for is if an animal has a backbone.)
4. *Inferential* Why do scientists classify animals? (to better understand animals and how they are alike and different)
5. *Inferential* Why do we classify things around us? (to get to know our world better; to learn about ourselves and our place in the world)
6. *Literal* Do scientists already know all there is to know about our world? (no) Why not? (Scientists think there are a lot of living things in our world that have yet to be discovered.)
7. *Literal* Which group of living things is the largest? (C. insects) For multiple choice questions, make sure to go through all answers before choosing the one that is correct.
 - A. birds
 - B. fish
 - C. insects
 - D. reptiles

- Complete Worksheet 2.1 together as a class.

Introduce Nouns, Verbs, and Adjectives



Worksheet 2.2

For additional practice, see Pausing Point Worksheet PP11. For more challenge, see Pausing Point Worksheet PP12.

- Tell students that today, they will review parts of speech. Remind them that all English words fit into one of eight categories of parts of speech. Remind them that they studied four parts of speech in second grade: nouns, verbs, adjectives, and adverbs. Review the Parts of Speech poster that you prepared in advance with students.

Parts of Speech	
Nouns are words that name people, places, or things.	
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.
Verbs are words that show action.	
Adjectives are words that describe nouns.	

Nouns

- Direct students to the poster you prepared. Beginning with nouns, ask students to help make a list on the board of nouns that name things they can see in the room. (desk, board, Sandra, paper, pencil, girl, boy, door, window, Mrs. Smith, floor, wall, etc.)
- Remind students about the difference between the *features* of common and proper nouns. (Common nouns name people, places, or things in general, while proper nouns name specific people, places, or things.) Examples could be:

Common Nouns	Proper Nouns
boy	Jake Johnson
school	Washington School
city	New York City

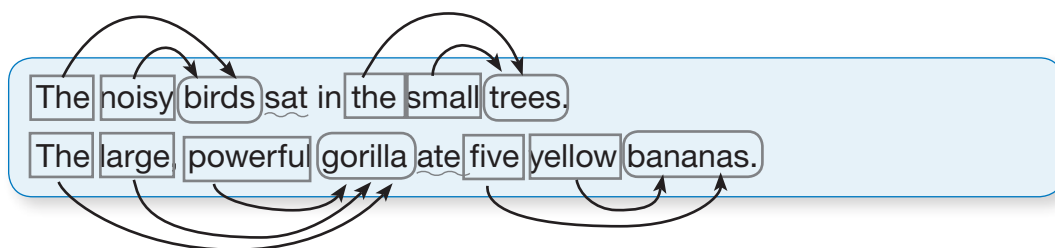
- Note for students that proper nouns begin with capital letters while common nouns do not. Look back at the list on the board and ask students if their list has common and/or proper nouns. If the list lacks proper nouns, ask students to name a few and add them to the list.

Verbs

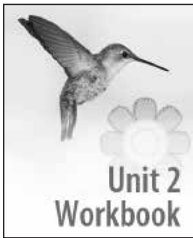
- Next, move to verbs and redirect students to the poster you prepared. Remind students that many verbs are action words (words that are actions you can do). Ask students to create a list of verbs. Examples could be: *take, give, run, jump, hop, skip, and fly.*

Adjectives

- Now, move to adjectives and redirect students to the poster you prepared. Tell students they learned about adjectives in second grade. Read from the poster, “Adjectives are words that describe nouns.” Remind students that the *features* of adjectives are that they can answer the questions *how many, what kind of, what color, what shape, etc.*
- Have students look back at the list of nouns on the board and add adjectives to describe them. (*wooden desk, white board, lined paper, sharpened pencil, smart girl, tall boy, closed door, broken window, clean floor, covered wall, etc.*)
- Remind students that the words *a, an, and the* are all a special kind of adjective called articles.
- Next, write these sentences on the board and ask students to direct you in identifying the nouns, verbs, and adjectives. Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.



- Have students turn to Worksheet 2.2 and go over the first few sentences with them. Have students complete the worksheet independently or, if you determine they need more assistance, complete it as a teacher-guided activity.



Worksheet 2.3

Classify Items

- Ask students to define the word *classify* and share what they have learned about *classifying* animals.
- Tell students that the word *classify* can be used in many different ways.
- Remind students that when *classifying* animals, scientists are looking for characteristics that are the same and different. Scientists then sort animals into groups with similar characteristics.
- Call three boys and three girls to come to the front of the classroom.
- Ask, “How would you *classify* these students? Remember to look for similarities and differences.” (Answers may vary but could include that all four are students in the same class, all are third graders, and some could be wearing similar clothing. Differences could include boy/girl, height, clothing, color of hair/eyes, and/or favorite activities.)
- Have students put the six students into groups according to various characteristics. (For example, students could be arranged in a group of boys and a group of girls.) Continue to group and regroup according to different characteristics.
- Brainstorm with students other objects that could be *classified*. (Answers may vary but could include books, sports, ice cream flavors, classrooms in your school, etc.)
- Show students the *Classified* section of a newspaper that you brought in and say, “Today, I will show you another use for the word *classified*. Have you ever read this section of the newspaper?” Tell students that newspaper readers use this section to buy and sell things (property, houses, cars, etc.) or to find a job.
- Say, “People buy ads to be placed in this section of the newspaper in hopes of buying or selling things or finding new employees for open positions.”
- Read the names of various categories, asking students what they think people might want to sell or buy. Read some of the ads.
- Ask students why they think the *Classified* section is called *classified*. (All ads are grouped according to the categories, listed as headers.)

- Now, ask students to give examples of how items in a grocery store are *classified*. Remind them that often, in the middle of grocery stores, signs hang from the ceiling to indicate what items are on each aisle. Tell them that large signs, usually around the edges of the stores, indicate categories such as dairy, produce, bakery, meat, and deli. Ask students what sort of food would be found under those signs. (dairy = milk, cheese; produce = fruits and vegetables; bakery = freshly baked breads, desserts; meat = chicken, beef; and deli = freshly prepared meals, lunchmeat)
- Turn to Worksheet 2.3 and complete it as a teacher-guided activity.
- When finished with the worksheet, tell students that their Reader has information about how living things are *classified* into plants and animals. Point out that as they continue reading, they will discover that animals will be further *classified* into different groups, using other characteristics.

Take-Home Material

Family Letter; “Introduction: Meet Rattenborough”; *Rattenborough’s Guide to Animals Glossary*

- Have students take home Worksheet 2.4 to read to a family member and Worksheet 2.5 to complete.

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 to demonstrate understanding of “Warm-Blooded and Cold-Blooded Animals,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Warm-Blooded and Cold-Blooded Animals” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require making interpretations about whether students are warm-blooded or cold-blooded animals (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to warm-blooded and cold-blooded animals in “Warm-Blooded and Cold-Blooded Animals” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Warm-Blooded and Cold-Blooded Animals” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Warm-Blooded and Cold-Blooded Animals” to check and support understanding (RI.3.7)
- ✓ Identify and use the meaning of the common prefixes *un-* and *non-* (RF.3.3a)
- ✓ Independently read “Warm-Blooded and Cold-Blooded Animals” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Warm-Blooded and Cold-Blooded Animals,” explicitly drawing on preparation and other information known about warm-blooded and cold-blooded animals to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Warm-Blooded and Cold-Blooded Animals,” identify orally what they know and have learned that may be related to animals being warm-blooded or cold-blooded (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to warm-blooded and cold-blooded animals (SL.3.1d)
- ✓ Use nouns, verbs, and adjectives and explain their functions in sentences (L.3.1a)
- ✓ Use conventional spelling for doubling or not doubling a final consonant when adding the suffixes *-ed* and *-ing* to root words (L.3.2e)
- ✓ Determine the meaning of words formed when *-ed* or *-ing* are added to a known root word (L.3.4b)
- ✓ Determine the meaning of words formed when *un-* or *non-* are 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>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Warm-Blooded and Cold-Blooded Animals”	<i>Rattenborough’s Guide to Animals</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 3.1	25
Morphology	Introduce Prefixes <i>un-</i> and <i>non-</i>	board or chart paper; Worksheets 3.2–3.5	25
Grammar	Practice Nouns, Verbs, and Adjectives	board or chart paper; prepared Part of Speech strips	15
Spelling	Blank Busters	Worksheets 3.6, 3.7	15
Take-Home Material	Blank Busters; “Warm-Blooded and Cold-Blooded Animals”	Worksheets 3.7, 3.8	*

Advance Preparation

Make sure that the table with this week’s spelling words is on display where students can see it for the Spelling lesson.

Create a poster entitled “Prefix” that states, “A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.” Select a place in the classroom where this can be posted for most of the school year.

Display the poster you created for a previous lesson that says:

Parts of Speech	
Nouns are words that name people, places, or things.	
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.
Verbs are words that show action.	
Adjectives are words that describe nouns.	

Make copies of the following page for use during the Grammar lesson:

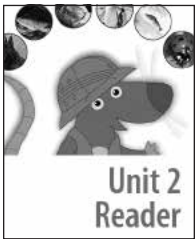
Noun

Verb

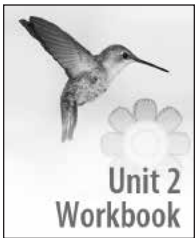
Adjective

Whole Group: “Warm-Blooded and Cold-Blooded Animals”

Introducing the Chapter



Chapter 2



Worksheet 3.1

Remember to use academic vocabulary words when appropriate: *classify*, *feature*.

- Tell students to list the specific characteristics, or *features*, of living things. (Living things need food for energy, they reproduce or make other living things just like themselves, they have a life cycle, and they can adapt to their environment.)
- Tell students that all living things are *classified* into large groups called kingdoms. The two kingdoms they have reviewed are the animal kingdom and the plant kingdom. Each is based on certain characteristics.
- Ask students to list some *features* of animals and plants and tell which kingdom the *feature* belongs to. (Animals: can have babies, adapt to their habitat, etc. Plants: grow from a seed, seeds grow into seedlings, seedlings grow into adult plants, etc.)
- Tell students that scientists *classify* different kinds of animals using their characteristics to divide them into more specific groups.
- Tell students that they are going to learn about two groups of animals today, mammals and reptiles.
- Write *mammals* and *reptiles* on the board and ask students to share examples of animals that are mammals. Ask students to share examples of reptiles. (Answers may vary.)
- Tell students that scientists *classify* mammals and reptiles according to certain features. One *feature* includes whether an animal is warm-blooded or cold-blooded.
- Ask students if they are warm-blooded or cold-blooded animals. (warm-blooded)
- Tell students that the title of today’s chapter is “Warm-Blooded and Cold-Blooded Animals.”
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Warm-Blooded and Cold-Blooded Animals” 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.

Vocabulary for “Warm-Blooded and Cold-Blooded Animals”

1. **warm-blooded***—having a constant body temperature; Mammals are warm-blooded. **(24)**
 2. **cold-blooded***—only able to control body temperature by using surroundings; Reptiles are cold-blooded. **(24)**
 3. **mammal**—an animal that gives birth, has hair, feeds milk from its own body to its young, and is warm-blooded (**mammals**) **(26)**
 4. **crocodile**—a large reptile that lives near water and has thick, scaly skin and very strong jaws (**crocodiles**) **(28)**
 5. **scale***—a thin, small disc on the outside of the bodies of some animals, such as fish and reptiles (**scales**) **(28)**
 6. **reptile**—a cold-blooded animal with tough, scaly skin that uses its surroundings to control its body temperature (**reptiles**) **(28)**
 7. **constant**—unchanging **(30)**
 8. **temperature**—the measurement of how hot or cold something is (**temperatures**) **(30)**
- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

warm blood | ed
 cold blood | ed
 mam | mal
 croc | o | dile
 scale
 rep | tile
 con | stant
 tem | per | a | ture 'a' > /ə/ (*about*)

- You may want to point out that the *-ed* in *warm-blooded* and *cold-blooded* are just like some of this week's spelling words, where the *-ed* adds a syllable.

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *temperature* on the board.
 - Circle the letter 'a'.
 - Tell students that this letter represents the sound /ə/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /ə/ row and follow it across to 'a' (*about*).
 - Ask students to summarize what the power bar means for 'a'.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 24–25

- Read the title of the chapter together as a class, “Warm-Blooded and Cold-Blooded Animals.”
- Display the image for this chapter and the Vocabulary Card for *warm-blooded*. Ask students, “Where in the Reader could we find the definition of *warm-blooded* quickly?” (the glossary)
- Note for students that the word *warm-blooded* is not capitalized in the glossary but is capitalized in the title of the chapter.
- Ask students to find the word in the glossary.
- Call on one student to identify where the word is and read the definition.
- Redirect students’ attention to **page 24**. Have them locate the word *cold-blooded* in the title. Again, note for students that the word *cold-blooded* is not capitalized in the glossary but is capitalized in the title of the chapter.
- Display the Vocabulary Card for *cold-blooded*.
- Ask students to find the word in the glossary.
- Call on one student to identify where the word is and read the definition.
- Have one student read Rattenborough’s greeting in the first paragraph on **page 24**. Have students read the caption and look at the image on **page 25**.
- Ask students to read **pages 24–25** to themselves to find the answer to the question: “Why do scientists study different characteristics of many kinds of animals?”
- When students have finished reading, restate the question and ask students to answer. (Scientists study different characteristics to divide the animal kingdom into more specific groups.)
- Using the image on **page 25**, ask students to point out differences they see among the different groups of animals. (one is birds, one is fish, one is insects, etc.)

Pages 26–27

- Display the Vocabulary Card for *mammal* and have students locate the word in the first paragraph. Then, have students locate the word *mammals* in the same paragraph.
- Ask students to find the word *mammal* in the glossary. Note for students that *mammal* is a vocabulary word found in the glossary. *Mammals* is a form of the word *mammal* in the glossary that also appears in the chapter.
- Read the definition together as a class. Remind students that *mammal* and *mammals* are both used in this chapter.
- Ask students to read **pages 26–27** to themselves to answer the question: “What are some characteristics of mammals?”
- When students have finished reading, restate the question and ask students to answer. (have hair, give birth to live babies, mothers make milk to feed newborns)
- Ask students, “What do mammal babies do after they are born? Which sentence on **page 26** answers the question?” (Mammal babies begin breathing, moving, and looking for food as soon as they are born.)
- Direct students’ attention to the images on **page 27** and ask, “What characteristic of mammals is show in each image?” (Mothers make milk to feed their babies.)

Pages 28–29

- Display the Vocabulary Card for *crocodile*.
- Ask students to find the word *crocodile* in the glossary. Note for students that *crocodiles* is a form of the word *crocodile* found at the end of the definition in the glossary. *Crocodile* and *crocodiles* appear in this chapter.
- Follow the same procedure for *scale* and *reptile*. Note for students that only the plural forms of the vocabulary words, *scales* and *reptiles*, appear in this chapter.
- Tell students to read **pages 28–29** to themselves to answer the question: “What characteristics do crocodiles have?”
- When students have finished reading, restate the question and ask students to answer. (scales, lay eggs from which babies hatch, babies do not get milk from their mother)

- Ask students, “Scientists have *classified* crocodiles into what group based on these characteristics?” (reptiles)
- Ask students to point to the images on **page 29** and name each animal as they read the caption.

Pages 30–31

- Display the Vocabulary Cards for *constant* and *temperature*. Have students find the words on **page 30**. Tell students that these words are often used together in this chapter, but that each word has its own meaning and can be found separately in the glossary. Note for students that *temperatures* is also used in this chapter.
- Tell students to find the word *constant* in the glossary. Ask students to read its definition.
- Repeat the procedure for *temperature*. Then, ask students if they can give a definition for *constant temperature*. (how hot or cold something is that does not change)
- Tell students to read **pages 30–31** to themselves to answer the question: “Why would an animal need to control its body temperature?”
- When students have finished reading, restate the question and ask students to answer. (for its body to work the right way)
- Ask how warm-blooded animals keep their bodies a constant temperature. (by using energy from the food they eat)
- Ask students to look at the image on **page 31** and tell what the woman is doing. (shivering to keep warm by using her body energy)
- Ask students to read the caption on **page 31** together as a group.

Pages 32–33

- Ask students if they see any new vocabulary words. (no)
- Tell students to read **pages 32–33** to themselves to answer the question: “How do different warm-blooded animals cool off?”
- When students have finished reading, restate the question and ask students to answer. (by sweating, panting, drinking lots of water, eating to make energy)
- Ask students why mammals can live in different habitats. (because their bodies can maintain a constant temperature)

- Have students read the caption and look at the image on **page 33**.
- Ask students, “Apart from panting, what else do you think the dog could do to stay cool?” (drink more water, go somewhere that is cooler, etc.)

Pages 34–35

- Tell students to turn to **pages 34–35**. Ask students if there are any new vocabulary words. (no)
- Tell students to read **pages 34–35** to themselves to find the answer to the question: “How are warm-blooded and cold-blooded animals alike?”
- When students have finished reading, restate the question and ask students to answer. (Both need a constant temperature for their bodies to work.)
- Tell students to look at the images on **page 35**.
- Ask students if they think the temperatures in the two images are different. (top image looks like it could be cool water, bottom image looks a warm rock in the sunshine)

Pages 36–37

- Tell students to read **page 36–37** to themselves to find out differences between warm-blooded and cold-blooded animals.
- When students have finished reading, restate the questions and ask students to answer. (Cold-blooded animals can only live in certain habitats while warm-blooded animals can live in just about any habitat. Cold-blooded animals do not need to eat as often as warm-blooded animals.)
- Have students read the caption and look at the images on **page 37**.

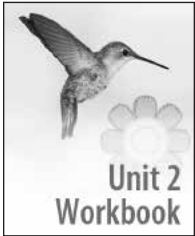
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Warm-Blooded and Cold-Blooded Animals”

1. *Evaluative* Are you a warm-blooded animal or cold-blooded animal? (warm-blooded animal; All mammals, including humans, are warm-blooded.)
2. *Literal* What is the main difference between a cold-blooded animal and a warm-blooded animal? (A cold-blooded animal cannot control its body temperature. It takes on the temperature of its surroundings. A warm-blooded animal maintains a constant body temperature that does not depend on its surroundings.)
3. *Literal* Why do warm-blooded animals need to eat more often than cold-blooded animals? (Warm-blooded animals need to eat more often so the food they eat can be used to produce enough energy to control their body temperature. Cold-blooded animals are not able to control their body temperature using their own energy, so they do not need as much energy and do not need to eat as often.)
4. *Literal* Which of the following is not a warm-blooded animal? (B. crocodile)
A. cat
B. crocodile
C. human
D. cow
5. *Literal* Give two examples of a warm-blooded animal from this chapter. (cat, mouse, elephant, tiger, cow, humans, etc.) Are these animals mammals or reptiles? (mammals)
6. *Literal* Give two examples of a cold-blooded animal from this chapter. (crocodile, snake, lizard, turtle, etc.) Are these animals mammals or reptiles? (reptiles)

- Have students complete Worksheet 3.1 as a teacher-guided activity.



Worksheets 3.2–3.5

For additional practice, see Pausing Point Worksheet PP26.

Introduce Prefixes *un-* and *non-*

- Remind students that this week’s spelling words focus on adding the suffixes *-ed* and *-ing* to root words.
- Tell students that today, they will continue to study root words but they will focus on a different type of word part called a prefix.
- Explain that prefixes are added to the beginning of words while suffixes are added to the end of words.
- Read the Prefix poster that you created and displayed in the classroom.

A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.

- Emphasize for students that the *features* of prefixes are that they are added to the beginning of a root word, they change the meaning of the root word, they add a syllable to the beginning of the root word, and they may change the part of speech of the word.
- Tell students that the two prefixes they will study this week are *un-* and *non-*.
- Explain that both *un-* and *non-* have the same meaning, which is “not.”
- Also, tell students that this week’s root words are adjectives. Ask students what adjectives are. (words that describe nouns) When *un-* and *non-* are added to adjectives, the new words are also adjectives.
- Write the word *safe* on the board or chart paper. Briefly discuss the meaning of the word and then use it in a sentence. (protected from harm or danger; It is *safe* to cross the street when the police officer signals us to go.)
- Add the prefix *un-* to *safe* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (not protected from harm or danger)
- Ask students for examples of things that could be described as *unsafe*. (Answers may vary but could include broken glass, wires hanging down, riding a bicycle without a helmet, etc.)

- Write the root word *living* on the board or chart paper. Briefly discuss the meaning of *living* and then use it in a sentence. (alive; You are a *living* descendant of your grandparents.) Note for students that the root word of *living* is *live*, one of this week’s Challenge Words.
- Add the prefix *non-* to *living* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (not alive)
- Continue in this manner for the remaining root words and affixed 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
even	(adjective) the same in size, length, or amount	uneven	(adjective) not the same in size, length, or amount	My brother got a bigger piece of cake than I did and that was <u>uneven</u> .
well	(adjective) healthy	unwell	(adjective) not healthy	David looked <u>unwell</u> after getting hit during the football game.
able	(adjective) can do something	unable	(adjective) cannot do something	I am <u>unable</u> to attend the birthday party because I am sick.
sure	(adjective) certain, having no doubt	unsure	(adjective) not certain, having doubt	Leslie seemed <u>unsure</u> of herself as she tried to swim in the deep end of the pool.
happy	(adjective) experiencing enjoyment	unhappy	(adjective) not experiencing enjoyment	The <u>unhappy</u> puppy whimpered when the family left him alone in the yard.
necessary	(adjective) needed	unnecessary	(adjective) not needed	The last page of the brochure was <u>unnecessary</u> because it was blank and didn't provide information.
absorbent	(adjective) able to soak up liquid	nonabsorbent	(adjective) not able to soak up liquid	The towel was so wet that it was <u>nonabsorbent</u> after all three of us used it at the beach.
verbal	(adjective) uses spoken words	nonverbal	(adjective) does not use spoken words	Mom gave a <u>nonverbal</u> sign so we would know to be quiet in the library.
dairy	(adjective) made with milk	nondairy	(adjective) not made with milk	The new baby was allergic to milk so he had to drink <u>nondairy</u> formula.
threatening	(adjective) appears as able to cause harm	nonthreatening	(adjective) does not appear as able to cause harm	You should stand by the fence in a <u>nonthreatening</u> way so that the animals aren't scared to come over to you.
fictional	(adjective) related to something that is made up; not real	nonfictional	(adjective) not related to something that is made up; real	The characters in this new book are <u>nonfictional</u> because the story really took place.

- Ask students to turn to Worksheets 3.2–3.5.

Note to Teacher

On these pages you will see a Word Shelf for each of the prefixes introduced in this lesson. This is a worksheet template that will be used throughout the year. On the left-hand side of the page you will see the “Word Shelf.” At the top of the shelf is the prefix. Words will be provided for students in the shelves on the left. The shelves on the right have blank spaces for students to supply their own words. On the next page is a mini-dictionary of the provided words with simple meanings. There is space on the right-hand side for students to add their own words with the meanings. Practice sentences for students to complete are also included.

- Work through the first portion of the worksheets with the class as a whole, demonstrating the process of (1) brainstorming new words and adding them to the word shelf and (2) writing the words with a simple definition on the next page of the workbook. Then, have students complete the sentences at the bottom of the page independently.

Grammar

15 minutes

Practice Nouns, Verbs, and Adjectives

- Review the Parts of Speech poster that you prepared in advance with students.

Parts of Speech	
Nouns are words that name people, places, or things.	
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.
Verbs are words that show action.	
Adjectives are words that describe nouns.	

- Distribute the copied Part of Speech Strips page you prepared in advance to students. Have them cut the page apart into three strips.
- Tell students you will read sentences to them and they are to hold up either the “noun strip,” the “verb strip,” or the “adjective strip” to designate what part of speech each word in the sentence is.

- Tell students they will practice with the first sentence by listening to you read it twice, once quickly while students merely listen and then again, slowly, while students hold up their Part of Speech Strips.
- Read the following sentence to students:

My green dinosaur sings silly songs.

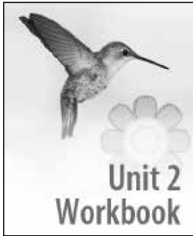
- Read it again slowly, pausing after each word so students can hold up their part of speech strips. (nouns = *dinosaur, songs*; verb = *sings*; adjectives = *my, green, silly*)
- Repeat the procedure with the following sentences:

1. Your little sister makes goofy faces.
(nouns = *sister, faces*; verb = *makes*; adjectives = *your, little, goofy*)
2. The furry black kitten mewed and scratched my leg.
(nouns = *kitten, leg*; verbs = *mewed, scratched*; adjectives = *the, furry, black, my*)

Note: The word *and* is a conjunction which will be taught in a later Grammar lesson.

3. Tammy eats tasty pizza, juicy peaches, and a green salad.
(nouns = *Tammy, pizza, peaches, salad*; verb = *eats*; adjectives = *tasty, juicy, a, green*)
4. Our favorite uncle asks snoopy questions and expects truthful answers.
(nouns = *uncle, questions, answers*; verbs = *asks, expects*; adjectives = *our, favorite, snoopy, truthful*)
5. Spicy spaghetti and fat meatballs taste great!
(nouns = *spaghetti, meatballs*; verb = *taste*; adjectives = *spicy, fat, great*)

- If there is additional time, have students make up sentences that have nouns, verbs, and adjectives and follow the procedure outlined above.



Worksheets 3.6, 3.7

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

Blank Busters

- Tell students that they will practice writing their spelling words for the week.
- Tell students to turn to Worksheet 3.6.
- Ask all students to read the statement in **number 1** silently and fill in the blank. Point out to students that the root words are listed in the box on the worksheet but they may need to use other forms of a root word with *-ed* or *-ing* added. These other words are not listed on the worksheet but are listed on the table displayed in the classroom with this week's spelling words.
- When students have completed **number 1**, call on one student to read **number 1** aloud with the blank filled in with the spelling word.
- 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. Also, discuss the correct answer to be sure students understand why it is correct.
- Have students move on 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 root word and the root word with *-ed* and *-ing* added.
- Have students take home Worksheet 3.7 to create their own Blank Buster statements using this week's spelling words. Students will bring their Blank Busters back to school to use in the next lesson.

Take-Home Material

Blank Busters; "Warm-Blooded and Cold-Blooded Animals"

- Have students take home Worksheet 3.7 to complete and Worksheet 3.8 to read to a family member.

Lesson 4

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 to demonstrate understanding of “Vertebrate or Invertebrate?,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Vertebrate or Invertebrate?” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require giving opinions about why backbones are important (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to vertebrates and invertebrates in “Vertebrate or Invertebrate?” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Vertebrate or Invertebrate?” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Vertebrate or Invertebrate?” to check and support understanding (RI.3.7)
- ✓ Identify and use the meaning of the common prefixes *un-* and *non-* (RF.3.3a)
- ✓ Independently read “Vertebrate or Invertebrate?” with purpose and understanding (RF.3.4a)
- ✓ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8)
- ✓ Demonstrate preparedness for a discussion, having read “Vertebrate or Invertebrate?,” explicitly drawing on preparation and other information known about vertebrates and invertebrates to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to vertebrates and invertebrates (SL.3.1d)
- ✓ Use linking verbs and explain their functions in sentences (L.3.1a)
- ✓ Use conventional spelling for doubling or not doubling a final consonant when adding the suffixes *-ed* and *-ing* to root words (L.3.2e)
- ✓ Determine the meaning of words formed when *-ed* or *-ing* are added to a known root word (L.3.4b)
- ✓ Determine the meaning of words formed when *un-* or *non-* are 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)
- ✓ Form subjects and predicates in sentences

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Vertebrate or Invertebrate?”	<i>Rattenborough’s Guide to Animals</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 4.1	25
Grammar	Subjects and Predicates and Linking Verbs	board or chart paper; Worksheet 4.2	25
Morphology	Practice Prefixes <i>un-</i> and <i>non-</i>	Worksheet 4.3	15
Spelling	Blank Busters	Worksheet 3.7	15
Take-Home Material	“Vertebrate or Invertebrate?”; Subjects and Predicates	Worksheets 4.4, 4.5	*

Advance Preparation

Add to the ‘Verbs’ section of the Parts of Speech poster:

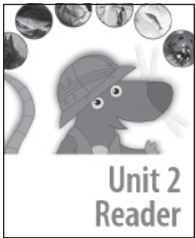
Parts of Speech
Verbs are words that show action.
Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.

Write these sentences on the board for use during the Grammar lesson:

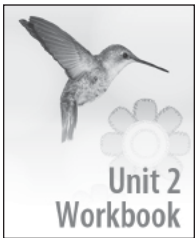
1. Linda Lee shows us a picture of a bat.
2. The hungry boy eats the tasty meal.
3. The cookies are sweet and yummy.
4. The dog seems droopy and sad.

Whole Group: “Vertebrate or Invertebrate?”

Introducing the Chapter



Chapter 3



Worksheet 4.1

- Tell students that they have learned that scientists who study the animal kingdom *classify* animals into different groups based on different characteristics.
- Review with students that one characteristic scientists use to *classify* animals is whether they are warm-blooded or cold-blooded animals. Remind students that in the previous chapter, they learned the difference between warm-blooded and cold-blooded animals.
- Briefly review how warm-blooded and cold-blooded animals regulate their body temperature.
- Tell students that today, they will be reading a chapter entitled “Vertebrate or Invertebrate?” that provides more information about animals and backbones.
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Vertebrate or Invertebrate?” 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.

Vocabulary for “Vertebrate or Invertebrate?”

1. **vertebrate***—an animal with a backbone (**vertebrates**) (38)
2. **invertebrate***—an animal without a backbone (**invertebrates**) (38)
3. **spine***—backbone (40)
4. **spinal cord**—a large group of nerves that connects to the brain and sends messages to other nerves in the body (40)

Assist students in decoding these words in the following way:

- Display the Vocabulary Card for or write the vocabulary word on the board.
- Divide the word into syllables.
- Cover one syllable at a time with your hand and segment the word.
- Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound correspondence.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

ver | te | brate ‘a_e’ > /i/ (*fortunate, considerate*)
in | ver | te | brate ‘a_e’ > /i/ (*fortunate, considerate*)
spine
spi | nal cord

Sound Spellings for Words

- Display the Vocabulary Cards for or write the words *vertebrate* and *invertebrate* on the board.
 - Circle the letters ‘a_e’ in both words.
 - Tell students that these letters represent the sound /i/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /i/ row and follow it across.
 - Students will see that there is no ‘a_e’ listed. Explain to them that the ‘a_e’ spelling of /i/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *fortunate* on the board as another example of a word in which ‘a_e’ spells the sound /i/.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 38–39

- Read the title of the chapter together as a class, “Vertebrate or Invertebrate?”
- Display the image for this chapter and the Vocabulary Card for *vertebrate*.
- Ask students, “Where in the Reader could we find the definition of *vertebrate* quickly?” (the glossary)
- Ask students to find the word. Note for students that the vocabulary word *vertebrate* will be listed in the glossary while the plural form of the word, *vertebrates*, is used in the chapter.
- Call on one student to identify where the word is and read the definition. Note that the word *vertebrate* is not capitalized in the glossary but is capitalized in the title of the chapter.
- Follow the same procedure for *invertebrate*. Note that the word *invertebrate* is not capitalized in the glossary but is capitalized in the title of the chapter.
- Have one student read the greeting from Rattenborough found in the first paragraph on **page 38**.
- Have students read the caption and look at the images on **page 39**.
- Ask students to read **pages 38–39** to themselves to find the answer to the question: “What are some characteristics scientists use to *classify* animals?”

- When students have finished reading, restate the question and ask students to answer. (what makes up an animal’s skin, whether animals give birth to live babies or lay eggs, whether mothers feed their babies milk from their own bodies, and whether animals are warm-blooded or cold-blooded)
- Have students look back at the images on **page 39** and point out how they represent the characteristics just listed. (skin: scales, feathers, fur; lay eggs, have live babies; feed babies with milk from mother’s body)

Pages 40–41

- Display the Vocabulary Cards for *spine* and *spinal cord*.
- Have students find the words in the glossary and read the definitions.
- Have students read the caption and look at the image on **page 41** and have them feel the series of bones in their back that make up their backbone or spine.
- Ask students to read **pages 40–41** to themselves to find the answer the question: “How does your brain send messages to other parts of your body?”
- When students have finished reading, restate the question and ask students to answer by reading the sentences that answer the question. (Messages travel up and down your spinal cord from your brain to other parts of your body. This is the way that your brain sends signals telling the other parts of your body what to do.)

Pages 42–43

- Ask, “Are there any new vocabulary words on **pages 42–43?**” (no)
- Have students read the caption and look at the images on **page 43**. Ask students if any of the images included on this page surprise them. (Answers may vary.)
- Have students read **pages 42–43** to themselves to fill in the blank in the following sentence: “Five examples of vertebrates are _____.”
- When students have finished reading, reread the sentence and ask students to fill in the blank. (Students may choose among apes, rhinos, horses, rabbits, bats, rats, humans, lizards, turtles, snakes, crocodiles, sharks, goldfish, hummingbirds, and eagles.)

Pages 44–45

- Direct students' attention to the caption and images on **page 45**.
- Have students read **pages 44–45** to themselves to find the answer to the question: “Which group of animals is larger, vertebrates or invertebrates?”
- When students have finished reading, restate the question and ask students to answer. (There are many more invertebrates than vertebrates.)

Pages 46–47

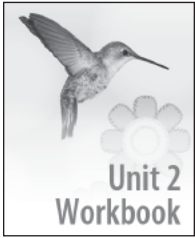
- Have students scan these pages to see if any new bolded words appear. (no)
- Have students read **pages 46–47** to fill in the blank in the following sentence: “Examples of invertebrates that live in saltwater include _____.”
- When students have finished reading, reread the sentences and ask students to fill in the blank. (Students may choose among lobsters, shrimp, crabs, jellyfish, octopus, jellyfish, and starfish.)
- Direct students' attention to the images and caption on **page 47**.

Wrap-Up

- Complete Worksheet 4.1 either as a teacher-guided activity or independently.
- If time permits, use the following questions to promote a discussion:

Discussion Questions on “Vertebrate or Invertebrate?”

1. *Literal* What are some characteristics that scientists study in order to classify animals? (what makes up an animal’s skin, such as hair or scales; if an animal gives birth to live babies or lays eggs; whether mothers feed their babies milk from their own bodies; whether animals are warm-blooded or cold-blooded)
2. What do vertebrates have that invertebrates do not? (Vertebrates have a backbone and a spinal cord and invertebrates do not.)
3. *Literal* What is a backbone? (a group of bones that run in a row down your back, from your neck to your waist) What is another name for the backbone? (spine)
4. *Evaluative* What does your spinal cord do? (It allows messages to travel up and down it from the brain to other parts telling those parts what to do.) Why is the backbone important? (Answers may vary but could include that it protects the spinal cord.)
5. *Literal* True or False: All vertebrates are small. (false)
6. *Literal* Do vertebrates make up a large portion or a small portion of the animal kingdom? (a small portion)
7. *Literal* Which of the following is an example of an invertebrate? (C. lobster)
 - A. fish
 - B. bird
 - C. lobster
 - D. reptile
8. *Inferential* What are some other examples of invertebrates? (insects, earthworms, jellyfish, lobsters, spiders, etc.) What are some examples of vertebrates? (humans, mammals, reptiles, fish, and birds, etc.)



Worksheet 4.2

For additional practice, see Pausing Point Worksheet PP13. For more challenge, see Pausing Point Worksheet PP14.

Subjects and Predicates and Linking Verbs

- Tell students that today, they will be reviewing subjects and predicates. Remind them that sentences have two parts: the subject, which tells who or what the sentence is about, and the predicate, which tells what the subject is doing, did, or will do.
- Remind students that the verb is always found in the predicate and can often be found at the very beginning of the predicate.
- Draw students' attention to the first two sentences you placed on the board in advance.

1. Linda Lee shows us a picture of a bat.
2. The hungry boy eats the tasty meal.

- Have students read the sentences aloud as a class.
- Then, ask students to look for the subject of the sentences. The subject answers the question "Who?" or "What?"
- In the first sentence, *Linda Lee* is the subject. Tell students that this is a noun and ask them what kind of noun it is. (proper) Remind students that subjects are usually nouns. Draw a circle around *Linda Lee*.
- Next, have students look for an action verb, since this often signals the beginning of the predicate. For the first sentence ask, "What is happening? What is the action?" (*shows*) Explain that this is the verb and the beginning of the predicate. Draw a wiggly line under *shows*.
- Draw a vertical line between *Lee* and *shows*. (*Linda Lee | shows us a picture of a bat.*) Explain that this line divides the subject and the predicate. The line comes right before the verb. Have students read the entire predicate. (*shows us a picture of a bat.*) Repeat that the subject is *Linda Lee* and the predicate is *shows us a picture of a bat*.
- Ask students to name the other nouns in the sentence. (*picture, bat*) Ask why they aren't capitalized. (common nouns, not proper nouns, so no capitalization is necessary)

- Read the second sentence and ask students to look for the subject. Remind them that the subject answers “Who?” or “What?” *The hungry boy* is the subject. Ask students what we call a word that describes a noun. (adjective) Ask students which word in *the hungry boy* describes a noun. (*hungry*) Draw a circle around the noun *boy* and a box around *hungry*. Then, draw an arrow from *hungry* pointing to *boy*.
- Ask if there is another adjective in *the hungry boy*. (The word *the* is an article, which is a special kind of adjective.) Draw a box around *the* and arrow it to *boy*.
- Ask students if they notice any other nouns in the sentence. (*meal*) Draw a circle around *meal*. Ask if there are any adjectives that describe *meal*. (*tasty*) Draw a box around *tasty* and draw an arrow to the word *meal*.
- Now, look at the second sentence and ask, “What is happening? What is the action?” (*eats*) Again, this is the verb and the beginning of the predicate. Draw a wiggly line under *eats*. Have students read the entire predicate. (*eats the tasty meal*.)
- Draw a vertical line between the subject and predicate, noting for students that the vertical line comes just before the verb. (*The hungry boy | eats the tasty meal*.) The subject is *the hungry boy* and the predicate is *eats the tasty meal*.
- Now, draw students’ attention to the last two sentences you placed on the board in advance.

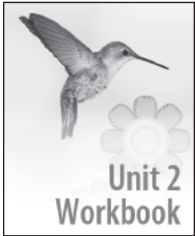
3. The cookies are sweet and yummy.
4. The dog seems droopy and sad.

- Ask students “Is there an action word in this first sentence?” (Students will not find an action verb.)
- Explain to the students that these sentences do not have an action verb, but instead have a special kind of verb called a linking verb.

- Point to the poster that states that the *feature* of a linking verb is that it is a word that connects or links the subject to a word or words in the predicate that describe it. Linking verbs show no action.

Parts of Speech	
Nouns are words that name people, places, or things.	
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.
Verbs are words that show action.	
Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.	
Adjectives are words that describe nouns.	

- Have students find the subject (*cookies*) and any words that may describe *cookies*. (*sweet, yummy*)
- Ask students if there is a word that connects *cookies* to *sweet and yummy*. (*are*) Explain that *are* is a linking verb. It does not show action, but connects the subject to the adjectives that describe it.
- Just as with action verbs, the predicate often begins with the verb. Have students find the verb *are* and draw the line just before it. The subject is *the cookies* and the predicate is *are so sweet and yummy*. The words *sweet* and *yummy* are the adjectives.
- Go through the same process for the second sentence, finding the subject (*dog*) and the adjectives (*droopy, sad*). The linking verb is *seems* and the predicate is *seems droopy and sad*.
- Have students turn to Worksheet 4.2 and guide them through the first few sentences, making sure they are able to use the words *subject* and *predicate* in reading the appropriate parts of each sentence. Have them complete the worksheet independently, or if you feel they need more assistance, complete the worksheet as a teacher-guided activity.



Worksheet 4.3

Practice Prefixes *un-* and *non-*

- Review the Prefix poster you displayed with students.

A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- Remind students that in the previous lesson, they learned about the prefixes *un-* and *non-*.
- Remind students that both prefixes mean “not.”
- Tell students that you will give them two word choices. Then, you will read a sentence and students must decide which of the word choices the sentence demonstrates.
- Share the following example for practice:

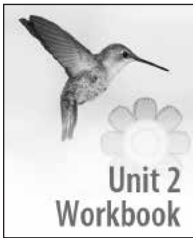
Safe or unsafe? There is broken glass on the playground.

- Ask students if the sentence relates to the word *safe* or *unsafe* and why. (*unsafe*: You could get cut by glass while you are playing.)
- Continue in this manner with the remaining examples found in the following box:

1. *Unsure or uneven?* I can't tie my shoes because the one lace is broken. (*uneven*)
2. *Nondairy or nonabsorbent?* My grandmother can only eat food that is not made with milk. (*nondairy*)
3. *Unable or unnecessary?* I tried to reach the top shelf but I didn't have a stepstool. (*unable*)
4. *Nonfictional or nonthreatening?* The neighbor's dog wagged his tail and sniffed my hand before I patted him. (*nonthreatening*)
5. *Nonverbal or nonabsorbent?* Dad gave me a look from across the room that meant I needed to stop talking immediately. (*nonverbal*)
6. *Unsure or unwell?* Sonya sprained her ankle during a soccer game. (*unwell*)

- Have students complete Worksheet 4.3 with a partner.

Blank Busters



Worksheet 3.7

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

- Review the spelling words that you introduced earlier this week using the table displayed on the board.

Root Word	-ed	-ing
hop	hopped	hopping
rub	rubbed	rubbing
ship	shipped	shipping
grab	grabbed	grabbing
patch	patched	patching
plan	planned	planning
stretch	stretched	stretching
finish	finished	finishing
discuss	discussed	discussing
submit	submitted	submitting
Challenge Word: give		
Challenge Word: live		

- Ask students to turn to Worksheet 3.7, which they completed at home last night.
- Call on one student at a time to share a Blank Busters statement with the class to see if students can fill in the blank with the correct spelling word form.
- Discuss the correct answer with the class and the correct spelling, using the table of this week’s spelling words.
- Continue in this manner for the remaining time with other students’ Blank Busters statements.

Take-Home Material

“Vertebrate or Invertebrate?”; Subjects and Predicates

- Have students take home Worksheet 4.4 to read to a family member and Worksheet 4.5 to complete.

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 to demonstrate understanding of “Fish,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Fish” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to fish in “Fish” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Fish” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Fish” to check and support understanding (RI.3.7)
- ✓ Interpret information about the types and sizes of fish from a chart (RI.3.7)
- ✓ Independently read “Fish” with purpose and understanding (RF.3.4a)
- ✓ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8)
- ✓ Demonstrate preparedness for a discussion, having read “Fish,” explicitly drawing on preparation and other information known about fish to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Fish,” identify orally what they know and have learned that may be related to fish (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to fish (SL.3.1d)
- ✓ Use nouns, verbs, and adjectives and explain their functions in sentences (L.3.1a)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Form subjects and predicates in sentences
- ✓ Alphabetize words to the second letter

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1; optional pens	25
Reading Time	Small Group: "Fish"	board or chart paper; <i>Rattenborough's Guide to Animals</i> ; Vocabulary Cards; Individual Code Chart; Worksheet 5.2	25
Grammar	Practice Parts of Speech, Subjects, and Predicates	board or chart paper; Worksheet 5.3	15
Spelling	Alphabetize Words	prepared index cards; board	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.

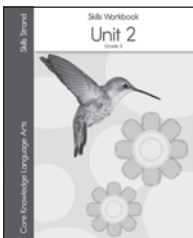
Make sure the Parts of Speech poster is displayed.

Write the spelling words (only the root word, not the word with the suffix added) on index cards. Fold over the card so that only the first letter shows.

Spelling

25 minutes

10 Spelling Assessment



Worksheet 5.1

For additional practice, see worksheets in Section IF 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.
- Call out each word one at a time in the following manner: say the word, say a sentence with the word in it, and then say the word again.
- Tell students that at the end, you will go back through the list once more.

- | | |
|-----------|------------|
| 1. ship | 7. plan |
| 2. patch | 8. discuss |
| 3. rub | 9. stretch |
| 4. finish | 10. submit |
| 5. grab | |
| 6. hop | |

Challenge Word: give

Challenge Word: live

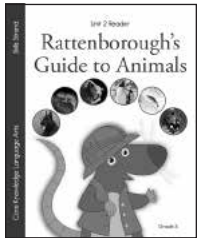
- After you have called out all of the words including the Challenge Words, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentence as you dictate it:

Please submit your paper to the teacher.

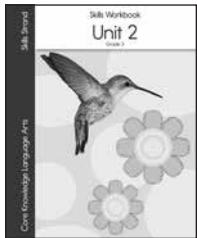
- Then, ask students to add *-ed* and *-ing* to each of the root words. Allow students 5–10 minutes to complete this portion of the spelling assessment. Remind students not to add *-ed* or *-ing* to the two Challenge Words.
- After students have finished, collect pens, if used.
- Tell students that you will now show them the correct spelling for each word so they can correct their own work using a pencil.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the dictated sentence.

Note to Teacher

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



Chapter 4



Worksheet 5.2

Small Group: “Fish”

Introducing the Chapter

- Remind students that they have learned that scientists who study the animal kingdom *classify* animals into different groups based on different characteristics, or *features*.
- Also, remind students that the animal kingdom is separated into categories made up of warm-blooded and cold-blooded animals, vertebrates and invertebrates.
- Tell students that the title of today’s chapter is “Fish.”
- Have students brainstorm everything they know about fish—their appearance, where they live, what they eat, etc. You may wish to record their responses, as well as any questions they have, on the board or chart paper. You will likely want to refer to their brainstorming again during the Wrap-Up.
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Fish” 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.

Vocabulary for “Fish”

1. **aquatic***—living, growing, or found in water (48)
2. **oxygen**—a colorless gas that animals must breathe to stay alive (50)
3. **gill***—one of a pair of organs fish use to breathe underwater (gills) (50)
4. **fin**—a bony spine covered with skin that sticks out from a fish’s body and helps it swim (fins) (50)
5. **ocean**—an enormous body of saltwater (54)
6. **school**—a large group of fish or other aquatic animals that swim together (schools) (54)
7. **migrate**—to travel back and forth from one place to another (54)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

a | qua | tic

ox | y | gen 'y' > /i/ (*myth, rhythm*)

gill

fin

o | cean 'ea' > /ə/

school'ch' > /k/ (*characteristics, ache*)

mi | grate

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *oxygen* on the board.
 - Circle the letter 'y'.
 - Tell students that this letter represents the sound /i/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /i/ row and follow it across to 'y' (*myth*).
 - Ask students to summarize what the power bar means for 'y'.
- Display the Vocabulary Card for or write the word *ocean* on the board.
 - Circle the letters 'ea'.
 - Tell students that these letters represent the sound /ə/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ə/ row and follow it across.
 - Students will see that there is no 'ea' listed. Explain to them that the 'ea' spelling of /ə/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
- Display the Vocabulary Card for or write the word *school* on the board.
 - Circle the letters 'ch'.

- Tell students that these letters represent the sound /k/.
- Ask students to turn to **page 1** of the **Individual Code Chart**.
- Ask students to find the /k/ row and follow it across to ‘ch’ (*school*).
- Ask students to summarize what the power bar means for ‘ch’.

Purpose for Reading

Note: 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 come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out if fish are vertebrates or invertebrates and whether they are warm-blooded or cold-blooded. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter.

Guided Reading Supports

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 48–49

- Read the title of the chapter together as a group, “Fish.”
- Display the image for this chapter and the Vocabulary Card for *aquatic*. Ask students, “Where in the Reader could we find the definition of *aquatic* quickly?” (the glossary)
- Ask students to find the word.
- Call on one student to identify where the word is and read the definition.

- Redirect students' attention to **page 48**. Have one student read aloud the greeting from Rattenborough found in the first paragraph.
- Have students read the caption and look at the image on **page 49**.
- Ask students to read **pages 48–49** to themselves to find the answer to the question: “Why does it make sense that fish are the most common vertebrates?”
- When students have finished reading, restate the question and ask students to answer. (Earth is covered mostly by water and since fish are aquatic, it makes sense that they are the most common vertebrates.)
- Have students look at the image on **page 49** and discuss the different types and sizes of fish displayed.

Pages 50–51

- Display the Vocabulary Card for *oxygen* and have students find it in the glossary. Read the definition together as a class.
- Follow the same procedure for *gill* and *fin*. Also, point out to students that the plural form of *gill* listed in the glossary, *gills*, and the plural form of *fin*, *fins*, are the forms of those words that appear in this chapter.
- Ask students to read **pages 50–51** to themselves to learn what *feature* fish have that allows them to breathe in water.
- When students have finished reading, restate the question and ask students to answer. (Fish have gills that take oxygen out of the water so they can breathe. These gills do not work out of water so fish can only breathe in water.)
- Ask students, “What are other *features* of fish that help them move around in water? Which sentences on **page 50** answer this question?” (Fish have scales that cover their skin to protect the skin and help them move easily through the water. Fins help fish swim and, along with the tail, help fish change direction quickly.)
- Ask students, “What do fish do while they sleep?” (float around or find a place to hide while they rest)
- Direct students to the image on **page 51** and discuss the parts of a fish's body as labeled and what each part does.

Pages 52–53

- Display the Vocabulary Card for *ocean* and have students find it in the glossary. Read the definition together as a class.
- Have students read **pages 52–53** to find out what kind of water habitats fish live in.
- When students have finished reading, restate the question and ask students to answer. (Most fish live in saltwater because Earth is mostly covered with saltwater. Some fish live in freshwater, like streams, rivers, lakes, and ponds.)
- Have students look at the image on **page 53** and read the caption accompanying it.

Pages 54–55

- Display the Vocabulary Card for *school* and have students find it in the glossary. Read the definition together as a class. Point out the plural form of the word, *schools*, is listed at the end of the definition and tell students they will see this form in the chapter.
- Display the Vocabulary Card for *migrate* and have students find it in the glossary. Call on one student to read the definition.
- Ask students to read **pages 54–55** to themselves to find the answer to the question: “Where do salmon migrate to lay eggs and how do they find their way there?”
- When students have finished reading, restate the question and ask students to answer by reading the sentences that contain the answers. (Then, they migrate back to the exact same stream where they were born. Most scientists think they use their strong sense of smell to find their way.)
- Direct students’ attention to the image and caption on **page 55**, reading the caption together as a class.

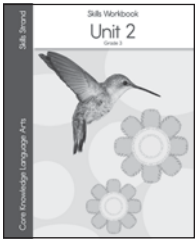
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Fish”

1. *Inferential* Refer back to the brainstorming responses. Ask students if there were any facts recorded about fish that were incorrect. (Answers may vary.)
 2. *Literal* In what kind of habitat do fish live? (aquatic, many in saltwater and some in freshwater)
 3. *Literal* Would you *classify* fish as warm-blooded or cold-blooded animals? Why? (cold-blooded; Their body temperature changes with the temperature of the water.)
 4. *Literal* List *features* of fish bodies and what they do. (Gills allow fish to breathe underwater, scales protect skin and help fish move through the water, fins help a fish swim, and fins and the tail help fish rapidly change direction.)
 5. *Literal* Explain that sometimes, an answer to a multiple choice question can be “all of the above,” meaning all the answer choices are correct, or “none of the above,” meaning none of the answer choices are correct. Tell students that they need to pay close attention to the question and all the answers. Which of the following describes a fish? (D. all of the above)
 - A. Fish need oxygen to breathe.
 - B. Fish have scales on their body.
 - C. Fish are vertebrates.
 - D. All of the above
- Complete Worksheet 5.2 together as a class.
 - Tell students that if they are especially interested in fish, they may enjoy reading the additional chapter called “Deep-Sea Fish” in the Reader.

Practice Parts of Speech, Subjects, and Predicates



Worksheet 5.3

For additional practice, see Pausing Point Worksheet PP15. For more challenge, see Pausing Point Worksheet PP16.

- Review with students the definitions of nouns (common and proper), verbs (action and linking), and adjectives, pointing out the Parts of Speech poster.

Parts of Speech	
Nouns are words that name people, places, or things.	
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.
Verbs are words that show action.	
Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.	
Adjectives are words that describe nouns.	

- Review with students the two parts of a sentence (subject and predicate). Note that the verb often begins the predicate.
- Write the following sentences on the board:

Rob carried his best trumpet to school.
 Ted, Janet, and Alex are in the school play.

- Have students direct you to mark the sentences by drawing lines between the subject and predicate, drawing circles around nouns, wiggly lines under verbs, boxes around adjectives, and arrows from adjectives to the nouns they describe.
- Have students turn to Worksheet 5.3 and complete it independently.

Alphabetize Words

- Using the previously prepared cards folded over to reveal just the first letter, tape the words on the board randomly. Tell students that you will now review how to alphabetize the spelling words on the board. (Students learned to alphabetize to the second letter in second grade CKLA. This process should be familiar and a review for them.)
- Ask students, “Look at the first letter on each card taped on the board. Of all the letters displayed on the board, which one comes first in the alphabet?” Students should respond ‘d’. Tape this card, still folded, to the board at the top of a column that you will create of the words.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘f’. Tape this card, still folded, to the board below the card with the ‘d’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘g’. Students should notice that there are two cards with the letter ‘g’ displayed. Unfold and then refold each card to reveal the second letter, i.e., the ‘i’ in *give* and the ‘r’ in *grab*. Ask students which of these two letters, ‘i’ or ‘r’, comes first. They should respond ‘i’. Tape the ‘gi’ card to the board below the ‘f’. Then, tape the ‘gr’ card below the ‘gi’ card.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘h’. Tape this card, still folded, to the board below the card with the ‘gr’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards taped on the board. Of all the letters displayed on the board, which one comes next in the alphabet?” Students should respond ‘l’. Tape this card, still folded, to the board below the card with the ‘h’ displayed.

- Students should notice that there are two cards with the letter 'p' displayed. Unfold and then refold each card to reveal the second letter, i.e., the 'a' in *patch* and the 'l' in *plan*. Ask students which of these two letters, 'a' or 'l', comes first. They should respond 'a'. Refold the card so that 'pa' is displayed and tape it to the board below the 'l'. Then, tape the 'pl' card below the 'pa' card.
- Continue in this way until you have alphabetized all of the cards.
- When you have completed this, unfold all of the cards so that the entire word is visible.
- Read the words aloud with students and state explicitly that all of the spelling words are now in alphabetical order on the board.

discuss

finish

give

grab

hop

live

patch

plan

rub

ship

stretch

submit

Spelling Analysis Chart

1	Name	
2		ship
3		shipped
4		shipping
5		patch
6		patched
7		patching
8		rub
9		rubbed
10		rubbing
11		finish
12		finished
13		finishing
14		grab
15		grabbed
16		grabbing
17		hop
18		hopped
19		hopping
20		plan
		planned
		planning
		discuss
		discussed
		discussing
		stretch
		stretched
		stretching
		submit
		submitted
		submitting
		Challenge Word: give
		Challenge Word: live

Spelling Analysis Directions

Unit 2, Lesson 5

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

- Students are likely to make the following errors:
 - Doubling all of the final consonants before adding the suffixes
 - Not doubling any of the final consonants before adding the suffixes
- While either of the above student-error scenarios may occur, you should still 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 on double consonants?
 - 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 sentence 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 to demonstrate understanding of “Amphibians,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Amphibians” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to amphibians in “Amphibians” (RI.3.4)
- ✓ Interpret information about the life cycle of a toad from a chart (RI.3.7)
- ✓ Independently read “Amphibians” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Amphibians,” explicitly drawing on preparation and other information known about amphibians to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Amphibians,” identify orally what they know and have learned that may be related to amphibians (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to amphibians (SL.3.1d)
- ✓ Provide examples and reasons that support an opinion about what surprises the reader about salmon (W.3.1b)
- ✓ Develop an informative/explanatory response to a writing prompt asking what surprises the reader about salmon (W.3.2b)
- ✓ Use adjectives and explain their function in sentences (L.3.1a)
- ✓ Use conventional CVCe spelling patterns when adding the suffixes *-ed* and *-ing* to root words (L.3.2e)
- ✓ Use CVCe spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-ed* or *-ing* are 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>	Exercise	Materials	Minutes
Reading Time	Small Group: “Amphibians”	board or chart paper; <i>Rattenborough’s Guide to Animals</i> ; Individual Code Chart; Vocabulary Cards	25
Spelling	Introduce Spelling Words	board or chart paper; Worksheet 6.1	25
Extension	Respond to Excerpt from “Fish”	Worksheet 6.2	30
Take-Home Material	Family Letter; “Fish”; “Amphibians”	Worksheets 6.1, 6.3, and 6.4	*

Advance Preparation

You may wish to draw the table for spelling on the board or chart paper before beginning to teach this lesson.

Root Word	-ed	-ing

Write the following sentence on the board or chart paper for use during the Extension:

The children felt sick.

Guided Reading Supports and Purpose for Reading

As mentioned in the Introduction, in this unit students will focus on four academic vocabulary words, two of which are *background* and *organization*. 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 often appear 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 *background* as information that is gained from experience.
- *Organization* refers to how different parts are put together to make sense.

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.

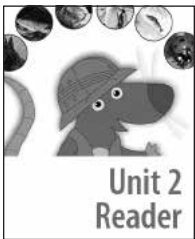
Reading Time

25 minutes

Small Group: “Amphibians”

Introducing the Chapter

- Write “life cycle” on the board or chart paper and ask students to think about what a life cycle is. Remind students they learned about life cycles of insects in second grade.
- Tell students that today, they are going to read a chapter about a group of animals known as amphibians. Note that frogs are amphibians.
- Draw a KWL (What I **K**now, What I **W**ant to Know, What I **L**earned) chart on the board or chart paper. Note for students that a KWL chart is a way to *organize* information.
- Before students open their Readers, ask students to share some things that they already know about amphibians, specifically frogs, and write them in the ‘**K**’ section of the chart.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to briefly flip through the chapter to think of things they want to know about amphibians or frogs.
- Record a few items on the ‘**W**’ section of the chart.



Chapter 5

Remember to use academic vocabulary words when appropriate: *background, organization.*

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Amphibians” 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.

Vocabulary for “Amphibians”

1. **amphibian***—an animal that can live on land and in water (**amphibians**) (56)
 2. **hibernate**—to spend a season resting or sleeping (**hibernating**) (58)
 3. **survive**—to continue to live (**survives**) (58)
 4. **tadpole**—the early form of frogs and toads that has gills and a tail, but no legs (**tadpoles**) (60)
 5. **fragile**—easily harmed (60)
 6. **absorb**—to take in or soak up (**absorbs**) (64)
- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

am | phi | bi | an

hi | ber | nate

sur | vive ‘ur’ > /er/ (*hurt, burn*)

tad | pole

fra | gile

ab | sorb

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *survive* on the board.
 - Circle the letters ‘ur’.
 - Tell students that these letters represent the sound /er/.
 - Ask students to turn to **page 4** of the **Individual Code Chart**.
 - Ask students to find the /er/ row and follow it across to ‘ur’ (*hurt*).
 - Ask students to summarize what the power bar means for ‘ur’.

Guided Reading Supports and Purpose for Reading

- Tell students that the word “amphibian” comes from Latin, meaning “both sides of life.” Remind students that animals in this group are able to live in the water as well as on land.

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 come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports as you guide students through the chapter.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out what special characteristics amphibians have that permit them to live both in water and on land. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter.

Guided Reading Supports

It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Tell students that we group and *classify* many things because it is a useful way to *organize* things. Point out that *organize* is the root word for *organization*.
- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 56–57

- Read the title of the chapter together as a group, “Amphibians.”
- Display the image for this chapter and the Vocabulary Card for *amphibian*. Ask students, “Where in the Reader could we find the definition of *amphibian* quickly?” (the glossary)
- Ask students to find the word.
- Call on one student to identify where the word is and read the definition. Note for students that the plural form of the word, *amphibians*, appears at the end of the definition.
- Redirect students’ attention to **page 56**. Point out to students that both *amphibian* and *amphibians* appear on this page and in this chapter.
- Ask students to read **pages 56–57** to themselves to find the answer to the question: “What is unique about where amphibians live?”
- When students have finished reading, restate the question and ask students to answer. (Amphibians live both in water and on land.)
- Have students look at the image on **page 57** and read the caption.

Pages 58–59

- Display the Vocabulary Card for *hibernate* and have students find it in the glossary. Read the definition together as a class. Point out to students that the word *hibernating*, listed at the end of the definition, also appears in the chapter.

- Follow the same procedure for *survive*. Also, point out to students that the word *survives*, listed in the glossary after the definition for *survive*, appears in this chapter.
- Ask students to read **pages 58–59** to themselves to learn whether amphibians are warm-blooded or cold-blooded, vertebrates or invertebrates.
- When students have finished reading, restate the question and ask students to answer. (Amphibians are cold-blooded vertebrates.)
- Ask students, “What do some amphibians do during the winter? How?” (Some amphibians hibernate by digging deep underground or burying themselves at the bottom of a pond.)
- Point out the image and caption on **page 59**.

Pages 60–61

- Display the Vocabulary Card for *tadpole* and have students find it in the glossary. Read the definition together as a class. Point out to students that the plural form of the word, *tadpoles*, also appears in this chapter.
- Follow the same procedure for *fragile*.
- Ask students to read **pages 60–61** to themselves to find the answer to the question: “What happens in the first parts of a toad’s life cycle?”
- When students have finished reading, restate the question and ask students to answer. (The mother lays her eggs near shore in a pond, lake, or calm spot in a river or stream. The eggs that hatch produce tadpoles that are very fragile and use gills to breathe underwater.)
- Direct students’ attention to the images on **page 61** and ask what parts of the image represent the first parts of a toad’s life cycle. (the image of the eggs and the image of tadpoles)

Pages 62–63

- Ask students if there are any new vocabulary words on these pages. (no)
- Have students read **pages 62–63** to learn about the other parts of a toad’s life cycle.

- When students have finished reading, ask them to describe the other parts of a toad’s life cycle. (Tadpoles begin swimming around and eating, staying together in schools. After a month, skin will grow over the gills and legs will start to grow. After a few months, the tadpole is a frog or toad and makes its way onto land. Its gills have been replaced by lungs so it can breathe on land.)
- Have students read the caption and look at the images on **page 63** to identify which images represent the other parts of a frog or toad’s life cycle. (the middle two and the bottom one)

Pages 64–65

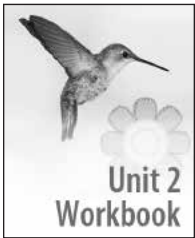
- Display the Vocabulary Card for *absorb*. Ask students to scan the bolded words on **page 64** and see if there is a form of the vocabulary word *absorb* included. (yes, *absorbs*)
- Ask students, “Where do you find the word *absorbs* in the glossary?” (in the parentheses that follow the word *absorb*)
- Ask students to read **pages 64–65** to fill in the blank in the following sentence: “Adult toads’ thin, moist skin _____ oxygen from the water.”
- When students have finished reading, repeat the sentence and call on a student to fill in the blank. (*absorbs*)
- Have students read the caption and look at the image on page 65.

Wrap-Up

- Bring students from both groups back together as a class.
- Ask students what information they learned that can be added to the ‘L’ section of the KWL chart and record their responses. Remind students that they are using a KWL chart to *organize* information.
- If time permits, use the following questions to promote a discussion:

Discussion Questions on “Amphibians”

1. *Literal* Where do amphibians live? (Amphibians spend part of their life in water and the other part on land.) What word did you learn in a previous chapter that means “lives in water”? (aquatic)
2. *Literal* What special characteristics do amphibians have that permit them to live both in water and on land? (When first born, they have gills to breathe oxygen from the water and tails to swim. As they mature, they develop lungs for breathing oxygen from the air and legs for walking on land.)
3. *Literal* What animals make up the largest group of amphibians? (toads and frogs)
4. *Literal* Describe the life cycle of a toad. (Eggs are laid in water close to a shore, tadpoles hatch from eggs, tadpoles grow and lose their tails and develop lungs, and then frogs or toads begin to spend more time on land.)



Worksheet 6.1

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

Introduce Spelling Words

- Draw the following table on the board or chart paper as you did in Lesson 1:

Root Word	-ed	-ing

- When introducing the words, use these procedures:

Step 1: Introducing the Root Words

- Tell students these are the words on which they will be assessed on Day 10. This week, students will be responsible for spelling the root words plus the forms of these words when the suffixes *-ed* and *-ing* are added.
- Explain that all of the spelling words this week are verbs to which students will be adding different suffixes.
- As you introduce each of the spelling words, write it in the table, pronouncing each word as you write it.

Root Word	-ed	-ing
smile		
rake		
file		
vote		
dine		
quote		
raise		
tire		
translate		
prepare		

- Make sure to explicitly point out that the first word is the root word. Explain that a root word is what a word is called before any prefixes or suffixes are added to the word.
- Point out the vowel sound(s) in the word to students.
- When you reach the multi-syllable words (*translate, prepare*), model for students how to chunk the word into syllables to say and spell the word. Explain that when we have words with more than one syllable, it can be helpful to divide a word into syllables if we don't know how to read or spell it.
- Write the word *translate* in the table.
- Ask students to tell you the vowel sounds in the word. Point out that this word has a CVCe pattern with the 'a_e' separated vowel digraph standing for one sound, /ae/. You may want to use two fingers to simultaneously point to the 'a' and 'e' as you did in Unit 1 when reviewing the CVCe syllable pattern.
- Underline the vowels in the word like this:

translate

- Then, ask this question: "How many consonants are between the first two vowels?" (three)
- Tell students that when there are three consonants between two vowels, the word can be divided into syllables before or after the second consonant.
- Draw a line between the letters 's' and 'l' like this:

trans | late

Note: For decoding and spelling purposes, it is not particularly important whether you divide this word as noted above or as tran | slate. In fact, you will find this word syllabicated either way in different dictionaries.

- Cover the second syllable, 'late', and tell students that if the word is divided in this way, you would read this first syllable as /tranz/, since syllables ending with consonants are generally pronounced with the short vowel sound.

- Then, cover the first syllable, ‘trans’, and ask students to read the last syllable, /laet/. Again, remind students that this word has a CVCe pattern, i.e., separated vowel digraph, so the ‘a_e’ stands for one sound, /ae/.
- Prompt students in blending and saying the word, /tranz laet/. Now, tell students to “read it fast.” This means that students should read the two syllables quickly enough to blend and say the word.
- Tell students that they can now easily see the parts of the word and it is easier to decode.
- Write the word *prepare* in the table.
- Ask students to tell you the vowels in the word. Remind students that this word has a CVCe pattern with the ‘a_e’ separated vowel digraph standing for one sound, /air/.
- Underline the letters that represent the vowel sounds in the word like this:

prepare

- Then, ask this question: “How many consonants are between the first two vowels?” (one)
- Tell students that when there is one consonant between two vowels, the word can be divided into syllables before or after that single consonant.
- Draw a line between the letters ‘e’ and ‘p’ like this:

pre | pare

- Cover the second syllable, ‘pare’, and tell students that if the word is divided in this way, you would read this first syllable as /pree/, since syllables ending with vowels are generally pronounced with the long vowel sound.
- Then, cover the first syllable, ‘pre’, and ask students to read the last syllable, ‘pare’. Prompt students in blending and saying the word, /pree pair/, and point out this word sounds like an English word that you recognize.

Step 2: Adding the Suffixes *-ed* and *-ing* to the Root Words

- Tell students that you will now complete the remainder of the table by adding the suffixes *-ed* and *-ing* to each root word. Remind students that each root word is a verb and ask what the suffix *-ed* on the end of a verb signals. (past tense; the action has already happened)
- Ask students what the suffix *-ing* signals. (present tense; ongoing action that is still happening)
- Working with each root word, add the suffixes *-ed* and *-ing*. Point out to students that when words end with CVCe (Consonant-Vowel-Consonant-e), the final 'e' must be dropped before adding *-ed* or *-ing*.
- Also, point out to students that adding *-ed* sometimes adds a syllable to the word (*voted, quoted, translated*) and sometimes does not (*smiled, raked, filed, dined, tired, prepared*); adding *-ing* always adds a syllable to the word.
- Additionally, point out that the suffix *-ed* is pronounced /t/ in *raked*. The suffix *-ed* is pronounced /d/ in *smiled, filed, dined, raised, tired, and prepared*. In *voted, quoted, and translated*, the suffix *-ed* is pronounced /ed/ and adds an additional syllable.

Root Word	<i>-ed</i>	<i>-ing</i>
smile	smiled	smiling
rake	raked	raking
file	filed	filing
vote	voted	voting
dine	dined	dining
quote	quoted	quoting
raise	raised	raising
tire	tired	tiring
translate	translated	translating
prepare	prepared	preparing
Challenge Word: does		
Challenge Word: done		

- Explain that Challenge Words are words that are used very often. They may not follow spelling patterns and need to be memorized.

- Tell students that they will need to know how to spell these words as they will be included in their spelling assessment. Say each word using correct pronunciation: *does*—/dəz/ and *done*—/dɒn/. Use the Challenge Words in sentences as examples for students: “An amphibian *does* not eat or move when it is hibernating.” “The cookies are *done*.”
- Practice the words as follows during the remaining time. Call on a student to read any word with a suffix and ask the student to orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: “Did that sentence make sense?” If the class says, “Yes,” then the student puts a check mark in front of the word and calls on 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 the suffixed words have been used in sentences or time has run out.
- Tell students that this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students that they will take home Worksheet 6.1 with this week’s spelling words to share with a family member.

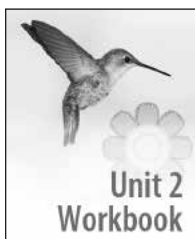
Extension

30 minutes

Respond to Excerpt from “Fish”



Chapter 4



Worksheet 6.2

- Brainstorm with students facts from the chapter entitled “Fish” that they read in a previous lesson. Examples could be:
 - They are the most common vertebrates.
 - Fish have gills that take oxygen out of the water so they can breathe. These gills do not work out of water so fish can only breathe in water.
 - Fish have scales that cover their skin to protect the skin and help them move easily through the water. Fins help fish swim and, along with the tail, help fish change direction quickly.
 - When sleeping, fish float around or find a place to hide while they rest.

- Most fish live in saltwater because Earth is mostly covered with saltwater. Some fish live in freshwater, like streams, rivers, lakes, and ponds.
- Salmon migrate back to the exact same stream where they were born. Most scientists think they use their strong sense of smell to find their way.
- Tell students that in today’s lesson, they will read an excerpt from “Fish” and respond to a writing prompt related to the excerpt.
- Tell them that to write a good response, they should use adjectives.
- Ask, “What are adjectives?” (words that describe nouns)
- Point to the sentence you wrote on the board in advance.

The children felt sick.

- Ask, “What adjectives could we add to the sentence to describe the children?” Write examples students give on the board in a list. (Examples could be: *five, hot, feverish, weeping, lonely, sweaty, young*)
- Ask students to choose from the list of adjectives to add to the sentence (*The children felt sick.*) to make new sentences. Examples could be:
 - The five, feverish children felt sick.
 - The lonely, young children felt sick.
 - The weeping, sweaty children felt sick.
- Point out that these new sentences have much more detail and are much more interesting and informative.
- Ask students to turn to Worksheet 6.2 and look only at the front of the worksheet.
- Read the excerpt from “Fish” with them that is printed on the front of Worksheet 6.2.
- Tell students that after a few oral questions, they will write a response to a writing prompt that is printed on the back of Worksheet 6.2.
- Tell students that when they write, they should skip lines and keep writing until told to stop. Students will have 12 minutes and should write the whole time to try to fill the page.

- Tell students that at the end of 12 minutes, you will ask them to stop. It is acceptable to stop wherever they may be in their writing, even if it is in mid-sentence.
- Ask the following verbal warm-up questions and have students raise their hand to answer:
 - Raise your hand if you can remember where salmon go to lay their eggs.
 - Raise your hand if you can think of details in the excerpt about salmon swimming upstream.
 - Raise your hand if you can think of what animal might eat salmon along the way.
 - Raise your hand if you were surprised by any of the details in this excerpt.
 - Now, have students turn their worksheet over and read the writing prompt aloud with them.
- Then, have students write for 12 minutes on the lines provided on the worksheet.
- While students write, walk around the room encouraging individual students, pointing out sentences or thoughts students have written that answer the prompt well (have precise details, are on topic by describing surprising facts, or include adjectives). Spend less than a minute with any individual student. Try to speak quietly to as many students as you can in the 12 minutes.
- After 12 minutes, ask students to stop where they are.
- Ask volunteers to share their writing. After a student has shared, listeners should raise their hands to give a positive compliment to the sharer.
- As a closing, point out writing that included many details using adjectives that you noticed while providing students with positive feedback.

Take-Home Material

Family Letter; “Fish”; “Amphibians”

- Have students take home Worksheet 6.1 to share with a family member and Worksheets 6.3 and 6.4 to read to a family member.

Lesson 7

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.

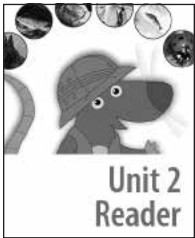
- ✓ Independently reread “Amphibians” with purpose and understanding (RF.3.4a)
- ✓ Reread “Amphibians” orally with accuracy, appropriate rate, and expression (RF.3.4b)
- ✓ Demonstrate preparedness for a discussion, having reread “Amphibians,” explicitly drawing on preparation and other information known about amphibians to explore content under discussion (SL.3.1a)
- ✓ Prior to independently rereading “Amphibians,” identify orally what they know and have learned that may be related to amphibians (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to amphibians (SL.3.1d)
- ✓ Use a glossary to determine or clarify the precise meaning of words and phrases (L.3.4d)
- ✓ Expand sentence fragments into complete sentences

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Partner Reading: “Amphibians”	<i>Rattenborough’s Guide to Animals</i> ; Vocabulary Cards; Worksheet 7.1	25
Grammar	Sentences vs. Fragments	board or chart paper; Worksheet 7.2	25
Extension	Whole Group: “Tree Frogs”	<i>Rattenborough’s Guide to Animals</i> ; Worksheet 7.3	30
Take-Home Material	“Tree Frogs”; Sentences vs. Fragments	Worksheets 7.4, 7.5	*

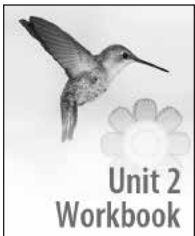
Advance Preparation

Write the following groups of words on the board or chart paper for use during the Grammar lesson:

- my sister loves ice cream
- climbs the ladder all by himself
- do John and Alan play baseball together
- the gray kitten has white paws
- two silly children



Chapter 5



Worksheet 7.1

Remember to use academic vocabulary words when appropriate: *background, organization.*

Whole Group Partner Reading: “Amphibians”

Re-introducing the Chapter

- Tell students that today, they will be rereading “Amphibians.”
- Review the KWL chart you created with students during the previous lesson and remind them that a KWL chart is a way to *organize* information.

Reviewing the Vocabulary

- You may wish to review the vocabulary before rereading today’s chapter by using and displaying the provided Vocabulary Cards.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in earlier lessons.

Guided Reading Supports and Purpose for Reading

- Remind students that since they have read this chapter once already, they now have *background* knowledge about amphibians.
- Tell students that as they read, they should be thinking about other information they might want to add to the ‘L’ column of the KWL chart.
- Pair students up and have them reread “Amphibians.” You may want to suggest that students take turns reading pages.

Wrap-Up

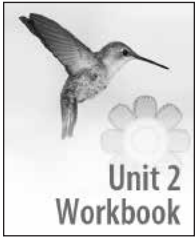
- When students have finished reading, record any additional responses on the ‘L’ column of the KWL chart.

- Use the following questions to promote a discussion:

Discussion Questions on “Amphibians”

1. *Literal* What does the word “amphibian” mean? (In Latin, it means both sides of life. Amphibians are animals that live on land and in water.)
2. *Literal* Describe what some amphibians do to change their body temperature. (Some hibernate during winter. Some toads dig deep underground. Some frogs bury themselves in mud at the bottom of a pond.)
3. *Literal* Why do most amphibian eggs never hatch? (They are eaten by fish or other animals or the water might move the eggs away from the shore, where they dry out and die in direct sunlight.)
4. *Literal* How can an adult toad breathe both on land and in water? (It has lungs for breathing on land and its skin absorbs oxygen from water for breathing in water.)
5. *Literal* Which of the following stages is not part of the life cycle of a toad? (A. newt)
 - A. newt
 - B. adult
 - C. egg
 - D. tadpole

- Have students complete Worksheet 7.1 with their partner or independently.



Worksheet 7.2

For additional practice, see Pausing Point Worksheet PP17. For more challenge, see Pausing Point Worksheet PP18.

Sentences vs. Fragments

- Tell students that today, they will be reviewing whether groups of words are sentences or fragments. Remind students of the need for a capital letter at the beginning of a sentence and a punctuation mark at the end.
- Direct students' attention to the groups of words you placed on the board in advance.
 - my sister loves ice cream
 - climbs the ladder all by himself
 - do John and Alan play baseball together
 - the gray kitten has white paws
 - two silly children
- Tell students that some of the groups of words are complete sentences and some are fragments.
- Tell students that fragments are groups of words that are missing either a subject or predicate. Without both a subject and predicate, a group of words is not a sentence, it is a fragment.
- Read the sentences that you prepared in advance together as a class.
- Remind students that a subject tells 'who' or 'what' the sentence is about.
- First, go sentence by sentence and ask if the group of words has a subject. If the group of words does have a subject, draw a circle around the subject.
 - Read, "my sister loves ice cream"
 - Ask students, "Who loves ice cream?"
 - Circle the words *my sister*.
 - Read, "climbs the ladder all by himself"
 - Ask students, "Who climbs the ladder?"
 - There is nothing to circle because there is no subject.
 - Read, "do John and Alan play baseball together"

- Ask students, “Who plays baseball together?”
- Circle the words *John and Alan*.
- Read, “the gray kitten has white paws”
- Ask students, “Who has white paws?”
- Circle the words *the gray kitten*.
- Read, “two silly children”
- Ask students, “Who?”
- Circle the words *two silly children*.
- Now, go back through all the sentences and draw a wiggly line under the predicate (including the verb) in the same manner, sentence by sentence as you did with the subject.
- Remind students that the predicate contains either an action verb that tells what is happening in the sentence or a linking verb that joins the subject to the predicate and often describes the subject.
 - Read, “my sister loves ice cream”
 - Ask students, “What does my sister do?”
 - Draw a wiggly line under *loves ice cream*.
 - Read, “climbs the ladder all by himself”
 - Ask students, “What is happening?”
 - Draw a wiggly line under *climbs the ladder all by himself*.
 - Read, “do John and Alan play baseball together”
 - Ask students, “What do John and Alan do?”
 - Draw a wiggly line under *play baseball together*.
 - Read, “the gray kitten has white paws”
 - Ask students, “What does the kitten have?”
 - Draw a box wiggly line under *has white paws*.
 - Read, “two silly children”
 - Ask students, “What do the two silly children do?”
 - There is nothing to draw a wiggly line under because there is no predicate.
- Now, ask students to look at the groups of words.

- Ask, “Which groups of words have both a circle and a wiggly line?” (They should answer: *my sister loves ice cream; do John and Alan play baseball together; the gray kitten has white paws*)
- Tell students that all three of those groups of words are sentences because they have both a subject and a predicate and they are complete thoughts.
- Remind students that if a group of words is lacking either a subject or a predicate, it is not a sentence, but rather a fragment.
- Ask students, “What is still missing in these groups of words that we now know are sentences?” (Students should answer, “capitalization and punctuation.”)
- Ask students where capital letters are needed. (at the beginning of each sentence)
- Ask students to tell you what punctuation belongs at the end of each of the sentences. (The first and third sentences need periods while the second sentence needs a question mark.)
- Tell students, “Now, I will read some groups of words to you.”
- If the group of words is a sentence, have students give you a “thumbs up.” If the group of words is only a fragment, have students give you a “thumbs down.” (Students should use one hand and either point their thumb up to the ceiling for sentences or down to the desk for fragments.)
- After reading each group of words, call out to students “Thumbs up or thumbs down?”
- Read out the following groups of words to students:

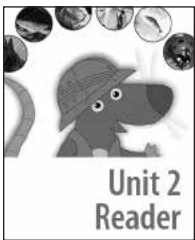
a storm was coming over the horizon (thumbs up)
 behind the pine tree (thumbs down)
 after the lightning (thumbs down)
 the wind broke several branches off the trees (thumbs up)
 was surprised by a loud noise (thumbs down)
 luckily, the storm ended quickly (thumbs up)

- Next, have several students, one at a time, create and call out to the class either a fragment or a sentence and whisper to you which it is. The class should give that student a “thumbs up” if the group of words is a sentence or a “thumbs down” if it is a fragment.
- Have students turn to Worksheet 7.2 and complete **number 1** together.
- Have students complete the rest of the worksheet independently.

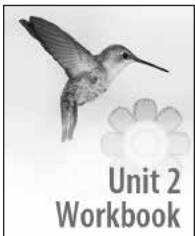
Extension

30 minutes

Whole Group: “Tree Frogs”



Chapters 5, 12



Worksheet 7.3

- Ask students to define the academic vocabulary word *background* and share what they have learned about *classifying* animals. (information gained from experience; Answers may vary.)
- Tell students that they have *background* knowledge about many things, including animals. The *background* knowledge students have is a result of reading and learning about animals.
- Tell students they have *background* knowledge about amphibians from reading Chapter 5 during the previous two lessons.
- Have students turn to Chapter 5 in their Readers and scan the text and images to help them remember what they know about amphibians. Also, review the KWL chart you created with students about this chapter.
- Ask students to share their *background* knowledge about amphibians. If students’ responses do not cover all of the following information, remind students what they have learned. You may want to write these on the board or chart paper.
 - Amphibians are *classified* into three groups.
 - Frogs and toads are the largest group of amphibians.
 - Amphibians can live in water and on land.
 - Amphibians are cold-blooded and vertebrates.
 - Frogs and toads have a life cycle including an egg, a tadpole, and an adult.
 - Amphibians breathe underwater using gills but later develop lungs to breathe air on land.

- Adult amphibians are carnivores.
- Point out that all of this information is students' *background* knowledge about amphibians, including frogs.
- Ask students to turn to Worksheet 7.3.
- Tell students that the boxes on the worksheet are there for *organization*, or to show how different parts are put together to make sense. The boxes will help students *organize*, or put different parts together to make sense, the information they already know about amphibians and the new information they learn about frogs.
- By reviewing the *background* knowledge students just shared about amphibians, have students fill in the top box on the worksheet.
- Tell students that you are going to read aloud a chapter about tree frogs as they follow along in their Reader.
- Ask students how their *background* knowledge about amphibians might help them as they follow along in the new chapter about frogs. (Answers may vary but could include that they might know something about frogs already, which will help them understand the chapter. They could be thinking about what they know as they listen and follow along to see if they learn any new information about frogs.)
- Tell students that their *background* knowledge will help them understand what the new chapter presents about frogs.

Introducing the Chapter

- Tell students that the title of the chapter you will read aloud while they follow along is “Tree Frogs.”
- 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

- You may wish to preview the vocabulary before reading aloud by using the Vocabulary Cards and display the accompanying picture for this chapter.

Vocabulary for “Tree Frogs”

1. **suction cup**—a round, shallow cup that can stick to a surface (**suction cups**) (120)
2. **nocturnal**—active during the night (122)
3. **climate**—the usual weather patterns in a particular area (124)
4. **orchestra**—a group of musicians who play instruments together (124)

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach this chapter so that the misunderstandings do not compound over time.

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 118–119

- Read the title of the chapter together as a class, “Tree Frogs.”
- Read aloud the first paragraph on **page 118** as students follow along in their Reader.
- After reading it, ask students, “What *background* knowledge do you have that was included in this first paragraph?” (Amphibians are vertebrates and can live in water and on land. They have gills to breathe underwater and later develop lungs to breathe air on land.)
- Ask students, “What new information was presented in this paragraph about tree frogs?” (They spend most of their lives in trees.)
- Have students write this new information on their worksheet, to help them *organize* information as they go.

- Read aloud the second paragraph on **page 118** as students follow along in their Reader.
- Point out the image and caption on **page 119**.

Pages 120–121

- Read aloud the first two paragraphs on **page 120** as students follow along in their Reader.
- After reading, ask students, “What *background* knowledge do you have that was included in these paragraphs?” (The word *characteristic* is used to describe something about tree frogs that makes them different.)
- Ask students, “What new information was presented in these paragraphs?” (Tree frogs range in color. They have suction cups on their long toes for climbing and sticking to anything.)
- Ask students, “Why might tree frogs need to stick to things?” (Answers may vary but could include that sticking to trees allows them to climb.)
- Have students write this new information on their worksheet, to help them *organize* information as they go.
- Read aloud the last paragraph on **page 120** as students follow along in their Reader.
- Point out the image and caption on **page 121**.

Pages 122–123

- Read aloud **page 122** as students follow along in their Reader.
- After reading, ask students, “What *background* knowledge do you have that was included in these paragraphs?” (Amphibians, including tree frogs, lay their eggs near water.)
- Ask students, “What new information was presented on this page?” (Tree frogs are friendly, easy to catch, and nocturnal.)
- Have students write this new information on their worksheet, to help them *organize* as they go.
- Point out the image and caption on **page 123**.

Pages 124–125

- Read aloud **page 124** as students follow along in their Reader.

- After reading, ask students, “What new information was presented on this page?” (Tree frogs have been around for a long time, they live on different continents, and they prefer a warm, wet climate.)
- Have students write this new information on their worksheet, to help them *organize* as they go.
- Point out the image and caption on **page 125**.

Wrap-Up

- Ask students to share what information was presented in the chapter that was part of their *background* knowledge.
- Review the new information about tree frogs presented in this chapter that was not part of students’ *background* knowledge. This information is what students added to the bottom of Worksheet 7.3 as you read aloud.
 - Tree frogs spend most of their lives in trees.
 - Tree frogs range in color.
 - They have suction cups on their long toes for climbing and sticking to anything.
 - Tree frogs are friendly, easy to catch, and nocturnal.
 - Tree frogs have been around a long time and live on different continents.
 - Tree frogs live in warm, wet climates.
- Tell students that the new information they learned is now part of their *background* knowledge on tree frogs, a kind of amphibian. When they come across other texts to read about frogs and amphibians, they can use what they just learned about tree frogs to help them understand what they read.
- Remind students that they have added to their *background* knowledge by reading and following along with the chapter about tree frogs.

Take-Home Material

“Tree Frogs”; Sentences vs. Fragments

- Have students take home Worksheet 7.4 to read to a family member and Worksheet 7.5 to complete.

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 to demonstrate understanding of “Reptiles,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Reptiles” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to reptiles in “Reptiles” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Reptiles” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Reptiles” to check and support understanding (RI.3.7)
- ✓ Compare and contrast features of reptiles and amphibians (RI.3.9)
- ✓ Identify and use the meaning of the common prefixes *re-* and *pre-* (RF.3.3a)
- ✓ Independently read “Reptiles” with purpose and understanding (RF.3.4a)
- ✓ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8)
- ✓ Demonstrate preparedness for a discussion, having read “Reptiles,” explicitly drawing on preparation and other information known about reptiles to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Reptiles,” identify orally what they know and have learned that may be related to reptiles (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to reptiles (SL.3.1d)
- ✓ Use conventional CVCe spelling patterns when adding the suffixes *-ed* and *-ing* to root words (L.3.2e)
- ✓ Use CVCe spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-ed* or *-ing* are added to a known root word (L.3.4b)
- ✓ Determine the meaning of words formed when *re-* or *pre-* are 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)
- ✓ Change sentence fragments into complete sentences
- ✓ Change run-on sentences into simple sentences

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: “Reptiles”	board or chart paper; <i>Rattenborough’s Guide to Animals</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 8.1	25
Morphology	Introduce Prefixes re– and pre–	board or chart paper; Worksheets 8.2–8.5	25
Grammar	Change Fragments and Run-On Sentences into Simple Sentences	board or chart paper; Worksheet 8.6	15
Spelling	Blank Busters	Worksheets 8.7, 8.8	15
Take-Home Material	Blank Busters; “Reptiles”; Change Fragments and Run-On Sentences into Simple Sentences	Worksheets 8.8–8.10	*

Advance Preparation

Make sure that the table with this week’s spelling words is on display where students can see it for the Spelling lesson.

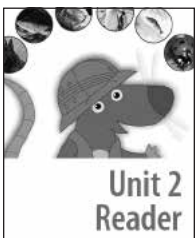
Reading Time

25 minutes

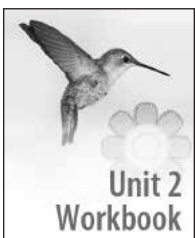
Whole Group: “Reptiles”

Introducing the Chapter

- Write the word *reptiles* on the board and ask students to think about the *features* of reptiles that they learned in an earlier chapter. Record their responses on the board. (Answers may vary.)
- Ask students to name some reptiles. Record answers on the board.
- Tell students that in this chapter, they will learn more about reptiles, specifically snakes.
- Tell students that the title of this chapter is “Reptiles.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.



Chapter 6



Worksheet 8.1

Previewing the Vocabulary

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Reptiles” 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.

Remember to use academic vocabulary words when appropriate: *background, organization.*

Vocabulary for “Reptiles”

1. **poisonous**—full of poison or venom (**68**)
 2. **deadliest**—most likely to cause death (**68**)
 3. **inject**—to force in fluid, like poison, usually by piercing the skin (**injects**) (**68**)
 4. **venom***—poison produced by an animal used to harm or kill another animal (**68**)
 5. **water moccasin**—a type of poisonous snake found in the southern United States (**water moccasins**) (**70**)
 6. **startle**—to surprise (**startled**) (**70**)
 7. **molt**—to shed skin (**molting, molted**) (**72**)
- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

poi | son | ous

'ou' > /u/ (*dangerous, hideous*)

dead | li | est

'ea' > /e/ (*head, weather*)

in | ject

ven | nom

wa | ter moc | ca | sin

star | tle

molt

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *poisonous* on the board.
 - Circle the letters 'ou'.
 - Tell students that these letters represent the /u/ sound.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /u/ row and follow it across to 'ou' (*touch*).
 - Ask students to summarize what the power bar means for 'ou'.
- Display the Vocabulary Word for or write the word *deadliest* on the board.
 - Circle the letters 'ea'.
 - Tell students that these letters represent the sound /e/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /e/ row and follow it across to 'ea' (*head*).
 - Ask students to summarize what the power bar means for 'ea'.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 66–67

- Read the title of the chapter together as a class, “Reptiles.”
- Ask students if there are new any vocabulary words on this page. (no)
- Have one student read Rattenborough’s greeting in the first paragraph on **page 66**.
- Ask students to read **pages 66–67** to themselves to find out some characteristics of reptiles.
- When students have finished reading, ask them to list some characteristics of reptiles. (cold-blooded, vertebrates, live both on land and in water, lay eggs)
- Ask students to name some reptiles and read the sentence that has the answer. (These include animals such as crocodiles, alligators, turtles, tortoises, snakes, and lizards.)
- Have students read the caption and look at the images on **page 67**.

Pages 68–69

- Display the image for this chapter and the Vocabulary Cards for *poisonous*, *deadliest*, *inject*, and *venom*.
- Ask students to find the words in the glossary one at a time and read each definition as a class. Note for students that the word *injects* is one form of the word *inject* and is located after the definition of the word *inject* in the glossary. *Injects* appears in this chapter.
- Ask students to read **pages 68–69** to themselves to answer the question: “How is the black mamba snake described in the chapter?”
- When students have finished reading, restate the question and ask them to answer. (longest and most poisonous snake in Africa, deadliest snake in the world)
- Tell students to read the caption and look at the image on **page 69**.

Pages 70–71

- Ask students if there are any new vocabulary words on this page. (yes, *water moccasins* and *startled*)
- Display the Vocabulary Cards for *water moccasin* and *startle*.

- Ask students to find the word *water moccasin* in the glossary. Note for students that they will find the form used in this chapter, *water moccasins*, after the definition for *water moccasin*.
- Read the definition together as a class.
- Tell students to find the word *startle* in the glossary and have them read the definition. Note for students that the word *startled* is after the definition and is the form of the word used in the chapter.
- Ask students to read **pages 70–71** to themselves to answer the question: “What poisonous snakes can be found in the United States?”
- When students have finished reading, restate the question and ask them to answer. (rattlesnakes, copperheads, water moccasins)
- Ask students to point out the *features* of these three poisonous snakes. (Rattlesnakes have “rattles.” Copperheads have a triangle-shaped head, dark stripes, and are usually less than three feet long. Water moccasins live in the water, have a dangerous bite, and rarely attack humans.)
- Direct students’ attention to the images and labels on **page 71** to identify these three dangerous snakes.
- Ask students in what states they would be more likely to see water moccasins. (Florida, Alabama, Mississippi, Louisiana)
- Ask students why a copperhead would bite a human. (if they are attacked or startled)

Pages 72–73

- Display the Vocabulary Card for *molt*.
- Ask students to find the word *molt* in the glossary and read the definition as a class. Note for students that they will find the words *molted* and *molting* after the definition of *molt*. Both *molted* and *molting* are used in this chapter.
- Ask students to read **pages 72–73** to themselves to answer the question: “How is the process of molting described in this chapter?”
- When students have finished reading, restate the question and ask students to answer. (Reptiles are known for molting several times during their life. When snakes get too big for their current skin, they shed their skin in one piece and grow another.)

- Have students look at the image of a snakeskin after a snake molted on **page 73** and read the caption as a group.

Pages 74–75

- Ask students if there are any new vocabulary words on this page. (no)
- Tell students to read **pages 74–75** to themselves to answer the question: “What is surprising about a crocodile’s mouth?”
- When students finish reading, restate the question and ask students to answer. (Despite their power when they bite and snap their jaws shut, it is fairly easy to hold a crocodile’s mouth closed.)
- Tell students to read the caption and look at the image on **page 75**.

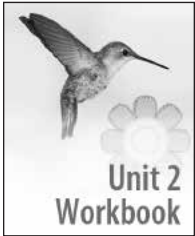
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Reptiles”

1. *Evaluative* How are reptiles like amphibians? (They both live on land and in water and they both lay eggs.)
2. *Literal* Name four animals classified as reptiles. (Answers may vary but could include crocodiles, alligators, turtles, tortoises, snakes, and lizards.)
3. *Literal* Why is a rattlesnake easy to identify? (You can hear the “rattles” shaking on its tail.)
4. *Literal* What reptile has the most powerful bite in the animal kingdom? (a crocodile)
5. *Literal* What do reptiles do when they grow too big for their skin? (They molt.)

- Have students complete Worksheet 8.1 as partners or independently.
- Tell students that if they are especially interested in reptiles, they may enjoy reading the additional chapter entitled “The Komodo Dragon” in the Reader.



Worksheets 8.2–8.5

For additional practice, see Pausing Point Worksheet PP27.

Introduce Prefixes *re-* and *pre-*

- Review the Prefix poster that you displayed in the classroom.
A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- Emphasize again that prefixes are added to the beginning of a root word, they change the meaning of the root word, and they add a syllable to the root word.
- Tell students that the two prefixes that they will study this week are *re-* and *pre-*.
- Explain that *re-* means “to do again” and *pre-* means “before.”
- Also, tell students that this week’s root words are verbs. Ask students what verbs are. (action words) When *re-* and *pre-* are added to verbs, the new words are also verbs.
- Write the word *write* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to make letters, words, or numbers or to create something to be read; Mom asked me to *write* ‘green peppers’ on her grocery list.)
- Add the prefix *re-* to *write* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (to make letters, words, or numbers again or to create something to be read again)
- Ask students for examples of things that they might *rewrite*. (Answers may vary but could include homework, something with sloppy handwriting, a paper with edits, etc.)
- Continue in this manner for the remaining *re-* 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
do	(verb) to complete or perform an action	redo	(verb) to complete or perform an action again	I decided to <u>redo</u> one side of the fort I made for my social studies project because it didn't look right.
fill	(verb) to make something full	refill	(verb) to make something full again	Grandma asked me to <u>refill</u> her water glass during dinner.
load	(verb) to put things into a container	reload	(verb) to put things into a container again	We used a shovel to <u>reload</u> the wheelbarrow with dirt every time my brother emptied it.
name	(verb) to label something	rename	(verb) to label something again	Next year, we will <u>rename</u> our soccer team when the new coach arrives.
view	(verb) to look at	review	(verb) to look at again	I want to <u>review</u> my school supply list to make sure I didn't forget anything.
tell	(verb) to report information	retell	(verb) to report information again	Miss Brewster asked Thomas to <u>retell</u> the story in his own words.

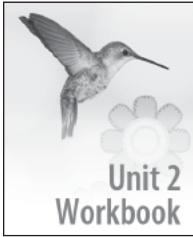
- Remind students that *pre-* means “before.”
- Write the word *heat* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to make warm or hot; I needed to *heat* my chicken nuggets in the microwave.)
- Add the prefix *pre-* to *heat* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (to make warm or hot before)
- Ask students for examples of things that you might need to *preheat*. (Answers may vary but could include an oven before cooking, an iron before using it to iron a shirt, etc.)
- Continue in this manner for the remaining *pre-* 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
pay	(verb) to give money for something	prepay	(verb) to give money for something before	My brother uses a cell phone plan that requires him to <u>prepay</u> for the next month of use.
print	(verb) to use a machine that makes pages of words or pictures	preprint	(verb) to use a machine that makes pages of words or pictures before	He chose to <u>preprint</u> directions to the arena in case he couldn't borrow his sister's navigation system.
set	(verb) to arrange	preset	(verb) to arrange before	Maria helped her sister <u>preset</u> the channels on the car radio before leaving.
select	(verb) to choose	preselect	(verb) to choose before	For my cousin's wedding reception, we had to <u>preselect</u> our dinner from several choices.
view	(verb) to look at	preview	(verb) to look at before	We will <u>preview</u> scenes from the next season of our favorite show.
cook	(verb) to prepare and heat food	precook	(verb) to prepare and heat food before	The roast was so large that Grandma had to <u>precook</u> it for several hours the night before our big family dinner.

- Ask students to turn to Worksheets 8.2–8.5. This can be completed as either a teacher-guided activity or a partner activity.

Change Fragments and Run-On Sentences into Simple Sentences



Worksheet 8.6

For additional practice, see Worksheet PP19. For more challenge, see Pausing Point Worksheet PP20.

- Quickly review the difference between a complete sentence and a fragment. (A complete sentence has a subject and predicate and a fragment is missing one or the other.)
- Remind students that a complete sentence is a group of words that has a subject and a predicate. When a sentence has just one subject and one predicate it is called a simple sentence. An example is:

The happy gopher | dug long tunnels in our yard.

- Also, remind students that a group of words that lacks either a subject or predicate is called a fragment. Sometimes writers make errors when they write and instead of writing a complete sentence, they write fragments.
- Then, tell students that sometimes when people write, they make another kind of mistake and write run-on sentences.
- Write the following on the board:

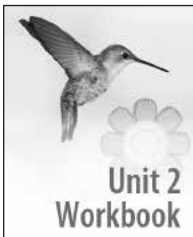
Some dancers wear special shoes the toes are stiff.

- Explain that this is an example of a run-on sentence, which is really two sentences that run together because they have not been punctuated properly.
- Show students how to punctuate the run-on sentence to create two simple sentences. (Some dancers wear special shoes. The toes are stiff.) Review the subject and predicate in each sentence. Be sure to also capitalize the first letter in the second sentence.
- Write the following run-on sentences on the board and ask students to direct you in terms of punctuation and capitalization to make two sentences:
 - Mr. Brown is a judge his robe is black. (*Mr. Brown is a judge. His robe is black.*)

- People wash dishes in hot water the soap can be very harsh on their hands. (*People wash dishes in hot water. The soap can be very harsh on their hands.*)
- Ask students to turn to Worksheet 8.6 and complete it as an independent activity.

Spelling

15 minutes



Worksheets 8.7, 8.8

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

Blank Busters

- Tell students that they will practice writing their spelling words for the week, just like they did with last week's spelling words.
- Tell students to turn to Worksheet 8.7.
- Ask all students to read the statement in **number 1** silently and fill in the blank. Point out to students that the root words are listed in the box on the worksheet but they may need to use other forms of a root word with *-ed* and *-ing* added. These other words are not listed on the worksheet but are listed on the table displayed in the classroom with this week's spelling words.
- When students have completed **number 1**, call on one student to read **number 1** aloud with the blank filled in with the spelling word.
- 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. Also, discuss the correct answer to be sure students understand why it is correct.
- Have students move on 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 root word and the root word with *-ed* and *-ing* added.
- Have students take home Worksheet 8.8 to create their own Blank Buster statements using this week's spelling words. Students will bring their Blank Busters back to school to use in the next lesson.

Take-Home Material

Blank Busters; "Reptiles"; Change Fragments and Run-On Sentences into Simple Sentences

- Have students take home Worksheet 8.8 to complete, Worksheet 8.9 to read to a family member, and Worksheet 8.10 to complete.

Lesson 9

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 to demonstrate understanding of “Birds,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Birds” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require making judgments about features of birds (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to birds in “Birds” (RI.3.4)
- ✓ Identify and use the meaning of the common prefixes *re-* and *pre-* (RF.3.3a)
- ✓ Independently read “Birds” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Birds,” explicitly drawing on preparation and other information known about birds to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Birds,” identify orally what they know and have learned that may be related to birds (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to birds (SL.3.1d)
- ✓ Use abstract nouns (e.g., *love, hate, anger, honesty*) (L.3.1c)
- ✓ Use conventional CVCe spelling patterns when adding the suffixes *-ed* and *-ing* to root words (L.3.2e)
- ✓ Use CVCe spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-ed* or *-ing* are added to a known root word (L.3.4b)
- ✓ Determine the meaning of words formed when *re-* or *pre-* are 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>	Exercise	Materials	Minutes
Reading Time	Small Group: “Birds”	<i>Rattenborough’s Guide to Animals</i> ; Vocabulary Cards	25
Grammar	Introduce Abstract Nouns	board or chart paper	25
Morphology	Practice Prefixes <i>re-</i> and <i>pre-</i>	paper and markers; Worksheet 9.1	15
Spelling	Blank Busters	Worksheet 8.8	15
Take-Home Material	“Birds”	Worksheet 9.2	*

Advance Preparation

Add the following to the Parts of Speech poster under “Nouns”:

Parts of Speech		
Nouns are words that name people, places, or things.		
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.	Abstract nouns are types of nouns that a person cannot physically see, hear, smell, taste, or touch. They name emotions/feelings, states/attributes, ideas/concepts, and movements/events.
Verbs are words that show action.		
Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.		
Adjectives are words that describe nouns.		



Chapter 7

Small Group: “Birds”

Introducing the Chapter

- Remind students that scientists have *organized* the animal kingdom to reflect different groups based on different characteristics. Tell students that the title of today’s chapter is “Birds.”
- Remind students that a KWL chart is a way to *organize* information.
- Draw a KWL (What I think I **K**now, What I **W**ant to Know, What I **L**earned) chart on the board.
- Before students open their Readers, ask students to share some things that they already know about birds and write them in the ‘**K**’ section of the chart.
- Then, ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to briefly flip through the selection to think of things they want to know for the ‘**W**’ section of the chart.
- Record a few items on the ‘**W**’ section of the chart.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Birds” 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.

Vocabulary for “Birds”

1. **adaptive**—easily changes to live in different environments (76)
2. **flock**—a group of birds (**flocks**) (78)
3. **penguin**—a bird that cannot fly, has black and white feathers, and uses its wings for swimming (**penguins**) (80)
4. **feather**—one of many light, soft parts that covers a bird’s skin (**feathers**) (80)
5. **plumage**—birds’ feathers (80)
6. **nature**—everything in the outside world that is not made by people (82)
7. **weather**—what it is like outside (82)
8. **nectar**—sweet liquid that comes from flowers (84)
9. **attract**—to draw or pull toward a person, place, or thing (84)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

a | dap | tive

flock

pen | guin ‘u’ > /w/ (*language, jaguar*)

feath | er ‘ea’ > /e/ (*head, dead*)

plum | age

na | ture ‘t’ > /ch/ (*feature, creature*)

weath | er ‘ea’ > /e/ (*head, dead*)

nec | tar

at | tract

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *penguin* on the board.
 - Circle the letter ‘u’.
 - Tell students that this letter represents the sound /w/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /w/ row and follow it across.
 - Students will see that there is no ‘u’ listed. Explain to them that the ‘u’ spelling of /w/ is so rare that it is not included in the Individual Code Chart. It only occurs in a very few words.
 - Write the word *language* on the board as an example of another word in which ‘u’ spells the sound /w/.
- Display the Vocabulary Card for or write the word *feather* on the board.
 - Circle the letters ‘ea’.
 - Tell students that these letters represent the sound /e/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /e/ row and follow it across to ‘ea’ (*head*).

- Ask students to summarize what the power bar means for ‘ea’.
- Display the Vocabulary Card for or write the word *nature* on the board.
 - Circle the letter ‘t’.
 - Tell students that this letter represents the sound /ch/.
 - Ask students to turn to **page 1** of the **Individual Code Chart**.
 - Ask them to find the /ch/ row and follow it across.
 - Students will see that there is no ‘t’ listed. Explain to them that the ‘t’ spelling of /ch/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *creature* on the board as an example of another word in which ‘t’ spells the sound /ch/.
- Display the Vocabulary Card for or write the word *weather* on the board.
 - Circle the letters ‘ea’.
 - Tell students that these letters represent the sound /e/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /e/ row and follow it across to ‘ea’ (*head*).
 - Ask students to summarize what the power bar means for ‘ea’.

Purpose for Reading

- Tell students to think as they read about what they might want to add to the ‘L’ section of the KWL chart. Students should also point out any misunderstandings listed on the ‘K’ section of the chart.
- Also, call student attention to the bolded words in the chapter, noting that they are included in the glossary. These words match the vocabulary words you will preview with students.

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 come to the reading table and read the chapter with you. This would be a good time to make anecdotal notes for your records. Use the following Guided Reading Supports as you guide students through the chapter.

- ★ **Small Group 2:** Ask these students to read the chapter independently to find information they would wish to include on the ‘L’ section of the KWL chart. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter.

Guided Reading Supports

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 76–77

- Read the title of the chapter together as a group, “Birds.”
- Display the image for this chapter and the Vocabulary Card for *adaptive*.
- Have students turn to the glossary and find the word.
- Read the definition together as a group.
- Have one student read the greeting from Rattenborough found in the first paragraph on **page 76**.
- Have students read the caption and look at the images on **page 77**. Ask students to describe the habitats shown. (on ice and snow, in the desert, and in a forest)
- Select students to read sentences on **pages 76–77** aloud for you to hear.
- As students read, periodically ask questions to help them understand what they are reading. (What does adaptive mean? Can you think of other animals that adapt? How can sea birds such as seagulls survive where they live?)

Pages 78–79

- Display the Vocabulary Card for *flock*. Note for students that the word *flocks* is on **page 78** and is a form of the word *flock*.
- Have students turn to the glossary, find the word *flock*, and read the definition together as a group.
- Select students to read sentences on **pages 78–79** to find out what many birds do that salmon also do. (migrate)
- Call on one student to read the caption on **page 79**.

Pages 80–81

- Display the Vocabulary Card for *penguin*. Note for students that the word *penguins* is on **page 80** and is a form of the word *penguin*.
- Have students turn to the glossary, find the word *penguin*, and read the definition together as a group.
- Follow the same procedure for *feather* and *plumage*, noting that *feathers* is the form of the word *feather* found in this chapter.
- Select students to read sentences in the first paragraph on **page 80** to answer this question: “How do birds who cannot fly adapt to their environment to survive?” (Penguins are great swimmers and ostriches run very fast.)
- Select students to read the sentences in the second paragraph on **page 80** to answer the question: “How do feathers help warm-blooded animals?” (They help birds fly and maintain a constant body temperature.)
- Direct students’ attention to the images and caption on **page 81**.

Pages 82–83

- Display the Vocabulary Cards for *nature* and *weather*. Have students find the words in the glossary and read the definitions together as a group.
- Select students to read the sentences in the first paragraph on **page 82** to fill in the blanks in this sentence: “Birds make their nests high up in _____, in _____, or in _____.” (trees, thick bushes, tree holes)
- Select students to read the sentences in the second paragraph on **page 82** to answer this question: “What information about birds is the most interesting? Why?” (Answers may vary.)
- Ask, “How do baby birds get food?” (Parents fly out from the nest and find food for their babies. They fly back and place the food in each baby’s beak.)
- Direct students’ attention to the image and caption on **page 83**.

Pages 84–85

- Display the Vocabulary Cards for *nectar* and *attract*. Have students find the words in the glossary and read the definitions together as a group.

- Select students to read **pages 84–85** to discover what birds eat and why they sing. (They eat seeds, berries, insects, fish, mammals, and nectar. They sing to attract mates and claim a place as their own).
- Direct students’ attention to the images and caption on **page 85**.

Wrap-Up

- Bring the groups back together and record student responses on the ‘L’ section of the KWL chart.
- If there is additional time, use the following questions to promote a discussion:

Discussion Questions on “Birds”

1. *Literal* What are some characteristics that all birds share? (*beaks, feathers, wings, warm-blooded, lay eggs*)
2. *Literal* Name two flightless birds. (*penguins and ostriches*)
3. *Literal* What is a nest? (*a bird’s home*) Why do birds build nests? (*to protect the eggs they lay*)

- Tell students that if they are especially interested in birds, they may enjoy reading the additional chapter entitled “Hummingbirds” in the reader.

Grammar

25 minutes

Introduce Abstract Nouns

- Ask students to give examples of nouns. (e.g., *boy, puzzle, street, Sam, Elm Street*)
- Tell students that there are two types of nouns, concrete and abstract.
- Draw students’ attention to the Parts of Speech poster you prepared and displayed in advance.

Parts of Speech		
Nouns are words that name people, places, or things.		
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.	Abstract nouns are types of nouns that a person cannot physically see, hear, smell, taste, or touch. They name emotions/feelings, states/attributes, ideas/concepts, and movements/events.
Verbs are words that show action.		
Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.		
Adjectives are words that describe nouns.		

- Ask which of the five senses students use to detect these nouns: *picture, odor, song, heat, candy*. (*picture*–sight, *odor*–smell, *song*–hearing, *heat*–touch, *candy*–taste)
- Tell students that nouns that can be detected by one of the five senses are called concrete nouns.
- Have students brainstorm more nouns that would be classified as concrete using their five senses. [Examples could be: *color, painting* (sight); *smoke, perfume* (smell); *music, voices* (hearing); *pain, frost* (touch); *salt, food* (taste)]
- Tell students that an abstract noun is a type of noun that cannot be detected by one of the five senses.
- Point out that some abstract nouns are emotions or feelings, such as *love, hate, or anger*.
- Read the following pairs of sentences and ask students to decide in which sentence the words *love, hate, and anger* are used as abstract nouns. Have them use their five senses to decide:
 - I *love* pepperoni pizza. Send Sally all my *love*. (The second sentence uses *love* as an abstract noun. In the first sentence, *love* is a verb.)

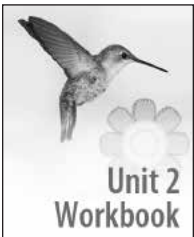
- Fred’s unhappy face is full of *hate*. Fred and Frank *hate* tomato soup. (The first sentence uses *hate* as an abstract noun. In the second sentence, *hate* is a verb.)
- My *anger* for you is ruining my day. You *anger* me when you say mean things. (The first sentence uses *anger* as an abstract noun. In the second sentence, *anger* is a verb.)
- Tell students that abstract nouns can also be states or attributes (characteristics), such as *bravery*, *success*, and *beauty*.
- Read the following pairs of sentences and ask students to decide in which sentence the words *bravery*, *success*, and *beauty* are used as abstract nouns. Have them use their five senses to decide:
 - The *brave* knight wore a suit of armor. He was full of *bravery* when he slew the dragon. (The second sentence uses *bravery* as an abstract noun. The first sentence uses a form of the word *bravery*, that being the adjective *brave*.)
 - The racers *succeed* in winning the race. Their *success* made all of us proud. (The second sentence uses *success* as an abstract noun. The first sentence uses a form of the word *success*, that being the verb *succeed*.)
 - The *beautiful* painting hung on the wall. Its *beauty* made us smile. (The second sentence uses *beauty* as an abstract noun. The first sentence uses a form of the word *beauty*, that being the adjective *beautiful*.)
- Point out to students that abstract nouns can be made from adjectives and verbs. Examples are:
 - I *love* (verb) someone, therefore, I am full of *love* (abstract noun).
 - She *hates* (verb) something, so she is full of *hate* (abstract noun).
 - Something *angers* (verb) me so I am full of *anger* (abstract noun).
 - A *brave* (adjective) person is full of *bravery* (abstract noun).
 - When a person *succeeds* (verb) or is *successful* (adjective), he experiences *success* (abstract noun).
 - A *beautiful* (adjective) thing is full of *beauty* (abstract noun).

- Ask students to find the abstract nouns in the following sentences as you read them aloud:
 - The quiet afternoon was full of peace. (*peace*)
 - My mother was full of sympathy for me when I lost the game. (*sympathy*)
 - I spent my afternoon of relaxation taking a nap and reading a good book. (*relaxation*)
 - A person who doesn't lie is full of honesty. (*honesty*)
- Tell students that there are more examples of abstract nouns that they will learn about in the next Grammar lesson.

Morphology

15 minutes

Practice Prefixes *re-* and *pre-*



Worksheet 9.1

- Review the Prefix poster with students.

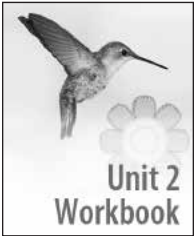
A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- Remind students that in the previous lesson, they learned about the prefixes *re-* and *pre-*.
- Remind students that *re-* means “to do again” and *pre-* means “before.”
- Divide students into 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 either has the prefix *re-* or *pre-*. Students must work with their partner to write down the word in large letters on paper that matches the meaning given in the sentence. Then, you will ask students to hold up the word they wrote down 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
Nate needed to <u>fill again</u> his water bottle after gym class.	refill	verb	<i>re-</i>
Aunt Judy had to <u>cook beforehand</u> the ham last night so it would finish cooking in time for dinner today.	precook	verb	<i>pre-</i>
My little sister asked me to <u>do again</u> her hair since she didn't like how Mom did it.	redo	verb	<i>re-</i>
The last owner of the car we bought had <u>set beforehand</u> the radio stations.	preset	verb	<i>pre-</i>
Carlos said he would <u>pay beforehand</u> for the movie tickets to be sure we had tickets before we got to the theater.	prepay	verb	<i>pre-</i>
Dad asked me to <u>load again</u> the dishwasher after he put away the clean dishes.	reload	verb	<i>re-</i>

- Have students complete Worksheet 9.1 with a partner or independently.

Blank Busters



Worksheet 8.8

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

- Review the spelling words that you introduced earlier this week using the table displayed on the board.

Root Word	-ed	-ing
smile	smiled	smiling
rake	raked	raking
file	filed	filing
vote	voted	voting
dine	dined	dining
quote	quoted	quoting
raise	raised	raising
tire	tired	tiring
translate	translated	translating
prepare	prepared	preparing
Challenge Word: does		
Challenge Word: done		

- Ask students to turn to Worksheet 8.8, which they completed at home last night.
- Call on one student at a time to share a Blank Busters statement with the class to see if students can fill in the blank with the correct spelling word form.
- Discuss the correct answer with the class and the correct spelling, using the table of this week’s spelling words.
- Continue in this manner for the remaining time with other students’ Blank Busters statements.

Take-Home Material

“Birds”

- Have students take home Worksheet 9.2 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.

- ✓ Independently reread “Birds” with purpose and understanding (RF.3.4a)
- ✓ Reread “Birds” orally with accuracy, appropriate rate, and expression (RF.3.4b)
- ✓ Demonstrate preparedness for a discussion, having reread “Birds,” explicitly drawing on preparation and other information known about birds to explore content under discussion (SL.3.1a)
- ✓ Prior to independently rereading “Birds,” identify orally what they know and have learned that may be related to birds (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to birds (SL.3.1d)
- ✓ Use abstract nouns (e.g., *education*) (L.3.1c)
- ✓ Alphabetize words to the third letter (L.3.4d)

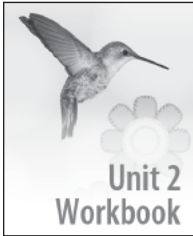
<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 10.1; optional pens	25
Reading Time	Whole Group Partner Reading: “Birds”	<i>Rattenborough’s Guide to Animals</i> ; Vocabulary Cards; Worksheet 10.2	25
Grammar	Introduce Abstract Nouns	board or chart paper; Worksheet 10.3	15
Spelling	Alphabetize Words	prepared index cards; board	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 Parts of Speech poster for use during the Grammar lesson.

Write the spelling words (only the root word) on index cards. Fold over each card so that only the first letter is visible.

10 Spelling Assessment

Worksheet 10.1

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

- 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.
- Call out each word one at a time in the following manner: say the word, say a sentence with the word in it, and then say the word again.
- Tell students that at the end, you will go back through the list once more.

- | | |
|--------------|-----------|
| 1. dine | 7. file |
| 2. smile | 8. vote |
| 3. prepare | 9. raise |
| 4. translate | 10. quote |
| 5. rake | |
| 6. tire | |

Challenge Word: does

Challenge Word: done

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

I like to dine at home with my family.

- Then, ask students to add *-ed* and *-ing* to each of the root words. Tell students not to add endings to the Challenge Words.
- After students have finished, collect pens, if used.
- Tell students that you will now show them the correct spelling for each word so that they can correct their own work using a pencil.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the dictated sentence.

Note to Teacher

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

Reading Time

25 minutes

Whole Group Partner Reading: "Birds"

Re-introducing the Chapter

- Tell students that today, they will be rereading the selection about birds.
- Review the KWL chart that you created with students during a previous lesson, pointing out the *organization* of such a chart.

Reviewing the Vocabulary

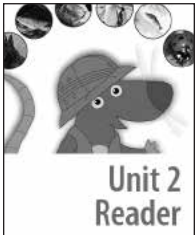
- You may wish to review the vocabulary before rereading today's chapter by using and displaying the provided Vocabulary Cards.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in earlier lessons.

Purpose for Reading

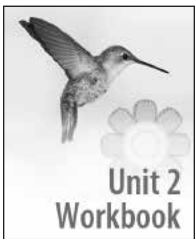
- Call student attention to the bolded words in the chapter, noting that they are included in the glossary. These words match the vocabulary words you have already previewed with students.
- Tell students to think as they read about what they might want to add to the 'L' section of the chart. Tell students to also think about what characteristics are unique to birds, that is, characteristics that no other animals have.
- Have students pair up and reread the chapter entitled "Birds."

Wrap-Up

- Bring the group back together and record any additional responses on the 'L' section of the KWL chart.



Chapter 7



Worksheet 10.2

- Use the following questions to promote a discussion:

Discussion Questions on “Birds”

1. *Literal* What are some characteristics of birds? (Answers may vary but could include that they migrate, they all have wings, two legs, a beak, and feathers, and they sing.)
2. *Literal* What is another term for a bird’s feathers? (plumage)
Which bird has the fanciest plumage of all? (peacock)
3. *Literal* What do birds use their songs for? (to attract mates and claim a place as their own)
4. *Literal* Why do some birds migrate and where do they go? (Some birds migrate when the seasons change to colder weather. They go to warmer places. In spring, when it warms up, these birds migrate back to where they were in the fall of the previous year.)

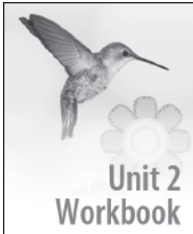
- Have students complete Worksheet 10.2 with their partner.

Grammar

15 minutes

Introduce Abstract Nouns

- Direct students’ attention to the Parts of Speech poster you created and displayed in advance.



Worksheet 10.3

For additional practice, see Pausing Point Worksheet PP21. For more challenge, see Pausing Point Worksheet PP22.

Parts of Speech		
Nouns are words that name people, places, or things.		
Common nouns are general and are not capitalized.	Proper nouns are specific and are capitalized.	Abstract nouns are types of nouns that a person cannot physically see, hear, smell, taste, or touch. They name emotions/feelings, states/attributes, ideas/concepts, and movements/events.
Verbs are words that show action.		
Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.		
Adjectives are words that describe nouns.		

- Ask students to give examples of abstract nouns. (*love, hate, anger, bravery, success, beauty, peace, sympathy, relaxation, honesty*)
- Ask students to describe the differences between concrete nouns and abstract nouns. (Concrete nouns are names of people, places, or things that can be detected with a person's five senses, while abstract nouns are emotions/feelings or states/attributes that can't be detected with a person's five senses.)
- Tell students that there are two other categories of abstract nouns: ideas/concepts and movements/events.
- Point out that examples of abstract nouns that describe ideas or concepts are *belief, truth, and thought*.
- Read the following pairs of sentences and ask students to decide in which sentence the words *belief, truth, and thought* are used as abstract nouns. Have them use their five senses to decide:
 - Rick *believes* he is a great singer. His *belief* in his singing ability gives him courage to sing in front of large audiences. (The second sentence uses *belief* as an abstract noun. The first sentence uses a form of the word *belief*, that being the verb *believes*.)
 - The *truth* about bubble gum is it's chewy and makes bubbles. A *truthful* person would tell you that. (The first sentence uses *truth* as an abstract noun. The second sentence uses a form of the word *truth*, that being the adjective *truthful*.)
 - Your *thought* about what to do today was a good one. I *thought* you would have a good idea. (The first sentence uses the word *thought* as an abstract noun. The second sentence uses *thought* as a verb.)
- Point out that examples of abstract nouns that describe events or movements are *education* and *trouble*.
- Read the following pairs of sentences and ask students to decide in which sentence the words *education* and *trouble* are used as abstract nouns. Have them use their five senses to decide:
 - Your *education* is an important part of your growing up. Teachers *educate* students. (The first sentence uses *education* as an abstract noun. The second sentence uses a form of the word *education*, that being the verb *educate*.)

- Please don't *trouble* yourself by getting me a drink of water. My brother was in big *trouble* for lying to my parents. (The second sentence uses *trouble* as an abstract noun. The first sentence uses *trouble* as a verb.)
- Point out to students that abstract nouns can be made from adjectives and verbs. Examples are:
 - I *believe* (verb) my older brother. My *belief* (abstract noun) in him has helped me grow.
 - A *truthful* (adjective) person is full of *truth* (abstract noun).
 - I *thought* (verb) you said I could go. My *thought* (abstract noun) about my friend was kind.
 - A part of our *education* (abstract noun) is when Mrs. Smith *educates* (verb) us.
 - She didn't mean to *trouble* (verb) me. I was in *trouble* (abstract noun) with my teacher.
- Have students turn to Worksheet 10.3 and complete it as a teacher-guided activity. Remind students to brainstorm whether the nouns can be detected using students' five senses.

Spelling

15 minutes

Alphabetize Words

- Using the previously prepared cards folded over to reveal just the first letter, tape the words on the board randomly. Tell students that you will now review how to alphabetize the spelling words on the board.
- Ask students, "Look at the first letter of each card taped on the board. Of all the letters displayed on the board, which one comes first in the alphabet?" Students should respond 'd'. Students should notice that there are three cards with the letter 'd' displayed. Refold each card to reveal the second letter, i.e., the 'i' in *dine*, the 'o' in *does*, and the 'o' in *done*. Ask students which of these two letters, 'i' or 'o', comes first. They should respond 'i'. Tape the 'di' card at the top of the board.

- Students should then notice that *does* and *done* both start with ‘do’. Unfold each card to reveal the third letter, i.e., the ‘e’ in *does* and the ‘n’ in *done*. Ask students which of these two letters, ‘e’ or ‘n’, comes first. They should respond ‘e’. Tape the ‘doe’ card, still unfolded, to the board below ‘di’. Then, tape the ‘don’ card to the board.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘f’. Tape this card, still folded, to the board below the ‘don’ card.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘p’. Tape this card, still folded, to the board below the card with the ‘f’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘q’. Tape this card, still folded, to the board below the card with the ‘p’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should notice that there are two cards with the letter ‘r’ displayed. Unfold and then refold each card to reveal the second letter, i.e., the ‘a’ in *raise* and the ‘a’ in *rake*. Ask students now which letter comes first. Of course, they can’t tell because both letters are ‘a’. Fold the cards over once more to reveal the third letter, i.e., the ‘i’ in *raise* and the ‘k’ in *rake*. Now, ask students which letter comes first. They should respond ‘i’. Tape the card with ‘rai’ displayed to the board below the ‘q’. Then, tape the ‘rak’ below the ‘rai’ card.
- Repeat the above procedure with the word that begins with the letter ‘s’ and the two words that begin with the letter ‘t’.
- Continue in this way until you have taped all of the cards to the board.
- When you have completed this, unfold all of the cards so that the entire word is visible.

- Read the words aloud with students and state explicitly that all of the spelling words are now in alphabetical order on the board.

dine

does

done

file

prepare

quote

raise

rake

smile

tire

translate

vote

Spelling Analysis Chart

1	Name
2	dine
3	dined
4	dining
5	smile
6	smiled
7	smiling
8	prepare
9	prepared
10	preparing
11	translate
12	translated
13	translating
14	rake
15	raked
16	raking
17	tire
18	tired
19	tiring
20	file
	filed
	filing
	vote
	voted
	voting
	raise
	raised
	raising
	quote
	quoted
	quoting
	Challenge Word: does
	Challenge Word: done

Spelling Analysis Directions

Unit 2, Lesson 10

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

- Students are likely to make the error of not dropping the final 'e' prior to adding one of the endings.
- While the above student-error scenario may occur, you should still 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 on double consonants?
 - 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 sentence 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 to demonstrate understanding of “Mammals,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Mammals” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to mammals in “Mammals” (RI.3.4)
- ✓ Independently read “Mammals” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Mammals,” explicitly drawing on preparation and other information known about mammals to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Mammals,” identify orally what they know and have learned that may be related to mammals (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to mammals (SL.3.1d)
- ✓ Use conventional spelling patterns when adding the suffix *-es* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words that end with ‘y’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-es* 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)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: “Mammals”	<i>Rattenborough’s Guide to Animals</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 11.1	25
Spelling	Introduce Spelling Words	board; Worksheet 11.2	25
Take-Home Material	Family Letter; “Mammals”	Worksheets 11.2, 11.3	*

Advance Preparation

You may wish to draw the table for spelling on the board or chart paper before beginning to teach this lesson.

Root Word	-es

Make sure the Suffix poster is on display.

Reading Time

25 minutes

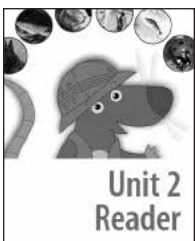
Whole Group: "Mammals"

Introducing the Chapter

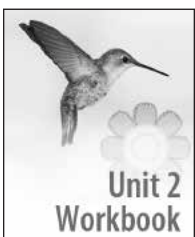
- Tell students that they will be reading a chapter entitled "Mammals."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Preview the following vocabulary before reading today's chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in "Mammals" 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.



Chapter 8



Worksheet 11.1

Vocabulary for “Mammals”

1. **creature**—an animal (**creatures**) (86)
2. **communicate**—to share information with others through language, writing, or gestures (**communication**) (86)
3. **language**—words used to communicate (86)
4. **sign language**—a way to communicate using hands to make signs that stand for letters and words (86)
5. **sonar**—a way to find things under water using sound waves (88)
6. **echo**—a sound that is repeated when sound waves bounce off the surface of an object (88)
7. **predator**—an animal that hunts other animals for food (**predators**) (90)
8. **duck-billed platypus**—a mammal that has a bill like a duck and lays eggs (92)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

- **Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

crea ture	't' > /ch/ (<i>feature, statue</i>)
com mu ni cate	
lan guage	'u' > /w/ (<i>penguin, jaguar</i>)
sign lan guage	'gn' > /n/ (<i>align, design</i>) 'u' > /w/ (<i>penguin, jaguar</i>)
so nar	
ech o	'ch' > /k/ (<i>school, characteristic</i>)
pred a tor	'a' > /ə/ (<i>dialect, signature</i>)
duck-billed plat y pus	'y' > /i/ (<i>myth, rhythm</i>)

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *creature* on the board.
 - Circle the letter 't'.
 - Tell students that this letter represents the sound /ch/.
 - Ask students to turn to **page 1** of the **Individual Code Chart**.
 - Ask them to find the /ch/ row and follow it across.
 - Students will see that there is no 't' listed. Explain to them that the 't' spelling of /ch/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *feature* on the board as another example of a word in which 't' spells the sound /ch/.
- Display the Vocabulary Card for or write the word *language* on the board.
 - Circle the letter 'u'.
 - Tell students that this letter represents the sound /w/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /w/ row and follow it across.

- Students will see that there is no 'u' listed. Explain to them that the 'u' spelling of /w/ is so rare that it is not included in the Individual Code Chart. It only occurs in a very few words.
- Write the word *penguin* on the board as another example of a word in which 'u' spells the sound /w/.
- Display the Vocabulary Card for or write the word *sign* on the board.
 - Circle the letters 'gn'.
 - Tell students that these letters represent the sound /n/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask students to find the /n/ row and follow it across to 'gn' (*sign*).
 - Ask students to summarize what the power bar means for 'gn'.
- Display the Vocabulary Card for or write the word *echo* on the board.
 - Circle the letters 'ch'.
 - Tell students that these letters represent the sound /k/.
 - Ask students to turn to **page 1** of the **Individual Code Chart**.
 - Ask students to find the /k/ row and follow it across to 'ch' (*school*).
 - Ask students to summarize what the power bar means for 'ch'.
- Display the Vocabulary Card for or write the word *predator* on the board.
 - Circle the 'a'.
 - Tell students that this letter represents the sound /ə/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /ə/ row and follow it across to 'a' (*about*).
 - Ask students to summarize what the power bar means for 'a'.
- Display the Vocabulary Card for or write the *platypus* on the board.
 - Circle the letter 'y'.
 - Tell students that this letter represents the sound /i/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /i/ row and follow it across to 'y' (*myth*).
 - Ask students to summarize what the power bar means for 'y'.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 86–87

- Read the title of the chapter together as a class, “Mammals.”
- Display the image for this chapter and the Vocabulary Card for *creature*.
- Ask students, “Where in the Reader could we find the definition of *creature* quickly?” (glossary)
- Ask students to find the word. Note for students that the vocabulary word *creature* will be listed in the glossary while the form of the word used in the chapter is *creatures*, which is listed after the definition in the glossary.
- Call on one student to identify where the word is and read the definition.
- Follow the same procedure for *communicate*, *language*, and *sign language*. Note for students that a form of *communicate* also appears in the chapter, *communication*.
- Ask students to read **pages 86–87** to themselves to find the answer to the question: “What makes mammals the smartest creatures in the animal kingdom?”
- When students have finished reading, restate the question and ask students to answer. (All mammals communicate in some way.)

- Ask students to provide examples from **page 86** of how some mammals communicate. (Dogs bark and wag their tails, cows moo, some cats meow or roar, people talk and use their faces and hands, and some apes and chimpanzees use sign language.)
- Ask students to look at the images on **page 87** and read the caption.

Pages 88–89

- Display the Vocabulary Card for *sonar* and have students find it in the glossary. Read the definition together as a class.
- Follow the same procedure for *echo*.
- Ask students to read **pages 88–89** to themselves to discover how dolphins and whales communicate.
- When students have finished reading, restate the question and ask students to answer. (Dolphins and whales communicate by sending out sound waves called sonar through the water. The sound waves bounce off objects and echo back to the whale or dolphin. The whale or dolphin can tell the size, shape, speed, and the distance of objects based on the time it takes the echo of the sound to travel back to them.)
- Ask students, “What kind of mammals are whales and dolphins? Which sentence(s) on **page 88** answers the question?” (Whales and dolphins are aquatic mammals, which means they live in water.)
- Have students look at the image and read the caption on **page 89**.

Pages 90–91

- Display the Vocabulary Card for *predator* and have students find it in the glossary. Read the definition together as a class. Note for students that the plural form of the word listed after the definition, *predators*, appears in the chapter instead of *predator*.
- Ask students to read **pages 90–91** to find out what is special about the skin that dolphins and whales have.
- When students have finished reading, restate the question and ask students to answer. (Their skin protects them from the cold and animals that are their predators.)

- Ask students, “How are bats different from birds? Which sentences on **page 90** answer the question?” (Bats have fur, not feathers, they have wing-like flaps of skin, not wings, they give birth to live young, and they produce milk.)
- Ask students to look at the image and read the caption on **page 91**.

Pages 92–93

- Display the Vocabulary Card for *duck-billed platypus* and have students find it in the glossary. Read the definition together as a class.
- Ask students to read **pages 92–93** to discover what is unique about the duck-billed platypus and the spiny anteater, which are both mammals.
- After students have finished reading, restate the question and ask students to answer and provide details from the chapter. (They both lay eggs instead of giving birth to live young.)
- Direct students’ attention to the image and caption on **page 93**.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Mammals”

1. *Literal* List characteristics of mammals. (They have hair, give live birth, and the mothers provide milk to their young.)
2. *Literal* What mammals are unique and have at least one characteristic that is not like other mammals? (dolphins, whales, bats, spiny anteater, duck-billed platypus)
3. *Literal* Why do scientists think mammals are the smartest creatures in the animal kingdom? (because they communicate)
4. *Literal* What are different ways that mammals communicate? (Answers may vary but could include sign language and speaking.)
5. *Literal* How are whales and dolphins different from fish? (give birth to live young, feed milk to young, have hair, need air to breathe, don’t have gills)

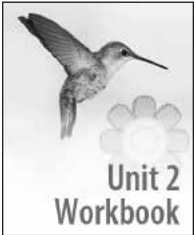
- Have students complete Worksheet 11.1 as a teacher-guided activity.

- Tell students that if they are especially interested in mammals, they may enjoy reading the additional chapter called “Beavers” in the reader.

Spelling

25 minutes

Introduce Spelling Words



Worksheet 11.2

For additional practice, see worksheets in Sections ID and IH of the *Assessment and Remediation Guide*.

- Draw the following table on the board or chart paper:

Root Word	-es

- When introducing the words, use these procedures:

Step 1: Introducing the Root Words

- Tell students these are the words on which they will be assessed on Day 15. On the assessment, they will be responsible for spelling these root words, in addition to other words that follow the pattern of the words under study. This week, students will be responsible for spelling the root words plus the forms of these words when the suffix -es is added.
- Explain that some of the spelling words this week to which students will be adding -es are verbs and some are nouns.
- Review with students that a noun is a part of speech that names a person, place or thing. Review that a verb shows action or being.

- As you introduce each of the spelling words, write it in the table, pronouncing each word as you write it.

Root Word	-es
puppy	
penny	
study	
carry	
butterfly	
lady	
bunny	
dry	
hurry	
marry	

- Make sure to explicitly point out that this first word is the root word. Remind students that a root word is what a word is called before any prefixes or suffixes are added to the word.
- Point out the vowel sound(s) in the word to students.
- For multi-syllable words (all words except *dry*), model for students how to chunk the word into syllables to say and spell the word.
- Explain that when we have words with more than one syllable, it can be helpful to divide a word into syllables if we don't know how to read or spell it.
- Write the word *puppy* in the table.
- Ask students to tell you the vowel sounds in the word.
- Underline the vowel letters in the word like this:

puppy

- Then, ask this question: "How many consonant letters are between the two vowel letters?" (two)
- Remind students that when there are two consonant letters between two vowel letters, the word is divided between the two consonants.

- Draw a line between the letters ‘p’ and ‘p’ like this:

pp|py

- Cover the second syllable, ‘py’, and tell students that if the word is divided in this way, you would read this first syllable as /pup/, since syllables ending with consonants are generally pronounced with the short vowel sound.
- Then, cover the first syllable, ‘pup’, and ask students to read the last syllable, /pee/, reminding them, if necessary, that the letter ‘y’ can stand for the /ee/ sound, especially at the end of words. Prompt students in blending and saying the word, /pup/ /pee/.
- Now, ask students to read each syllable of the word as segments. (Students should say /pup pee/.)
- Now, tell students to “read it fast.” This means students should read the two syllables quickly enough to blend and say the word.
- Tell students that they can now easily see the parts of the word and it is easier to decode and spell.
- Repeat the procedure with other words that are similar:

pen|ny

but|ter

hur|ry

car|ry

bun|ny

mar|ry

- After writing the word *study* in the table, ask students to tell you the vowel sounds in the word.
- Underline the vowel letters in the word like this:

study

- Then, ask this question: “How many consonant letters are between the two vowel letters?” (one)
- Remind students that when there is one consonant letter between two vowel letters, the word can be divided before or after that single consonant.

- Tell students that you will divide the word into syllables with the division coming after the vowel. Draw a line between the letters ‘u’ and ‘d’ like this:

stu|dy

- Cover the second syllable, ‘dy’, and tell students that if the word is divided in this way, you would read this first syllable as /stue/, even though syllables ending with vowels are generally pronounced with the long vowel sound.
- Then, cover the first syllable, ‘stu’, and ask students to read the last syllable, /dee/. Prompt students in blending and saying the word, /stue dee/, and point out this does not sound like an English word that you recognize.
- Tell students that you will try dividing the word into syllables with the division coming after the consonant. Draw a line between the letters ‘d’ and ‘y’ like this:

stud|y

- Then, cover the second syllable, ‘y’, and ask students to read the first part of the word, /stud/.
- Cover the first syllable, ‘stud’, and ask students to read the second part of the word, /ee/.
- Now, ask students to read each syllable of the word as segments. (Students should say /stud ee/.)
- Now, tell students to “read it fast.” This means that students should read the two syllables quickly enough to blend and say the word.
- Repeat the procedure with:

la|dy

- Point out that with the word *lady*, one consonant letter comes between the vowel letters.

- Tell students that when there is one consonant letter between two vowel sounds, the word can be divided before or after that single consonant.
- Students should quickly discover that dividing the word into syllables with the division coming after the vowel sound makes the word say /lae dee/, which is a recognizable word in English.

Step 2: Adding the Suffix –es to the Root Words

- Tell students that you will now complete the remainder of the table by adding the suffix –es to each root word.
- Point out the Suffix poster and read it with students.

A **suffix** is a syllable placed after a root word. Suffixes change the meaning of the root word.

- Ask students what the suffix –es signals for verbs. (ongoing action that is still happening) Ask students what the suffix –es signals for nouns. (plural form of the noun, more than one)
- Tell students that before adding the suffix –es to a word ending in ‘y’, they must change the ‘y’ to ‘i’ for each root word.
- Working with each root word, change the ‘y’ to ‘i’ and then add the suffix –es.
- Point out to students that for these words, you have not added an additional syllable, e.g., *lady* and *ladies* are both two-syllable words.

Root Word	–es
puppy	puppies
penny	pennies
study	studies
carry	carries
butterfly	butterflies
lady	ladies
bunny	bunnies
dry	dries
hurry	hurries
marry	marries

Challenge Word: along

Challenge Word: put

- Introduce the Challenge Words, using correct pronunciation: *along* as /əlawng/ and *put* as /poot/. Use the Challenge Words in sentences as examples for students: “We can collect leaves *along* the way.” “Mom asked me to *put* four plates on the table for dinner.”
- Practice the words in the following way during the remaining time. Call on a student to read any word with a suffix and ask him/her to orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: “Did that sentence make sense?” If the class says, “Yes,” then the student puts a check mark in front of the word and calls on 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 the suffixed words have been used in sentences 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 that they will take home Worksheet 11.2 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; “Mammals”

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

Lesson 12

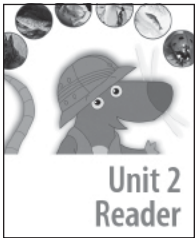
Grammar

✓ Objectives

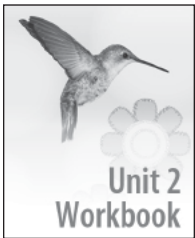
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions to demonstrate understanding of “Scientists Who Classify Animals,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ 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 “Scientists Who Classify Animals” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the classification of animals in “Scientists Who Classify Animals” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Scientists Who Classify Animals” (RI.3.7)
- ✓ Independently read “Scientists Who Classify Animals” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Scientists Who Classify Animals,” explicitly drawing on preparation and other information known about the classification of animals to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to classification of animals (SL.3.1d)
- ✓ Use nouns, verbs, adjectives and explain their function in sentences (L.3.1a)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Expand sentence fragments into complete sentences
- ✓ Change run-on sentences into simple sentences

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: “Scientists Who Classify Animals”	<i>Rattenborough’s Guide to Animals</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 12.1	25
Grammar	Grammar Review	Worksheet 12.2	25
Take-Home Material	“Scientists Who Classify Animals”	Worksheet 12.3	*



Chapter 9



Worksheet 12.1

Whole Group: “Scientists Who Classify Animals”

Introducing the Chapter

- Remind students that they have been reading and learning about how scientists *classify* animals. They have learned about characteristics of different animals.
- Tell students that today, they will read a chapter entitled “Scientists Who Classify Animals” and learn about the scientists who study animal groups.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to first page of the chapter.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Scientists Who Classify Animals” 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.

Vocabulary for “Scientists Who Classify Animals”

1. **zoologist**—a scientist who studies animals and their characteristics (**zoologists**) (94)
 2. **observe**—to watch closely and carefully (**observing**) (94)
 3. **organ**—an important body part that performs a specific function (**organs**) (96)
 4. **Aristotle**—a Greek man who lived long ago and was one of the first people to write about classifying animals (98)
 5. **knowledge**—information (100)
- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.

- Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

zo | ol | o | gist

ob | serve

or | gan

Ar | i | sto | tle ‘Ar’ > /air/ (*hair, stairs*)

know | ledge ‘kn’ > /n/ (*knock, knew*)

Sound Spellings for Words

- Display the Vocabulary Card or write the word *Aristotle* on the board.
 - Circle the letters ‘Ar’.
 - Tell students that these letters represent the sound /air/.
 - Tell students that this letter-sound correspondence is very rare and not in the Individual Code Chart.
 - Point out to students that the letters ‘Ar’ sound like the letters ‘air’ in *hair* even though the spellings are different.
- Display the Vocabulary Card or write the word *knowledge* on the board.
 - Circle the letters ‘kn’.
 - Tell students that these letters represent the sound ‘n’.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask students to find the /n/ row and follow it across to ‘kn’ (*knock*).
 - Ask students to summarize what the power bar means for ‘n’.

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 94–95

- Read the title of the chapter together as a class, “Scientists Who Classify Animals.”
- Display the image for this chapter and the Vocabulary Card for *zoologist*. Ask students, “Where in the Reader could we find the definition of *zoologist* quickly?” (the glossary)
- Ask students to find the word.
- Call on one student to identify where the word is and read the definition. Note for students that the plural form of the word listed after the definition, *zoologists*, appears in this chapter more often than the singular form, *zoologist*.
- Follow the same procedure for *observe*. Note that another form of the word *observe* listed after the definition appears in the chapter, *observing*.
- Ask students to read **pages 94–95** to learn one thing zoologists discovered about animals.
- When students have finished reading, restate the question and ask students to answer. (Zoologists discovered that some animals are warm-blooded and some are cold-blooded.)
- Call on one student to read the caption that accompanies the image on **page 95**.

Pages 96–97

- Display the Vocabulary Card for *organ* and have students find it in the glossary. Call on one student to read the definition. Note for students that the plural form of the word after the definition, *organs*, is found in this chapter instead of the word *organ*.

- Ask students to read **pages 96–97** to find the answer to the question: “What are three things zoologists do?”
- When students have finished reading, restate the question and ask students to answer. (Zoologists *classify* animals by whether or not they have a backbone, study other characteristics of animals like body parts, and study how different animal babies are born and cared for.)
- Have students read the caption that accompanies the image on **page 97** and answer the question. (mammals)

Pages 98–99

- Display the Vocabulary Card for *Aristotle* and have students find it in the glossary. Call on one student to read the definition.
- Ask students to read **pages 98–99** to learn who Aristotle was.
- When students have finished reading, restate the question and ask students to answer. (Aristotle was a Greek man who first classified animals over 2,000 years ago and wrote a book called *A History of Animals*.)
- Ask students, “Has the classification system for animals stayed the same over time? Which sentence on **page 98** answers the question?” (No, as scientists have discovered and learned more about animals, the classification system has changed.)
- Direct students’ attention to the image on **page 99** and call on one student to read the caption.

Pages 100–101

- Display the Vocabulary Card for *knowledge* and have students find it in the glossary. Read the definition together as a class.
- Ask students to read **pages 100–101** to themselves to find out what scientists are doing now.
- When students have finished reading, restate the question and ask students to answer. (Scientists are learning new facts about animals, studying and *classifying* animals, and observing, experimenting, and finding new information.)
- Direct students’ attention to the image on **page 101** and read the caption aloud to students.
- Ask students to respond to the question in the caption. (Answers may vary.)

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Scientists Who Classify Animals”

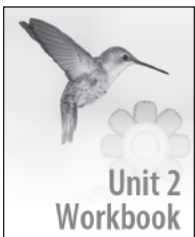
1. *Literal* Have scientists learned all there is to know about animals? Why or why not? (No; There is still much to learn and scientists discover new animals all the time.)
2. *Literal* What is the name for scientists who study animals and their characteristics in order to *classify* them? (zoologists)
3. *Literal* Why do scientists *classify* animals? (to study and compare the diverse groups of animals)
4. *Literal* Who discovered everything we have learned about animals? (scientists)
5. *Literal* Who was the first to *classify* animals over 2,000 years ago? (C. Aristotle)
 - A. a zoologist
 - B. a biologist
 - C. Aristotle
 - D. Newton

- Have students complete Worksheet 12.1 as a teacher-guided activity.

Grammar

25 minutes

10 Grammar Review



Worksheet 12.2

For additional practice, see Pausing Point Worksheet PP17.

- Tell students that today, they will review all of the grammar taught over the last two weeks.
- Take a few moments to ask students for examples and definitions of the following:
 - **Nouns** = common; names of people, places, things in general, e.g., *boat, boy, school*
 - **Nouns** = proper; names of people, places, and things in particular, e.g., *Sally, Moore Park*
 - **Nouns** = concrete; names of people, places, and things that can be detected using a person’s five senses

- **Nouns** = abstract; names of emotions/feelings, states/attributes; ideas/concepts, and movements/events that can't be detected using a person's five senses
- **Verbs** = action words, e.g., *walk, talk, sing, hop*
- **Verbs** = linking words that join the predicate to the subject it describes, e.g., *is, seems, feels, are, were, was*
- **Adjectives** = words that describe nouns, often telling how many, color, shape, size, etc., e.g., *happy, pretty, soft, seven, tall, sharp*
- **Adjectives** = articles, e.g., *a, an, the*
- **Subject** = the part of a sentence that tells the 'who' or 'what' the sentence is about
- **Predicate** = the part of the sentence that tells the action, the 'what' is happening. The predicate includes and often begins with the verb.
- **Fragment** = a group of words that is not a complete thought and lacks either a subject or predicate
- **Simple Sentence** = a group of words that has one subject and one predicate
- **Run-On Sentence** = two or more simple sentences that run together because they are capitalized or punctuated incorrectly
- Have students turn to Worksheet 12.2 and complete it independently. You may consider using this as an informal assessment.

Take-Home Material

"Scientists Who Classify Animals"

- 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	"Piranhas"	Worksheet 13.2	*

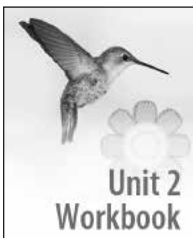
Note to Teacher

Students will complete an assessment by reading two selections during one sitting and answering comprehension, grammar, morphology, and spelling questions following 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 two selections printed on Worksheet 13.1 (they will not need their Readers) and answer comprehension, morphology, spelling, and grammar 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 finish the first selection.
- Encourage students to do their best.
- Once students finish the assessment, 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 for 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.

Scoring Guidelines

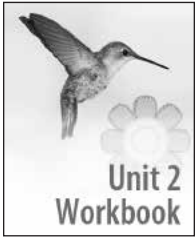
After you have entered all student scores into the Unit 2 Assessment Analysis Chart, use the following to assist you in determining students who may need additional instruction.

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

Author's purpose (#13)	Grammar (#6, 8, 9, 19, 20, 22)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Inference (#3, 15)	Literal (#1, 2, 14, 16, 18)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Morphology (#7, 10, 21, 23)	Sequence (#4)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Setting (#17)	Spelling (#11)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Words in Context (#5, 12)	
1. _____	
2. _____	
3. _____	

Optional Assessment of Fluency

10 "Piranhas"



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 "Piranhas."

Instructions

- Turn to the text copy of "Piranhas" 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 selection, 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. In the interest of time, ask students to read only the first three pages of text in either chapter. (Five minutes should be enough time to get a measurement on most students.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far he or she read. Also write down either the Finish Time or the Elapsed Time. After the student finishes reading orally, you may direct him to finish reading the remainder of the selection silently; you may also assess comprehension by having students answer the following comprehension questions orally.

Oral Comprehension Questions on “Piranhas”

1. *Literal* Where do piranhas live? (in South America in rivers, like the Amazon River, and lakes)
 2. *Literal* What makes piranhas dangerous fish? (They have sharp teeth, can bite much stronger than a great white shark, and they tear out a chunk of flesh when they bite.)
 3. *Literal* Describe a piranha’s teeth. (They are razor sharp and shaped like triangles.)
 4. *Literal* Why might people think piranhas are always attacking people? (some scary movies make it seem that way)
 5. *Literal* What does the male piranha do for the eggs? (guards them until they hatch)
- 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 the 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 344 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 Fall of Grade 3 was 71 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 Fall of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (44 W.C.P.M) are experiencing serious problems in reading fluently.

Piranhas

Piranhas are meat-eating fish with razor sharp teeth. If an animal goes into a pond where these fish are, the piranhas may attack. A large school of hungry piranhas can kill a large animal very quickly.

Piranhas live in South America. They are found in the Amazon River and in other rivers and lakes.

Like most fish, piranhas lay eggs. The female lays up to five thousand eggs at one time. The male piranha guards the eggs until they hatch. However, after they hatch, the baby piranhas are on their own.

A typical piranha is five to ten inches long. It might weigh two pounds.

A piranha has a single row of teeth. These teeth are shaped like triangles and are very sharp. In fact, they are so sharp that in the past, some native people used them to make weapons and tools.

Piranhas have very strong jaws. Pound for pound, they are stronger biters than great white sharks!

Here is how scientists measure bite strength. First, they weigh the animal. Next, they allow the animal to bite a special tool that measures how strong its bite is. Finally, they divide the bite strength by the animal size.

A great white shark has a bite force about equal to its body. It might weigh five thousand pounds and it might bite with a force of about five thousand pounds. A piranha is much smaller. It might weigh two pounds. But it can bite with sixty pounds of force. Sixty divided by two is thirty. That means the piranha's bite strength is about thirty times as strong as a great white shark.

A piranha's bite hurts a lot, but what makes it even worse is what comes next. Once the piranha has bitten down, it spins away from its prey, tearing out a chunk of flesh. Ouch!

Piranhas have been known to attack humans. But such attacks are not common. There are some scary movies that make it sound like piranhas are always attacking people. We know now that this is just not true.

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.

- ✓ Produce compound sentences (L.3.1i)
- ✓ Form subjects and predicates in sentences

At a Glance	Exercise	Materials	Minutes
Reading Time	Small Group: Remediation and Enrichment	<i>Rattenborough's Guide to Animals</i> ; <i>More Classic Tales</i>	25
Grammar	Identify Compound Sentences	board or chart paper; Worksheet 14.1	25
Take-Home Material	Identify Compound Sentences	Worksheet 14.2	*

Advance Preparation

Write the following sentences on the board for use during the Grammar lesson:

1. Dancers wear special shoes, and football players also wear special shoes.
2. Jamal chose chocolate cake for dessert, and his brother chose ice cream.
3. Squirrels and dogs are furry animals.
4. Fish swim in the lake and lay eggs.

Reading Time

25 minutes

Small Group: Remediation and Enrichment

- While working with students 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* or Pausing Point exercises with these students.
- ★ **Small Group 2:** Ask these students to read additional chapters at the end of *Rattenborough's Guide to Animals* or *More Classic Tales*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

- Remind students they have learned to write simple sentences (those that contain one subject and one predicate). In grammar lessons, through the remainder of the year, they will learn to write different kinds of sentences that are more elaborate. Today, they will take the first step to writing different kinds of sentences by learning to identify compound sentences. Compound sentences are sentences that contain more than one independent clause.
- Explain that an independent clause is a clause, or part of a sentence, that has a subject and a predicate. An independent clause can stand alone and make sense as a separate sentence.

Note to Teacher: Some may confuse compound sentences with other types of sentences that simply include a compound subject or a compound predicate. The following examples are offered to provide clarity:

Compound subject: Both Juanita and Martha like ice cream for snack. (Two subjects with a single predicate)

Compound predicate: Juanita ate ice cream and drank juice for snack. (A single subject with two predicates)

Compound sentence: Juanita prefers chocolate ice cream, but Martha likes vanilla ice cream better. (Two independent clauses, each with its own subject and predicate)

- Direct students' attention to the first sentence you placed on the board in advance.

Dancers wear special shoes, and football players also wear special shoes.

- Tell students that this is a compound sentence because it has more than one independent clause. We know this because the sentence has two separate parts, each with its own subject and predicate. Ask students what the subject and predicate are in the first clause or part; mark the first clause as follows to clearly indicate the subject and predicate:

S P

Dancers | wear special shoes, and football players also wear special shoes.

- Ask students if there are one or two subjects in the sentence. There are two. Ask students what the two subjects are. (*squirrels* and *dogs*) Ask students if there are one or two predicates in the sentence. There is one. Ask students what the predicate is. (*are furry animals*) Mark the sentence as follows:

S S P

Squirrels and dogs | are furry animals.

- Tell students that this sentence is not a compound sentence. It has two subjects, but it only has one predicate. Even though the conjunction *and* is used, this sentence does not have more than one independent clause. Therefore, this is not a compound sentence.
- Ask students how you might rewrite the sentence so that it is a compound sentence. The sentence already has two subjects. It needs an additional predicate. The sentence *Squirrels are furry animals, and dogs are furry animals* is a compound sentence because it has two subjects and two predicates.
- Direct students' attention to the third sentence you placed on the board in advance.

Fish swim in the lake and lay eggs.

- Ask students if there are one or two subjects in the sentence. There is one. Ask students what the subject is. (*fish*) Ask students if there are one or two predicates in the sentence. There are two. Ask students what the predicates are. (*swim in the lake* and *lay eggs*) Mark the sentence as follows:

S P P

Fish | swim in the lake and lay eggs.

- Ask students if this is a compound sentence. It is not a compound sentence. It has two predicates, but it only has one subject. This means there is not more than one independent clause. Therefore, this is not a compound sentence.

- Ask students how you might rewrite the sentence so that it is a compound sentence. The sentence already has two predicates. It needs an additional subject. The sentence *Fish swim in the lake, and fish lay eggs* is a compound sentence because it has two subjects and two predicates.
- Have students turn to Worksheet 14.1 and complete it as a teacher-guided activity.
- Have students take home Worksheet 14.2 as homework.
- For additional practice, see Pausing Point Worksheet PP24 and Pausing Point Worksheet PP25.

Take-Home Material

Write Compound Sentences

- Have students take home Worksheet 14.2 to complete.

Lesson 15

Spelling Assessment

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 15.1; optional pens	25
Reading Time	Small Group: Remediation and Enrichment	<i>Rattenborough's Guide to Animals; More Classic Tales</i>	25

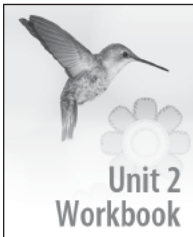
Advance Preparation

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 11.2

For additional practice, see worksheets in Sections VD and VH of the *Assessment and Remediation Guide*.

- Have students turn to Worksheet 15.1 for the spelling assessment.
- If you would like to have students use pens, this is the time to pass them out.
- Call out each word one at a time in the following manner: say the word, say a sentence with the word in it, and then say the word again.
- Tell students that at the end, you will go back through the list once more.

1. puppy
2. penny
3. study
4. carry
5. butterfly
6. lady
7. bunny
8. dry
9. hurry
10. marry

Challenge Word: along

Challenge Word: put

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

The lady wants to see butterflies and a bunny.

- Then, ask students to add –es to each of the root words. Tell students not to add the suffix to the Challenge Words.
- After students have finished, collect pens, if used.
- Tell students that you will now show them the correct spelling for each word so that they can correct their own work using a pencil.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the dictated sentence.

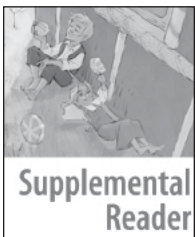
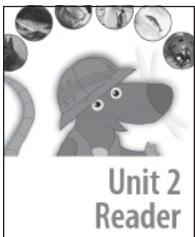
Note to Teacher

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

Reading Time

25 minutes

Small Group: Remediation and Enrichment



- While working with students 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* or Pausing Point exercises with these students.
- ★ **Small Group 2:** Ask these students to read additional chapters at the end of *Rattenborough's Guide to Animals* or *More Classic Tales*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

Spelling Analysis Chart

1	Name	
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
		puppy
		puppies
		penny
		pennies
		study
		studies
		carry
		carries
		butterfly
		butterflies
		lady
		ladies
		bunny
		bunnies
		dry
		dries
		hurry
		hurries
		marry
		marries
		Challenge Word: along
		Challenge Word: put

Spelling Analysis Directions

Unit 2, Lesson 15

For additional practice, see worksheets in Sections V-D and VH of the *Assessment and Remediation Guide*.

- Students are likely to make the following errors:
 - Not changing the ‘y’ to ‘i’ before adding the –es.
 - Leaving the ‘y’ in place and add ‘ies’.
- While either of the above student-error scenarios may occur, you should still 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 on double consonants?
 - 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 sentence for errors in capitalization and punctuation.

Pausing Point

Note to Teacher

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

Reading Time

Reader's Chair

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 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

In Reader's Journal, Students will be asked to read silently for a designated amount of time and then respond to a writing prompt found in the Teacher Resources section 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, while allowing you to monitor students' silent reading.

You will want to establish Reader's Journal procedures for your class. Here are some suggested procedures you may find useful:

- Have everything in place for Reader's Journal before the exercise begins. We recommend that you use a timer to make sure that students become accustomed to starting and stopping the exercise promptly.

- Choose a selection from either *Classic Tales*, *More Classic Tales*, or *Rattenborough’s Guide to Animals* for students to read. You may select different chapters for different students. It is important, however, to choose selections that you estimate students will be able to complete within the designated time allotted.
- Select a writing prompt from the list found in the Teacher Resources section of the Teacher Guide. The same list of writing prompts is also reproduced at the end of the Skills Workbook.
- Tell students that they are to read from their Readers silently for the designated period of time. In allotting time for Reader’s Journal, be sure to allow whatever time is needed to read the selection, plus 12 minutes for students to respond to the writing prompt.
- Read the prompt aloud and tell students to think about the prompt and possible responses as they read.
- You may be able to conference with two to three students each day during this time. Over the course of several weeks, you should be able to make it through your whole class, talking one-on-one with students.

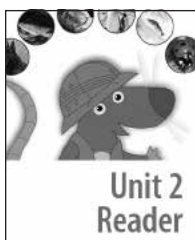
Small Group: “Jane Goodall”

Introducing the Chapter

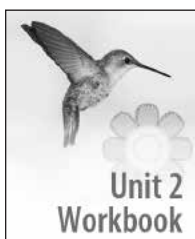
- Tell students that today, they will read a biography entitled “Jane Goodall.”
- Remind students that a biography is about a person’s life.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to thumb through the chapter looking at the images to see if they can predict why an image of a person would be in the same chapter as images of chimpanzees.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Jane Goodall” 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.



Chapter 10



Worksheet PP1

Vocabulary for “Jane Goodall”

1. **primatologist**—a scientist who studies primates (102)
2. **primate**—a mammal such as a monkey, ape, or human (primates) (102)
3. **behavior**—how a person or animal acts (102)
4. **intelligent**—smart (104)
5. **activist**—a person who strongly believes in changing something and works hard to try to make change happen (108)
6. **damage**—harm (108)
7. **pollution**—making land, water, or air dirty, thus causing damage (108)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

pri | ma | tol | o | gist

pri | mate

be | ha | vior ‘i’ > /y/ (*junior, senior*)

in | tel | li | gent

ac | tiv | ist

dam | age

pol | lu | tion ‘tion’ > /sh/ + /ə/ + /n/ (*fraction, fiction*)

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *behavior* on the board.
 - Circle the letter ‘i’.
 - Tell students that this letter represents the sound /y/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /y/ row and follow it across.
 - Students will see that there is no ‘i’ listed. Explain to them that the ‘i’ spelling of /y/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
 - Write the word *senior* on the board as another example of a word in which ‘i’ spells the sound /y/.
- Display the Vocabulary Card for or write the word *pollution* on the board.
 - Circle the letters ‘tion’.
 - Tell students that these letters represent three different phonemes /sh/ + /ə/ + /n/.
 - Because ‘tion’ is made up of three different phonemes, students will see that it is not listed on the Individual Code Chart.
 - Write the word *fiction* on the board as another example of a word in which ‘tion’ spells the sounds /sh/ + /ə/ + /n/.

Purpose for Reading

Note: 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 come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about Jane Goodall. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP1.

Guided Reading Supports

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 102–103

- Read the title of the chapter together as a group, “Jane Goodall.”
- Display the image for this chapter and the Vocabulary Cards for *primatologist*, *primate*, and *behavior*. Ask students to find the words in the glossary and read the definitions. Note for students that the vocabulary word *primate* is used in its plural form, *primates*, on this page.
- Ask students to read **pages 102–103** to themselves to find the answer to the question: “What does it mean to study chimpanzee behavior?”
- When students have finished reading, restate the question and ask students to answer. (Studying chimpanzee behavior means to study how they act.)
- Draw students’ attention to the image and caption on **page 103**.

Pages 104–105

- Display the Vocabulary Card for *intelligent*. Ask students to find the word *intelligent* in the glossary and read the definition.
- Ask students to read **pages 104–105** to themselves to find the answer to the question: “What unusual discoveries about chimps did Jane Goodall make during her years in Africa?”

- When students have finished reading, restate the question and ask students to answer. (People thought chimpanzees were herbivores but Jane Goodall found out that they also eat meat. They are also quite intelligent. They make and use tools.)
- Ask, “What is an example of a tool that chimps use?” (a rock to crack open a walnut)
- Draw students’ attention to the image and caption on **page 105**.

Pages 106–107

- Ask students if there are any new vocabulary words on these pages. (no)
- Ask students to read **pages 106–107** to themselves to find the answer to the question: “What other tools do chimps use?”
- When students have finished reading, restate the question and ask students to answer. (Chimps stick a blade of grass into a termite hole, pull out the blade of grass, and eat all the termites that have crawled on it. They also use a plant stem.)
- Ask, “What feelings do chimps show that humans show?” (happy, sad, mad, and mean)
- Draw students’ attention to the image and caption on **page 107**.

Pages 108–109

- Display the Vocabulary Cards for *activist*, *damage*, and *pollution*. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 108–109** to themselves to find the answer to the question: “As an activist, what did Jane Goodall work to change?”
- When students have finished reading, restate the question and ask students to answer. (She worked to protect chimpanzees and their habitats from human damage, such as hunting and pollution.)
- Draw students’ attention to the image and caption on **page 109**.
- Have **Small Group 1** complete Worksheet PP1 as a teacher-guided activity.

Wrap-Up

- If additional time exists, you may go over Worksheet PP1 as a class.

Take-Home Material

- Have students take home Worksheet PP2 to read to a family member.

Reading Time

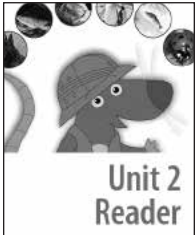
Small Group: “Deep-Sea Fish”

Introducing the Chapter

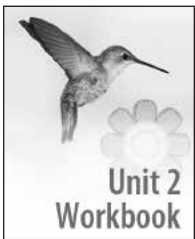
- Tell students the title of today’s chapter is “Deep-Sea Fish.”
- Remind students that in Chapter 4, they learned about some of the characteristics of fish. Have students brainstorm everything they know about fish. You may wish to record their responses, as well as any questions they have, on the board or chart paper. You will likely want to refer to their brainstorming again during the Wrap-Up.
- 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

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Deep-Sea Fish” 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.



Chapter 11



Worksheet PP3

Vocabulary for “Deep-Sea Fish”

1. **scuba gear**—clothes and equipment used for diving and breathing underwater (110)
2. **water pressure**—the weight or force of water as it presses against something or someone (110)
3. **weight**—how heavy something is (110)
4. **submarine**—a type of ship that carries people deep underwater for a long time (**submarines**) (112)
5. **submersible**—a type of ship used to travel deep underwater for research that usually operates without people inside of it (**submersibles**) (112)
6. **marine biologist**—a scientist who studies underwater sea life (116)

- Assist students in decoding these words in the following way:
- Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

scu | ba gear

wa | ter pre | ssure ‘ss’ > /sh/ (*assure, reassure*)

weight ‘eigh’ > /ae/ (*freight, eight*)

sub | ma | rine ‘i_e’ > /ee/ (*machine*)

sub | mer | si | ble

ma | rine bi | ol | o | gist ‘i_e’ > /ee/ (*machine*)

Sound Spellings for Words

- Display the Vocabulary Card for or write the words *water pressure* on the board.
 - Circle the letters 'ss'.
 - Tell students that these letters represent the sound /sh/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /sh/ row and follow it across.
 - Students will see that there is no 'ss' listed. Explain to them that the 'ss' spelling of /sh/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
 - Write the word *assure* on the board as another example of a word in which 'ss' spells the sound /sh/.
- Display the Vocabulary Card for or write the *weight* on the board.
 - Circle the letters 'eigh'.
 - Tell students that these letters represent the sound /ae/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ae/ row and follow it across to 'eigh' (*weight*).
 - Ask students to summarize what the power bar means for 'eigh'.
- Display the Vocabulary Card for or write the word *submarine* on the board.
 - Circle the letters 'i_e'.
 - Tell students that these letters represent the sound /ee/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ee/ row and follow it across.
 - Students will see that there is no 'i_e' listed. Explain to them that the 'i_e' spelling of /ee/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
 - Write the word *machine* on the board as another example of a word in which 'i_e' spells the sound /ee/.

- Display the Vocabulary Card for or write the words *marine biologist* on the board.
 - Circle the letters ‘i_e’.
 - Tell students that this letter represents the sound /ee/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ee/ row and follow it across.
 - Students will see that there is no ‘i_e’ listed. Explain to them that the ‘i_e’ spelling of /ee/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
 - Refer back to the word *machine* on the board as another example of a word in which ‘i_e’ spells the sound /ee/.

Purpose for Reading

Note: 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 come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about deep-sea fish. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP3.

Guided Reading Supports

- Be sure to call students’ attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 110–111

- Read the title of the chapter together as a group, “Deep-Sea Fish.”
- Display the image for this chapter and the Vocabulary Cards for *scuba gear*, *water pressure*, and *weight*. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 110–111** to themselves to find the answer to the question: “Can water pressure be dangerous?”

- When students have finished reading, restate the question and ask students to answer. (Yes, the deeper you go, the higher, or greater, the water pressure. If you dive too deep, you might be crushed by the water pressure.)

Pages 112–113

- Display the Vocabulary Cards for *submarine* and *submersible*. Note for students that the words *submersible* and *submersibles* are used in this chapter. Note also that *submarines* is used in this chapter. Ask students to find the words *submarine* and *submersible* in the glossary and read the definitions.
- Ask students to read **pages 112–113** to themselves to find the answer to the question: “Is there life deep in the ocean?”
- When students have finished reading, restate the question and ask students to answer. (Yes, there is lots of life deep in the ocean.)
- Ask, “If it’s too deep for man to dive to the ocean floor, how were discoveries of animal life made?” (Submersibles were created that carry people and/or lights and cameras deep in the ocean to explore.)

Pages 114–115

- Ask students if there are any new vocabulary words on these pages. (no)
- Ask students to read **pages 114–115** to themselves to find the answer to the question: “What are the characteristics of deep-sea fish that differ from characteristics of fish that live closer to the surface of the water?”
- When students have finished reading, restate the question and ask students to answer. (Fish that live deep in the ocean have very thick bodies and many glow.)
- Direct students’ attention to the image and caption on **page 115** and ask, “Why do you think these fish are called lantern fish?” (They glow like lanterns.)

Pages 116–117

- Display the Vocabulary Cards for *marine biologist*. Ask students to find the word in the glossary and read the definition.
- Ask students to read **pages 116–117** to themselves to find the answer to the question: “Have scientists *classified* all of the fish found in the ocean?”

- When students have finished reading, restate the question and ask students to answer. (No, they have only explored a tiny part of the ocean.)
- Make sure students look at the image and read the caption on **page 117**. Allow them time to comment on what they have learned.
- Have **Small Group 1** complete Worksheet PP3 as a teacher-guided activity.

Wrap-Up

- Have students look back at the list of characteristics of fish they created earlier and have them add additional facts to the chart.
- If additional time exists, you may go over Worksheet PP3 as a class.

Take-Home Material

- Have students take home Worksheet PP4 to read to a family member.

Reading Time

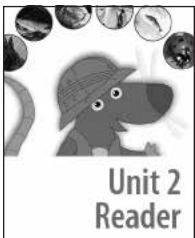
Small Group: “The Komodo Dragon”

Introducing the Chapter

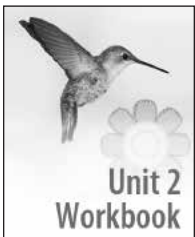
- Tell students the title of today’s chapter is “The Komodo Dragon.”
- Remind students that in Chapter 6, they learned about some of the characteristics of reptiles. Have students brainstorm everything they know about reptiles. You may wish to record their responses, as well as any questions they have, on the board or chart paper. You will likely want to refer to their brainstorming again during the Wrap-Up.
- 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

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “The Komodo Dragon” 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.



Chapter 13



Worksheet PP5

Vocabulary for “The Komodo Dragon”

1. **Komodo dragon**—the largest, living lizard (**Komodo dragons**) (126)
2. **exist**—to be alive (**existed**) (126)
3. **island**—an area of land completely surrounded by water (**islands**) (128)
4. **burrow**—a hole in the ground dug by an animal for safety or for living (**burrows**) (128)
5. **nostril**—one of the openings of the nose (**nostrils**) (130)
6. **tongue**—the part of the mouth used for tasting, licking, and swallowing (130)
7. **saliva**—spit (132)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

Ko mo do drag on	first 'o' in <i>Komodo</i> > /ə/ (<i>wagon, about</i>)
	'o' in <i>dragon</i> > /ə/ (<i>wagon, about</i>)
ex ist	
is land	'is' > /ie/ (<i>isle</i>)
bur row	
nos tril	
tongue	'ngue' > /ng/
sa li va	'i' > /ie/ (<i>biting, find</i>)
	'a' > /ə/ (<i>wagon, about</i>)

Sound Spellings for Words

- Display the Vocabulary Card for or write the words *Komodo dragon* on the board.
 - Circle the first letter 'o' in *Komodo* and the 'o' in *dragon*.
 - Tell students that these letters represent the sound /ə/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ə/ row and follow it across.
 - Students will see that there is no 'o' listed. Explain to them that the 'o' spelling of /ə/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
 - Write the word *wagon* on the board as another example of a word in which 'o' spells the sound /ə/.
- Display the Vocabulary Card for or write the word *island* on the board.
 - Circle the first letters 'is'.
 - Tell students that these letters represent the sound /ie/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ie/ row and follow it across.

- Students will see that there is no 'is' listed. Explain to them that the 'is' spelling of /ie/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
- Write the word *isle* on the board as another example of a word in which 'is' spells the sound /ie/.
- Display the Vocabulary Card for or write the word *tongue* on the board.
 - Circle the letters 'ngue'.
 - Tell students that these letters represent the sound /ng/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask students to find the /ng/ row and follow it across.
 - Students will see that there is no 'ngue' listed. Explain to them that the 'ngue' spelling of /ng/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
- Display the Vocabulary Card for or write the word *saliva* on the board.
 - Circle both of the letters 'a'.
 - Tell students that these letters represent the sound /ə/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ə/ row and follow it across to 'a' (*about*).
 - Ask students to summarize what the power bar means for 'a'.
 - Also in *saliva*, circle the letter 'i'.
 - Tell students that this letter represents the sound /ie/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask students to find the /ie/ row and follow it across to 'i' (*biting*).
 - Ask students to summarize what the power bar means for 'i'.

Purpose for Reading

Note: 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 come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.

- ★ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about the Komodo dragon. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP5.

Guided Reading Supports

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 126–127

- Read the title of the chapter together as a group, “The Komodo Dragon.”
- Display the image for this chapter and the Vocabulary Cards for *Komodo dragon* and *exist*. Note for students that the ‘d’ in *dragon* is only capitalized in the title. Note also for students that both the words *exist* and *existed* are in this chapter. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 126–127** to themselves to find the answer to the question: “Are Komodo dragons dangerous?”
- When students have finished reading, restate the question and ask students to answer. (They are mean and can be dangerous.)
- Have students read the caption, look at the two images on **page 127**, and comment on how they are different. (The top image is a fairy tale dragon that breathes fire and the bottom image is a real reptile called a Komodo dragon.)

Pages 128–129

- Display the Vocabulary Cards for *island* and *burrow*. Note for students that the form of the word *burrow* (*burrows*) is used in this chapter. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 128–129** to themselves to find the answer to the question: “Are Komodo dragons large or small reptiles?”
- When students have finished reading, restate the question and ask students to answer. (They are as big, or bigger, than crocodiles. The largest one on record weighed 370 pounds.)
- Ask, “Where do they rest?” (in burrows two to three feet deep in the ground)

- Have students read the caption and look at the images on **page 129** to find out where Komodo dragons live. (on the island of Komodo in Indonesia)

Pages 130–131

- Display the Vocabulary Cards for *nostril*, *tongue*, and *saliva*. Note for students that the form of the word *nostril* (*nostrils*) is used in this chapter. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 130–131** to themselves to fill in the blank in the following sentence: “The Komodo dragon uses its tongue to _____.”
- When students have finished reading, reread the sentence and ask students to answer. (smell)
- Ask, “What does the Komodo dragon eat?” (animals)
- Direct students’ attention to the image and caption on **page 131**.

Pages 132–133

- Ask if there are any new vocabulary words on these pages. (no)
- Ask students to read **pages 132–133** to themselves to fill in the blanks in the following sentence: “Komodo dragons are the only lizards known to _____, _____, and _____ animals _____.”
- When students have finished reading, restate the question and ask students to answer. (Komodo dragons are the only lizards known to attack, kill, and eat animals that are bigger than they are.)
- Ask, “Would it be a good idea to be licked by a Komodo dragon?” (No, their saliva is loaded with dangerous germs that can make people very sick.)
- Have **Small Group 1** complete Worksheet PP5 as a teacher-guided activity.

Wrap-Up

- Have students look back at the list of characteristics of reptiles they created earlier and have them add additional facts to the chart.
- If additional time exists, you may go over Worksheet PP5 as a class.

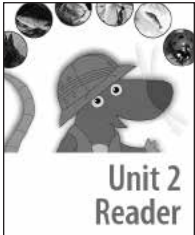
Take-Home Material

- Have students take home Worksheet PP6 to read to a family member.

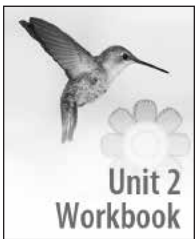
Reading Time

Small Group: “Beavers”

Introducing the Chapter



Chapter 14



Worksheet PP7

- Draw a KWL chart on the board.
- Tell students that they will be learning about beavers.
- Ask students what they already know about beavers. Record a few things in the ‘**K**’ column of the chart. Have them use their background knowledge obtained from reading the chapter entitled “Mammals.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to thumb through the chapter looking at the images to formulate a few questions of what they would like to learn in this chapter. Record some of the questions in the ‘**W**’ column of the chart.
- Tell students that as they read, they should think about what they are learning so it may be recorded on the chart.

Previewing the Vocabulary

- Preview the following vocabulary before reading today's chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in "Beavers" 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.

Vocabulary for "Beavers"

1. **gnaw**—to bite or chew something over and over (**134**)
 2. **extinction**—the state of no longer existing, usually referring to plants or animals that have died out completely (**134**)
 3. **pelt**—the skin of a dead animal with hair or fur on it (**pelts**) (**134**)
 4. **wetland***—an area of land covered with shallow water, such as a swamp (**wetlands**) (**136**)
 5. **rodent**—a small mammal with large, sharp front teeth, such as a squirrel, rat, or mouse (**rodents**) (**136**)
 6. **territorial**—keeping animals or people from coming into an area already claimed (**142**)
- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to "read it fast" to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

gnaw ‘gn’ > /n/ (*gnat*, *gnome*)
ex | tinc | tion ‘tion’ > /sh/ + /ə/ + /n/ (*suction*, *pollution*)
pelt
wet | land
ro | dent
ter | ri | to | ri | al

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *gnat* on the board.
 - Circle the letters ‘gn’.
 - Tell students that these letters represent the sound /n/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask students to find the /n/ row and follow it across to ‘gn’ (*sign*).
 - Ask students to summarize what the power bar means for ‘gn’.
- Display the Vocabulary Card for or write the word *extinction* on the board.
 - Circle the letters ‘tion’.
 - Tell students that these letters represent three different phonemes /sh/ + /ə/ + /n/.
 - Because ‘tion’ is made up of three different phonemes, students will see that it is not listed on the Individual Code Chart.
 - Write the word *pollution* on the board as another example of a word in which ‘tion’ spells /sh/ + /ə/ + /n/.

Purpose for Reading

Note: 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 come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.

- ★ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about beavers that can be added to the KWL chart. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP7.

Guided Reading Supports

- Be sure to call student attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 134–135

- Read the title of the chapter together as a group, “Beavers.”
- Display the image for this chapter and the Vocabulary Cards for *gnaw*, *extinction*, and *pelt*. Note for students that the form of the vocabulary word *pelt* (*pelts*) is used in this chapter. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 134–135** to themselves to find the answer to the question: “What are the two key characteristics or *features* of beavers listed on these pages?”
- When students have finished reading, restate the question and ask students to answer. (They have long, sharp teeth used to gnaw down trees and a flat, wide tail used for swimming and warning other beavers of danger.)
- Make sure students look at the image and read the caption on **page 135**.

Pages 136–137

- Display the Vocabulary Cards for *wetland* and *rodent*. Note for students that both *wetlands* and *rodents* are used in this chapter. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 136–137** to themselves to find the answer to the question: “What other animals besides beavers are *classified* as rodents?”
- When students have finished reading, restate the question and ask students to answer. (mice, rats, hamsters)
- Make sure students look at the image and read the caption on **page 137**.

Pages 138–139

- Ask if there are any new vocabulary words on these pages. (no)
- Ask students to read **pages 138–139** to themselves to fill in the blank in the following sentence: “‘Busy as a beaver’ means that beavers _____.”
- When students have finished reading, reread the sentence and ask students to fill in the blank. (seem to never stop working, building dams and lodges, gnawing down trees of all sizes)
- Direct students’ attention to the image and caption on **page 139**.

Pages 140–141

- Ask if there are any new vocabulary words on these pages. (no)
- Ask students to read **pages 140–141** to themselves to answer the question: “Why do humans feel that wetlands are a nuisance?”
- When students have finished reading, restate the question and ask students to answer. (Wetlands cause flooding to the nearby land. Humans may not welcome the flooding. Wetlands also remain long after beavers move away.)
- Make sure students look at the image and read the caption on **page 141**.

Pages 142–143

- Display the Vocabulary Card for *territorial*. Ask students to find the word in the glossary and read the definition.
- Ask students to read **pages 142–143** to themselves to answer the following question: “Why do beavers attack other beavers who try to move into their space?”
- When students have finished reading, restate the question and ask students to answer. (They are territorial.)
- Make sure students look at the image and read the caption on **page 143**.
- Have **Small Group 1** complete Worksheet PP7 as a teacher-guided activity.

Wrap-Up

- Bring students back together and ask them to contribute ideas to add to the 'L' column of the chart. Students must support their statements with a page number from the selection.
- If additional time exists, use the following questions to promote a discussion:

Discussion Questions on “Beavers”

1. *Literal* Why do people hunt beavers today? (for their pelts and because they sometimes make a mess of things)
2. *Literal* How long can a beaver hold its breath underwater? (15 minutes)
3. *Literal* For what are beavers best known? (building dams in rivers and streams)
4. *Literal* Describe lodges. (big piles of sticks and mud that beavers build after they have built a dam)

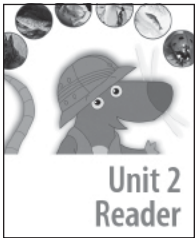
- You may also wish to go over Worksheet PP7 with the class.

Take-Home Material

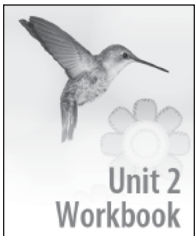
- Have students take home Worksheet PP8 to read to a family member.

Reading Time

Small Group: “Hummingbirds”



Chapter 15



Worksheet PP9

Introducing the Chapter

- Tell students that today, they will be reading about hummingbirds. Students may recall that they have already read a chapter called “Birds.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to thumb through the chapter looking at the images to formulate a few questions of what they would like to learn in this chapter.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Hummingbirds” is listed in bold print after the definition.

Vocabulary for “Hummingbirds”

1. **hover**—to float in the air close to something (**148**)
 2. **moss**—a very small green or yellow plant that grows on moist rocks, tree bark, or wet ground (**150**)
 3. **flexible**—bendable (**150**)
- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

hov | er

moss

flex | i | ble

Purpose for Reading

Note: 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 come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out specific details about hummingbirds. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP9 independently.

Guided Reading Supports

- Be sure to call students' attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 144–145

- Read the title of the chapter together as a group, "Hummingbirds."
- Ask students if there are any new vocabulary words on these pages. (no)
- Ask students to read **pages 144–145** to themselves to fill in the blanks in the following sentence: "Two facts about hummingbirds are _____ and _____."
- When students have finished reading, reread the sentence and ask students to answer. (Answers may vary but could include that they are among the smallest known birds and that they flap their wings up to 90 times in one second.)

- Have students read the caption and look at the image on **page 145**.

Pages 146–147

- Ask students if there are any new vocabulary words on these pages. (no)
- Ask students to read **pages 146–147** to themselves to find the answer to the question: “What do hummingbirds eat?”
- When students have finished reading, restate the question and ask students to answer. (nectar and insects)
- Ask, “Why does a typical hummingbird need to drink more than its own weight in nectar in a day?” (It is so busy flapping its wings that it needs to eat a lot to replace all of its energy.)
- Ask, “Why do humans put up red feeders to attract hummingbirds?” (They are attracted to the color red.)
- Draw students’ attention to the image and caption on **page 147**.

Pages 148–149

- Display the image for this chapter and the Vocabulary Card for *hover*. Ask students to find the word in the glossary and read the definition.
- Ask students to read **pages 148–149** to themselves to find the answer to the question: “What is amazing about the migration of hummingbirds?”
- When students have finished reading, restate the question and ask students to answer. (They migrate all the way across the Gulf of Mexico—500 miles—without stopping. From there, they may continue south through Mexico to Costa Rica and beyond.)
- Ask, “What other interesting facts about hummingbirds are on **page 148**?” (Hummingbirds are the only birds that can fly backwards. They can also hover and fly upside-down.)
- Draw students’ attention to the images and caption on **page 149**.

Pages 150–151

- Display the Vocabulary Cards for *moss* and *flexible*. Ask students to find the words in the glossary and read the definitions.
- Ask students to read **pages 150–151** to themselves to find the answer to the question: “Why do hummingbirds build nests that are flexible?”

- When students have finished reading, restate the question and ask students to answer. (As the tiny hummingbird babies hatch and begin to grow, the nest expands to fit the size of the babies and to keep the babies warm and safe.)
- Ask students to fill in the blank in the sentence, “The hummingbird uses _____ to make its nest so that it can expand.” (spider webs)
- Draw students’ attention to the image and caption on **page 151**.
- Have students in **Small Group 1** complete Worksheet PP9 as a teacher-guided activity.

Wrap-Up

- If additional time exists, you may go over Worksheet PP9 as a class.

Take-Home Material

- Have students take home Worksheet PP10 to read to a family member.

Grammar

Nouns, Verbs, and Adjectives

- Worksheet PP11
- Identify parts of speech in a sentence

Nouns, Verbs, and Adjectives

- Worksheet PP12
- Identify challenging parts of speech in a sentence

Subjects and Predicates

- Worksheet PP13
- Identify parts of speech as well as subjects and predicates

Subjects and Predicates

- Worksheet PP14
- Identify challenging parts of speech as well as subjects and predicates

Practice Parts of Speech, Subjects and Predicates

- Worksheet PP15
- Identify parts of speech as well as subjects and predicates

Practice Parts of Speech, Subjects and Predicates

- Worksheet PP16
- Identify challenging parts of speech as well as subjects and predicates

Sentences vs. Fragments

- Worksheet PP17
- Identify sentence fragments and sentences and change fragments into simple sentences

Sentences vs. Fragments

- Worksheet PP18
- Identify challenging sentence fragments and sentences and change fragments into simple sentences

Change Fragments and Run-On Sentences into Simple Sentences

- Worksheet PP19
- Practice constructing simple sentences

Change Fragments and Run-On Sentences into Simple Sentences

- Worksheet PP20
- Practice constructing challenging simple sentences

Abstract Nouns

- Worksheet PP21
- Identify concrete and abstract nouns; create sentences using abstract nouns

Abstract Nouns

- Worksheet PP22

- Identify challenging concrete and abstract nouns; create sentences using abstract nouns

Grammar Review

- Worksheet PP23
- Comprehensive review of material taught in Unit 2; This worksheet could also be used in parts as a follow-up assessment.

Write Compound Sentences

- Worksheet PP24
- Practice constructing compound sentences from simple sentences

Write Compound Sentences

- Worksheet PP25
- Practice constructing challenging compound sentences from simple sentences

Morphology

Practice Using Prefixes *un-* and *non-*

- Worksheet PP26
- Select correct word to complete each sentence; write sentences using affixed words

Practice Prefixes *re-* and *pre-*

- Worksheet PP27
- Replace meanings with words and identify parts of speech and prefixes

Reading Resource

Rattenborough's Guide to Animals Glossary

- Worksheet PP28
- Glossary to use 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 Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

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 2:

1. Choose two groups of animals and **classify** them according to their similarities and differences.
2. List 5 **features** of a fish of your choice.
3. Choose three groups of animals and make an **organized** list of animals that would fit in each group.
4. Make a chart showing **background** facts you knew before reading this reader and new facts learned.
5. Research an animal and list 5 new **features** found.
6. Write a paragraph outlining the **features** of reptiles, mammals, or amphibians.

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.
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.
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.

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.
3. In three sentences, summarize what you read today.

Glossary for *Rattenborough's Guide to Animals*

A

absorb—to take in or soak up (**absorbs**)

activist—a person who strongly believes in changing something and works hard to try to make change happen

adapt—to change

adaptive—easily changes to live in different environments

adult—grown-up

amphibian—an animal that can live on land and in water (**amphibians**)

animal—a living thing that is not a plant (**animals**)

aquatic—living, growing, or found in water

Aristotle—a Greek man who lived long ago and was one of the first people to write about classifying animals

attract—to draw or pull toward a person, place, or thing

B

behavior—how a person or animal acts

burrow—a hole in the ground dug by an animal for safety or for living (**burrows**)

C

carnivore—an animal that mainly eats meat (**carnivores**)

characteristic—something that makes a person, thing, or group different (**characteristics**)

classify—to put things into groups based on similarities or type (**classifying, classified**)

climate—the usual weather patterns in a particular area

cold-blooded—only able to control body temperature by using surroundings; Reptiles are cold-blooded.

communicate—to share information with others through language, writing, or gestures (**communication**)

constant—unchanging

creature—an animal (**creatures**)

crocodile—a large reptile that lives near water and has thick, scaly skin and very strong jaws (**crocodiles**)

D

damage—harm

deadliest—most likely to cause death

duck-billed platypus—a mammal that has a bill like a duck and lays eggs

E

echo—a sound that is repeated when sound waves bounce off the surface of an object

exist—to be alive (**existed**)

extinction—the state of no longer existing, usually referring to plants or animals that have died out completely

F

feather—one of many light, soft parts that covers a bird's skin (**feathers**)

fin—a bony spine covered with skin that sticks out from a fish's body and helps it swim (**fins**)

flexible—bendable

flock—a group of birds (**flocks**)

fragile—easily harmed

G

gill—one of a pair of organs fish use to breathe underwater (**gills**)

gnaw—to bite or chew something over and over

H

habitat—a place where plants and/or animals live and grow (**habitats**)

herbivore—an animal that only eats plants (**herbivores**)

hibernate—to spend a season resting or sleeping (**hibernating**)

hover—to float in the air close to something

I

inject—to force in fluid, like poison, usually by piercing the skin
(**injects**)

intelligent—smart

invertebrate—an animal without a backbone (**invertebrates**)

island—an area of land completely surrounded by water (**islands**)

K

kingdom—a major group into which all living things are classified
(**kingdoms**)

knowledge—information

Komodo dragon—the largest, living lizard (**Komodo dragons**)

L

language—words used to communicate

life cycle—the stages through which a living thing goes from birth until death

M

mammal—an animal that gives birth, has hair, feeds milk from its own body to its young, and is warm-blooded (**mammals**)

marine biologist—a scientist who studies underwater sea life

migrate—to travel back and forth from one place to another

molt—to shed skin (**molting, molted**)

moss—a very small green or yellow plant that grows on moist rocks, tree bark, or wet ground

N

nature—everything in the outside world that is not made by people

nectar—sweet liquid that comes from flowers

nocturnal—active during the night

nostril—one of the openings of the nose (**nostrils**)

O

observe—to watch closely and carefully (**observing**)

ocean—an enormous body of saltwater

omnivore—an animal that eats both plants and meat (**omnivores**)

orchestra—a group of musicians who play instruments together

organ—an important body part that performs a specific function (**organs**)

oxygen—a colorless gas that animals must breathe to stay alive

P

pelt—the skin of a dead animal with hair or fur on it (**pelts**)

penguin—a bird that cannot fly, has black and white feathers, and uses its wings for swimming (**penguins**)

plumage—birds' feathers

poisonous—full of poison or venom

pollution—making land, water, or air dirty, thus causing damage

predator—an animal that hunts other animals for food (**predators**)

primate—a mammal such as a monkey, ape, or human (**primates**)

primatologist—a scientist who studies primates

R

reptile—a cold-blooded animal with tough, scaly skin that uses its surroundings to control its body temperature (**reptiles**)

rodent—a small mammal with large, sharp front teeth, such as a squirrel, rat, or mouse (**rodents**)

S

saliva—spit

savanna—a large flat area of land with a lot of grass and few trees commonly found in Africa and South America

scale—a thin, small disc on the outside of the bodies of some animals, such as fish and reptiles (**scales**)

school—a large group of fish or other aquatic animals that swim together (**schools**)

scientist—an expert in science who has knowledge of the natural world based on facts learned through observation and experiments (**scientists**)

scuba gear—clothes and equipment used for diving and breathing underwater

sign language—a way to communicate using hands to make signs that stand for letters and words

sonar—a way to find things underwater using sound waves

spinal cord—a large group of nerves that connects to the brain and sends messages to other nerves in the body

spine—backbone

startle—to surprise (**startled**)

submarine—a type of ship that carries people deep underwater for a long time (**submarines**)

submersible—a type of ship used to travel deep underwater for research that usually operates without people inside of it (**submersibles**)

suction cup—a round, shallow cup that can stick to a surface (**suction cups**)

survive—to continue to live (**survives**)

T

tadpole—the early form of frogs and toads that has gills and a tail, but no legs (**tadpoles**)

temperature—the measurement of how hot or cold something is (**temperatures**)

territorial—keeping animals or people from coming into an area already claimed

tongue—the part of the mouth used for tasting, licking, and swallowing

V

venom—poison produced by an animal used to harm or kill another animal

vertebrate—an animal with a backbone (**vertebrates**)

W

warm-blooded—having a constant body temperature; Mammals are warm-blooded.

water moccasin—a type of poisonous snake found in the southern United States (**water moccasins**)

water pressure—the weight or force of water as it presses against something or someone

weather—what it is like outside

weight—how heavy something is

wetland—an area of land covered with shallow water, such as a swamp
(**wetlands**)

Z

zoologist—a scientist who studies animals and their characteristics
(**zoologists**)

Name: _____

2.1

Classifying Living Things

Write *true* or *false* next to statements about classifying living animals.

- All living things create energy from food. true
- Plants start out as adult plants, then grow to seedlings, and then change to small seeds. false
- To classify means to sort. true
- Nonliving things change to fit in better with their habitat. false
- Living and nonliving things are classified into groups called kingdoms. false
- All living things have babies or make other living things like themselves. true
- Reptiles are the largest group in the animal kingdom. false
- A cactus is the only kind of living thing that can adapt to a desert habitat. false
- Animals move from place to place, but plants do not. true
- Scientists have already discovered and classified all of the animals in the world. false

Name: _____

2.2

Nouns, Verbs, and Adjectives

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

- The old, brown bear protects the small cubs.
- One cage is filled with colorful birds.
 - Sam rushed to the nearest window.
 - My toy train is red, black, and white.
 - Frank skates down the steep hill.
 - The weather is hot at the beach in the summer.
 - Speedy jets arrive at the busy airport.
 - My favorite aunt stays with a good friend at her home.
 - The yummy donuts were hot and sweet.
 - The brown apple looks rotten.
 - Sam, Sally and Sue attend Johnson Elementary School.

Name: _____

2.3

Classify Food in a Grocery Store

Classify the food listed in the box by writing the words in the appropriate columns.

yogurt	milk	pork roast	pasta salad	green beans
cheddar cheese	swiss cheese	chocolate cake	sliced bread	sliced turkey
chicken	bananas	macaroni salad	peaches	pears
hot dogs	apple pie	lettuce	tomatoes	fresh rolls
		hamburger	prepared casserole	

- | | | | | |
|-------------------|----------------|-------------------|---------------|-----------------------|
| Dairy | Produce | Bakery | Meat | Deli |
| 1. yogurt | 1. green beans | 1. chocolate cake | 1. pork roast | 1. pasta salad |
| 2. milk | 2. peaches | 2. sliced bread | 2. chicken | 2. sliced turkey |
| 3. cheddar cheese | 3. pears | 3. fresh rolls | 3. hot dogs | 3. macaroni salad |
| 4. swiss cheese | 4. bananas | 4. apple pie | 4. hamburger | 4. prepared casserole |
| 5. _____ | 5. lettuce | 5. _____ | 5. _____ | 5. _____ |
| 6. _____ | 6. tomatoes | 6. _____ | 6. _____ | 6. _____ |

Name: _____

2.5

Take-Home Worksheet

Practice Nouns, Verbs, and Adjectives

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

- The happy baker bakes the best cakes!
- Anton sees a green pepper through the open window.
 - Dr. Seuss wrote wonderful stories full of magical creatures.
 - Little farms cover the flat land.
 - Sarah had a raspy cough.
 - The fluffy clouds drifted across the blue sky.
 - The heavy elephant has a slow, swaying walk.
 - The beautiful, proud peacock has many feathers.
 - The yellow car has five seats in it.
 - A company in Japan makes gold watches.

Name: _____

3.1

Warm-Blooded and Cold-Blooded Animals

List the statements that refer to warm-blooded animals under the heading "Warm-Blooded Animals." List the statements that refer to cold-blooded animals under the heading "Cold-Blooded Animals."

Use energy from what they eat to keep their bodies warm

Sweat to stay cool

Drink lots of water to stay cool

Can only live in certain habitats

An example would be crocodiles

An example would be third grade children

Body temperature changes depending on the outside temperature

Use what is around them to stay warm or cool

Warm-Blooded Animals

1. Use energy from what they eat to keep their bodies warm

2. Sweat to stay cool

3. Drink lots of water to stay cool

4. An example would be third grade children

Cold-Blooded Animals

1. Can only live in certain habitats

2. An example would be crocodiles

3. Body temperature changes depending in the outside temperature

4. Use what is around them to stay warm or cool

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Name: _____

3.3

un-: Prefix Meaning "not"

unable—(adjective) cannot do something	Answers may vary.
unnecessary—(adjective) not needed	
uneven—(adjective) not the same in size, length, or amount	
unsafe—(adjective) not protected from harm or danger	

Write the correct word to complete each sentence.

unnecessary	unsafe	unsure	unwell
-------------	--------	--------	--------

- Dad stayed up late working on a presentation and felt unwell this morning.
- The baby bird hesitated and looked unsure about flying from the tree branch to the ground.
- It is unsafe to cross the street without first looking both ways.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word unnecessary.

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Name: _____

3.5

non-: Prefix Meaning "not"

nonliving—(adjective) not alive	Answers may vary.
nonabsorbent—(adjective) not able to soak up liquid	
nonverbal—(adjective) does not use spoken words	
nondairy—(adjective) not made with milk	

Write the correct word to complete each sentence.

nondairy	nonthreatening	nonfictional	nonverbal
----------	----------------	--------------	-----------

- Becca is allergic to dairy products so she can only have nondairy food and drink, like soy milk or tofu.
- My brother and I had a nonverbal agreement to let our cousin bat first in the baseball game.
- The clouds in the sky today look nonthreatening since they are white and fluffy, not dark and gray.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word nonfictional.

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Name: _____

3.6

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.

hop	rub	ship	grab	patch
plan	stretch	finish	discuss	submit

- All the groups submitted their ideas for the science fair to our teacher before the Friday deadline.
- My sister asked, "Will you please rub sunscreen on my back since I can't reach it?"
- My family is planning a surprise party for my grandfather's birthday.
- Marcus stretched out my new soccer socks when he borrowed them for practice.
- Mom peeked in my room to be sure I was finishing the last question on my math homework.
- Lisa grabbed her hat and gloves and started walking to the bus stop.

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7. My aunt who lives in England is shipping us some clothes that her children can no longer wear.
8. Rachel's mom patched the hole in her skirt so she could wear it again.
9. A toad hopped out of the bushes near the drain and onto the sidewalk.
10. Our baseball coach wanted to discuss last night's game during today's practice.

Name: _____

3.7

Take-Home Worksheet

Blank Busters

Create your own Blank Busters sentences using three words from this week's spelling list. Do not fill in the blanks—you will do that in class when you bring this back!

Example: My aunt is shipping us some clothes that her children can no longer wear.

Root Word	-ed	-ing
hop	hopped	hopping
rub	rubbed	rubbing
ship	shipped	shipping
grab	grabbed	grabbing
patch	patched	patching
plan	planned	planning
stretch	stretched	stretching
finish	finished	finishing
discuss	discussed	discussing
submit	submitted	submitting

1. **Answers may vary.** _____

2. _____

3. _____

Name: _____

4.1

Vertebrate or Invertebrate?

Fill in the blanks or answer in complete sentences.

1. Animals are classified as vertebrates because they have a backbone.
2. Why are animals classified as invertebrates?
Animals are classified as invertebrates because they do not have a backbone.
3. Your spinal cord is a bundle of nerves where messages travel up and down from your brain to other parts of your body.
4. The largest group of invertebrates is insects.
5. Mammals, reptiles, fish, and birds (answers may vary) are all vertebrates.
6. Lobsters, ladybugs, and spiders (answers may vary) are all invertebrates.

Name: _____

4.2

Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a square around any adjectives with arrows pointing to any nouns they describe.

1. Susan's family took the three-hour tour.
2. The backbone wraps around the spinal cord.
3. An elevator brought everyone to the second floor.
4. Usually Pam seems calm.
5. The English Channel is deep.
6. The cheerleaders created many new songs.
7. Pedro hits fast shots to me on the tennis court.
8. Bonnie shared her observations with another student.
9. Elaine was scared after the movie.
10. The water splashed up on me.

Name: _____

4.3

Practice Using Prefixes *un-* and *non-*

Choose the best word to complete the sentence. Write it on the line.

- Last week, our class used **nonfictional** information to write a class report on large cats like panthers, leopards, and cheetahs.
(nondairy, nonfictional)
- I am **unable** to go to the party since I will be out of town.
(unable, unwell)
- The dirt in the pots with our new plants is **nonabsorbent** so we need to plant them in the ground.
(nonabsorbent, nonverbal)
- For science homework, I had to compare and contrast a living thing and a **nonliving** thing.
(nonthreatening, nonliving)
- Grandma said she is **unsure** about attending the festival on Saturday.
(uneven, unsure)
- Dad told us to put back the chips and candy at the store because they were **unnecessary** items and not on Mom's list.
(unable, unnecessary)

Write a sentence using each word given.

1. *unhappy*

Answers may vary. _____

2. *nonverbal*

Answers may vary. _____

Name: _____

4.5

Take-Home Worksheet

Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and arrow them to the nouns they describe.

1. Scott knew interesting things about dolphins and seals.
2. That seat feels uncomfortable to me.
3. My new poster tells about vertebrates and invertebrates.
4. His grades showed an improvement.
5. Stacy has many stamps in her collection.
6. Dragonflies live near fresh water.
7. The national park has beautiful views.
8. The gentle waves sound pleasant.
9. My aunt heard the recipe on the radio.
10. Green frogs swim in shallow water.

10. List at least five adjectives from the previous sentences.

Answers may vary. _____

Name: _____

5.2

Fish

1. What does the word **aquatic** mean?
The word aquatic means to spend your life underwater.
2. Why can't fish close their eyes?
Fish can't close their eyes because they don't have eyelids.
3. Explain how fish breathe in oxygen. How is that different from how you breathe in oxygen?
Fish have gills just behind their heads that take oxygen out of the water. People breathe in oxygen out of the air and have lungs.
4. Some fish travel in groups called **schools**.

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5. Explain how salmon travel home to lay their eggs.

Salmon migrate back to the same stream where they were born. They swim upstream, against river's currents, sometimes swimming hundreds of miles. They leap over waterfalls and rocks to reach their home to lay their eggs.

6. Do all fish live in the ocean?

No, many fish live in freshwater.

7. Are fish vertebrates or invertebrates?

Fish are vertebrates.

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Name: _____

5.3

Practice Parts of Speech, Subjects, and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and an arrow from the adjectives to the nouns they describe.

1. The pottery was from a small factory.
2. Some artists draw pictures on cloth.
3. Mother bought new clothes for my little brother.
4. Sally feels cranky and sad today.
5. The little boy was out in the red barn.
6. Mr. Jones likes the tall tale about the twin sisters.
7. The colorful kite flew high up in the sky.
8. Dad did not want to stay for the whole show.
9. The children forgave each other for the silly misunderstanding.
10. The painter painted the house many colors.

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11. Make up two sentences that have nouns, a verb, and adjectives and mark them as you did in numbers 1–10.

Answers may vary.

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Name: _____

8.5

pre-: Prefix Meaning "before"

precook—(verb) to prepare and heat food before	Answers may vary.
preset—(verb) to arrange before	
preselect—(verb) to choose before	
prepay—(verb) to give money for something before	

Write the correct word to complete each sentence.

preselect	preprint	preheat	prepay
-----------	----------	---------	--------

- Last year, Dad was able to prepay for our summer football camp so we don't owe anything this year.
- Lucy decided to preprint her boarding pass for the flight so she could go right through security at the airport.
- When I was in my sister's wedding, I got to preselect the color of my dress several months in advance.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word preheat.

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Name: _____

8.6

Change Fragments and Run-On Sentences into Simple Sentences

Add either a subject or a predicate to the following fragments to make complete sentences. Write the new sentence. Remember to include capital letters and punctuation.

- will be in the play Answers may vary.
- the red and yellow roses Answers may vary.
- my puppy dog Answers may vary.

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

- Scott is a skater he moves like the wind.
Scott is a skater.
He moves like the wind.
- Carpenters must keep their tools with them they wear overalls with many pockets.
Carpenters must keep their tools with them.
They wear overalls with many pockets.

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- Soccer balls are hard to kick players work hard to get goals.

Soccer balls are hard to kick.

Players work hard to get goals.

Read the following paragraph carefully. You should find simple sentences, fragments, and run-on sentences. Edit the paragraph for capitalization, end punctuation, and complete sentences. Recopy the edited paragraph on the lines below.

my birthday party this year was the best ever|wait until you hear about
it|got me a new bicycle with red tassels hanging from the handlebars|
would you like to know what else I got|let me tell you|my little brother
and sister made me a nice card and colored it with markers|even my puppy
dog gave me extra kisses|I hated to see the day end|love birthdays so much

Answers may vary.

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Name: _____

8.7

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.

smile	rake	file	vote	dine
quote	raise	translate	tire	prepare

- The chef prepared a special dish for the night with fish and pasta.
- When we got home from school, Dad was in the yard raking leaves into piles.
- On Election Day, Mom voted before she went to work.
- When Ms. Taylor asked for volunteers to help with the math workshop, she saw four students raise their hands.
- Some puppies tire easily from running and playing and need naps, just like people.
- Kevin translated his Spanish homework for me so he could tell me what he learned.

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7. I saw the baby smile when his mother leaned over to say hello to him.
8. Darcy filed the letter she received about science camp in a folder with other science camp documents so they would all be in one place.
9. Grandma said we would be dining at three o'clock on Sunday afternoon.
10. My sister can quote most lines from her favorite movie.

Name: _____

8.8

Take-Home Worksheet

Blank Busters

Create your own Blank Busters sentences using three words from this week's spelling list. Do not fill in the blanks—you will do that in class when you bring this back!

Example: When we got home from school, Dad was in the yard raking leaves into piles.

Root Word	-ed	-ing
smile	smiled	smiling
rake	raked	raking
file	filed	filing
vote	voted	voting
dine	dined	dining
quote	quoted	quoting
raise	raised	raising
tire	tired	tiring
translate	translated	translating
prepare	prepared	preparing

1. Answers may vary.
2. _____
3. _____

Name: _____

8.10

Take-Home Worksheet

Change Fragments and Run-On Sentences into Simple Sentences

Add either a subject or a predicate to the following fragments to make complete sentences. Write the new sentence. Remember to include capital letters and punctuation.

1. made her bed neatly Answers may vary.
2. the purple and green ribbons Answers may vary.
3. my pet hamster Answers may vary.
4. told me to sit quietly Answers may vary.

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

5. Jackets are warm and snugly in winter my mother makes me wear one.
Jackets are warm and snugly.
In winter, my mother makes me wear one.
6. Books are so interesting to read I love to find one I haven't read.
Books are so interesting to read.
I love to find one I haven't read.
7. School is so much fun in third grade I just love coming every day.
School is so much fun in third grade.
I just love coming every day.
8. My brother is a lot of fun to be with we love to play baseball together.
My brother is a lot of fun to be with.
We love to play baseball together.

Name: _____

9.1

Prefixes re- and pre-

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the prefix under each sentence.

prepay rename retell preheat review preview

- We had a chance to view beforehand the new exhibit during a special tour at the aquarium before it officially opened.
 Word preview Part of speech verb
 Prefix pre-
- My family chose to name again the dog we adopted from the animal shelter because the name he had just didn't seem to fit him.
 Word rename Part of speech verb
 Prefix re-
- After a few weeks, I was ready to tell again the story of how I fell off my bike because it was funnier after time had passed.
 Word retell Part of speech verb
 Prefix re-

prepay rename retell preheat review preview

- I turned the oven on to heat before it while my cousin and I mixed the ingredients together for an apple pie.
 Word preheat Part of speech verb
 Prefix pre-
- Damion wanted to view again the study guide for his science test when he got to school.
 Word review Part of speech verb
 Prefix re-
- My uncle can pay before for five visits to the mini-golf course near his house.
 Word prepay Part of speech verb
 Prefix pre-

Name: _____

10.2

Birds

Fill in the chart with details from the chapter.

Characteristics of Birds	
Vertebrates or invertebrates?	vertebrates
Warm-blooded or cold-blooded?	warm-blooded
Where birds can live	many different habitats
What all birds have	wings
Body covering	feathers
What birds eat	seeds, insects, fish, mammals, nectar
How birds use their songs	attract mates, claim a place of their own

Complete the following sentence.

One interesting thing I learned about birds is

Answers may vary.

Name: _____

10.3

Abstract Nouns

Write the letter C over the concrete nouns and the letter A over the abstract nouns.

Example: The skydiver was full of courage when he jumped from the plane.

- The character in the story was so full of hate I had to stop reading.
 C C A
- The friendship Tim and Tom share makes their parents happy.
 A C C C
- The photograph clearly shows the beauty of the mountains.
 C A C
- The football team was full of pride when they won the state championship game.
 C A C
- Your anger is making your face red!
 A C
- The skillful artist showed he was full of skill after painting the mural.
 C A C
- An afternoon of relaxation helps to make you feel energetic.
 C A
- Listening to beautiful music fills me with peace.
 C A

Create a sentence using each abstract noun.

1. trouble

Answers may vary.

2. success

Answers may vary.

3. love

Answers may vary.

Name: _____

11.1

Mammals

1. Write three unique characteristics of mammals.

1. Mammals have hair.

2. Mammals give birth to live babies.

3. Mammals breath oxygen from the air using their lungs. (also warm-blooded and vertebrates)

2. List ways that some mammals communicate.

Some mammals communicate by:

-barking and wagging their tails

-mooring -meowing

-singing -roaring

3. How do dolphins and whales breathe?

Dolphins and whales breathe by using blowholes at the top of their heads to blow out water and suck in air. They rise to the surface of the water and poke their heads into the air to breathe.

4. Bats are mammals. But, what is the one thing they have in common with birds?

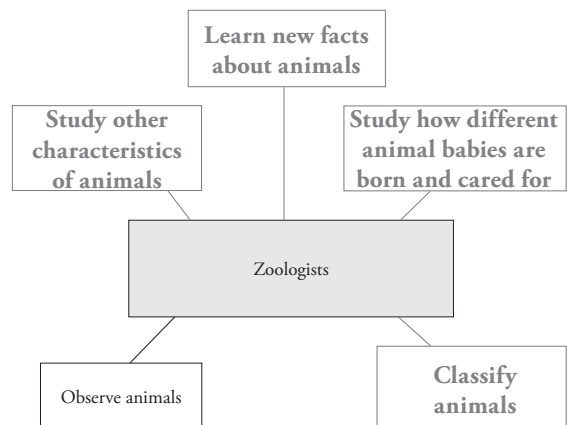
Bats can fly like birds.

Name: _____

12.1

Scientists Who Classify Animals

Add all of the things that zoologists do to this map. One thing has been added for you.



Name: _____

12.2

Grammar Review

Mark parts of speech in the following sentences. Circle nouns, box adjectives and draw arrows to nouns they describe, draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.

In the (spring) the (yellow) (flowers) dot the (landscape) with beautiful (colors).

- The warm days of summer change to the cool days of fall.
- The winning team celebrates with a grand party and yummy food.
- Bill collects many varied stamps for his huge collection.
- The dedication of the Macon County Fire Department is inspiring.

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Read the following paragraph carefully. You should find simple and compound sentences, fragments, and run-on sentences. Edit the paragraph for capitalization, end punctuation, and complete sentences. Recopy the edited paragraph on the lines below.

My grandmother has collections of favorite things all over her house she displays many of them in glass cases for all to see perhaps you could come visit sometime you may have a favorite too she collects beautiful glass figures of animals a whole collection of doll houses all over the house my favorite is a dollhouse that my grandfather made many years ago her favorite too collecting things over the years is a great way to show people about your life

Answers may vary.

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Name: _____

13.1

continued

- List the animals that spoke.
 - mother fox _____
 - guinea pig _____
 - wild hog _____
 - snake _____
 - lioness _____
- Which animal had the most babies? snake _____
- Why is one lion cub better than many of other kinds of animals?
 - The lion is a mammal.
 - The lion has fur and is warm-blooded.
 - The lion is known to be king of the jungle.
 - The lion roars loudly.

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- Put the following sentences in order as they appear in the selection, using the numbers 1–5.

5 The animals went to speak with the lioness.

2 Before long, the animals began to argue.

4 The snake was proud of her large litter.

1 The mother fox bragged about her litter.

3 The wild hog had seven little hogs.

- According to the selection, what does the word **argument** mean?
 - discussion
 - speech
 - song
 - disagreement

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Name: _____

13.1
continued

6. Choose the nouns from the following sentence.

The hog had a litter of seven grunting, snorting babies.

- A. hog, had, litter
B. the, of, seven
 C. hog, litter, babies
D. seven, grunting, snorting
7. If you decide to rename something, what are you doing to it?
naming it again or giving it a new name

8. Choose the adjectives from the following sentence.

The mother snake had nine, long, lovely, baby snakes.

- A. mother, nine, long, snakes
B. snake, long, lovely, baby
C. nine, lovely, baby, snakes
 D. nine, long, lovely, baby

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9. Choose the sentence that separates the subject and predicate correctly.

- A. The moral | of the story teaches us a lesson.
 B. The moral of the story | teaches us a lesson.
C. The moral of the story teaches | us a lesson.
D. The moral of the story teaches us | a lesson

10. Which of the following words means "to give money for something before?"

- A. preview
B. preload
 C. prepay
D. precook

11. Choose the words that are in alphabetical order.

- A. fox, pride, pig, snake
B. discussion, five, lion, let
C. ashamed, animal, brag, nothing
 D. all, cubs, snort, sun

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Name: _____

13.1
continued

12. According to the selection, what does the word secrete mean?

Secrete means to seep out from the skin.

13. Why did the author write this selection?

- A. to tell readers about poisoned darts
 B. to inform readers about poison dart frogs
C. to scare readers about poison dart frogs
D. to educate readers about trees in Africa

14. What do poison dart frogs do that makes them different from other frogs?

Both parents take care of their babies.

15. What can be done so that poison dart frogs are no longer endangered?

- A. People could plant trees to replace trees cut down.
B. Farmers could do more logging to produce more wood for building.
C. Loggers could build wooden homes for poison dart frogs.
D. Tadpoles could live in remaining tree trunks without water.

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16. To what group within the animal kingdom do poison dart frogs belong? Give one example of what makes the poison dart frog belong in this group of animals.

Poison dart frogs are amphibians. They have both gills and lungs.

17. The people of which continent made darts from frog poison?

- A. Africa
B. North America
C. Australia
 D. South America

18. When are poison dart frogs able to leave the water?

- A. when they are able to breathe under water, using gills
 B. when they complete their metamorphosis, or change
C. when they are carried up into the canopy
D. when they are able to eat the eggs in the pool

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Name: _____

13.1
continued

19. Make a simple sentence out of the fragment in the box.

Poison dart frogs

Answers may vary but could include:

Poison dart frogs live in rainforests.

20. Write the **letter C** over the concrete nouns and the **letter A** over the abstract nouns.

The ^Cgrandparents were full of ^Apride when they watched their ^Cgrandchild get the ^Aaward for bravery.

21. If Robby is **unhappy**, how does he feel?

- A. Robby is experiencing enjoyment.
- B. Robby is not experiencing enjoyment.
- C. Robby is not needed.
- D. Robby is needed.

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22. Separate the following run-on sentence into two sentences.

Tree frogs are poisonous they are brightly colored.

Tree frogs are poisonous.

They are brightly colored.

23. Define the word **nonliving**.

not living

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Name: _____

14.1

Identify Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* above each subject and the letter *P* above each predicate.
- draw two lines under the conjunction *and*

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

- The ^Sboys and ^Sgirls ^Pwatched a beaver in the river. No
- The ^Schicken ^Psat on the eggs, and ^Sthen the eggs ^Phatched. Yes
- ^SJamal ^Plikes long novels, and ^Shis friend Derek ^Plikes to read too. Yes
- ^SMark and ^Shis classmates ^Pwill write a report on mammals. No
- The ^Sclass ^Pwent to the park and the museum. No
- ^STim and ^SBill ^Pwent to the store, and ^SBill ^Pbought candy. Yes
- The ^Schildren ^Pwant salad and spaghetti for dinner. No
- The ^Strip ^Pwas fun, and ^SMary ^Penjoyed it. Yes

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Name: _____

14.2

Take-Home Worksheet

Identify Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* above each subject and the letter *P* above each predicate.
- draw two lines under the conjunction *and*

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

- Example:** The ^Shummingbirds and ^Sbees ^Psurprised the children. No
- ^SMary ^Pfed her pet mice, and ^SPeter ^Pfed his pet turtle. Yes
 - ^SThe birds ^Pfed their babies and ^Pprotected them from predators. No
 - ^SThe scientist ^Pwatched the chimpanzees during the day, and ^Sthe rest of the crew ^Pwatched them at night. Yes
 - ^SMy brother ^Pis a great artist, and ^She ^Ploves to paint. Yes
 - ^SMy sister ^Pis a great athlete and ^Ploves to run. No
 - ^SMy mother and ^Saunt ^Plike to take walks together. No
 - ^SOur dog ^Pran around the yard, and ^Sour cat ^Pslept indoors. Yes

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Challenge

From the sentences you identified as not compound sentences, choose one to rewrite as a compound sentence.

Answers may vary, but may include:

The birds fed their babies and the birds protected them from predators.

My sister is a great athlete, and she loves to run.

My mother likes to take walks with my aunt and my aunt likes to take walks with my mother.

Name: _____

PP1

Jane Goodall

1. As a primatologist, what does Jane Goodall study?

Jane Goodall studies a group of mammals called primates.

2. How did Jane Goodall observe chimpanzees using tools? How did that change how people understood chimpanzees?

Jane Goodall observed chimpanzees using blades of grass and sticks to capture termites so they could eat them. Before this people thought only people used tools.

3. What makes Jane Goodall an animal rights activist?

Jane Goodall told others about human damage to the habitats of chimpanzees, such as hunting and pollution, and worked to stop these problems.

4. If you could meet Jane Goodall, what would you ask her?

Answers may vary.

Name: _____

PP5

The Komodo Dragon

1. Komodo dragons are part of what group of animals?

- A. reptiles
 B. amphibians
 C. birds
 D. Mammals

2. Name two characteristics of Komodo dragons.

1. Komodo dragons prefer hot, dry places.

2. Komodo dragons dig burrows two to three feet deep in the ground to sleep in.

3. A Komodo dragon uses its tongue to smell.

4. What is the most dangerous part of a Komodo dragon? Why?

The Komodo dragon's saliva is its most dangerous part. The saliva is loaded with germs that can make people very sick.

Name: _____

PP7

Beavers

Write *true* or *false* next to each statement about beavers.

1. Beavers have long, sharp teeth and a wide, flat tail. true
2. Beavers are poor swimmers. false
3. Beavers create special habitats called grasslands. false
4. Beavers build dams to create deeper bodies of water. true
5. A beaver's house is called a ledge. false
6. Beavers are very territorial. true
7. Beavers can be considered pests by people. true
8. Beavers are the second largest reptiles on earth. false
9. Beavers slap their tails on the water to play with their children. false
10. Beavers can hold their breath under water for up to 15 minutes. true

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Name: _____

PP9

Hummingbirds

1. How fast can the hummingbird flap its wings?

Hummingbirds can flap their wings up to 90 times in a second.

2. What does it mean to say that hummingbirds migrate?

Hummingbirds fly all the way across the Gulf of Mexico – 500 miles – without stopping.

3. Name three things that hummingbirds use to make their nests.

Hummingbirds use little bits of moss, bits of leaves, and spider webs to make their nests.

4. Name two things that hummingbirds eat.

Hummingbirds eat spiders (insects) and nectar from flowers.

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Name: _____

PP11

Nouns, Verbs, and Adjectives

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

1. Dancers are lovely and graceful.
2. Sophia's backyard is small and fenced.
3. Apple trees were once small, brown seeds.
4. Penguins like cold climates.
5. Joe read the enjoyable story about kind pirates.
6. The author read a scary chapter from her new book.
7. Some tired sailors mopped the messy deck.
8. Today, people watch huge whales from rented boats.
9. The warm bread and sweet cheese tasted great!
10. The green roses of the weary gardeners looked like slithery snakes.

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Name: _____

PP12

Nouns, Verbs, and Adjectives

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

1. The colorful tropical fish are yellow, blue, black, green, and white.
2. Nora's sister went to the movies with her three annoying friends.
3. Michigan's state bird is the beautiful robin.
4. The male robins use their orange-red breasts to attract the smaller, brown females.
5. The large building was built with red bricks, black shutters, and white window borders.
6. Jackson discovered a mysterious, dark cave when he was walking up the steep, jagged mountain.
7. The loud, boisterous child upset his young, frantic, and worried babysitter.
8. The dirty little puppy had black spots all over his small, furry body.
9. Green ivy crawled up the next door neighbor's house.
10. The anxious third graders ran quickly out of the small, hot classroom.

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Name: _____

PP13

Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs.

1. Their large eyes hunt for tasty insects.
2. Chris made the lunch for the birthday party.
3. Leah planned the tricky experiment.
4. My relatives are visiting for the weekend.
5. The teacher helps her students all day.
6. An ivy plant makes a nice gift.
7. Dad told his daughter thank you.
8. The members of the club knew the Smiths well.
9. The president begins the meeting with a funny story.
10. That girl calls her mother each hour.

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Name: _____

PP14

Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around any adjectives with arrows pointing to any nouns they describe.

1. Unusual glimpses of alien beings are rare.
2. The magical kingdom of Oz existed in Dorothy's colorful dream.
3. An express car wash opened last week near the former bakery.
4. The cheerful, interesting teacher presented a funny, fictional story about Tiger, an enormous and shy elephant.
5. Hannah tripped on the large root in the haunted forest.
6. The ancient farm held many untold stories.
7. The wiggly children tried to listen quietly to the elderly gentleman's presentation.
8. A severe thunderstorm downed several pine trees throughout the crowded city.
9. The sweet-smelling apple tree fed a lot of small, hungry, and mischievous little boys.
10. Aunt Jamie's three-story house always stays neat and clean.

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Name: _____

PP15

Practice Parts of Speech, Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and an arrow from the adjectives to the nouns they describe.

1. Those two elephants sang a happy tune.
2. Four quiet girls giggled in the corner.
3. Her parents planned the trip to the ocean.
4. Lori can float the longest of all of her friends.
5. The rain hammered down on the tin roof.
6. My grandmother called me on my birthday all the way from Alaska.
7. Mrs. Stone drove Charlie to the zoo.
8. We pitched the tent next to our friends' tent.
9. Woodpeckers peck away at the gutters on my house.
10. The angry hawk flew away after the loud noise.

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Name: _____

PP16

Practice Parts of Speech, Subjects and Predicate

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and an arrow from the adjectives to the nouns they describe.

1. The pottery barn contained numerous items.
2. Some talented artists draw decorative pictures on silk cloth.
3. Elizabeth's mother bought new clothes at the store on the left side of the street.
4. My tired, cranky, three-year old brother threw an embarrassing temper tantrum in the grocery store.
5. The third-grade students received an ice cream party as an unexpected reward for their good behavior.
6. Mr. Jones' pizza parlor attracts many local people.
7. Many dog owners walk their fuzzy-tailed friends every single day.
8. The girl's straight hair becomes curly and frizzy on humid days.
9. Sebastian's dad throws the leather football with him during the late summer and autumn seasons.

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10. Six young children walked quickly across the busy street.

Create three sentences that have nouns, a verb, and adjectives and mark them like you did in the sentences above.

1. Answers may vary.

2. Answers may vary.

3. Answers may vary.

Name: _____

Sentences vs. Fragments

1. If the sentence is complete:
-circle "complete"
-add the correct end punctuation

2. If the sentence is incomplete:
-circle "incomplete"
-circle which part of the sentence is missing, the subject or the predicate

1. Parrot in the jungle	complete	incomplete	subject	predicate
2. Helicopters landed here	complete	incomplete	subject	predicate
3. He became famous	complete	incomplete	subject	predicate
4. Is her favorite activity	complete	incomplete	subject	predicate
5. The beavers swam below	complete	incomplete	subject	predicate
6. I run to my class	complete	incomplete	subject	predicate
7. Have loved her dancing	complete	incomplete	subject	predicate
8. Gulls are sea birds	complete	incomplete	subject	predicate
9. Drink at water holes	complete	incomplete	subject	predicate
10. The bird's feathers	complete	incomplete	subject	predicate

Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

Answers may vary.

Name: _____

Change Fragments and Run-On Sentences into Simple Sentences

Add either a subject or a predicate to the following fragments to make complete sentences. Write the new sentence. Remember to include capital letters and punctuation.

1. will participate in the annual school play

Answers may vary.

2. the lavender and violet flowers

Answers may vary.

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to include capital letters and punctuation.

3. jen was a terrific skater she may try out for the Olympics

Jen was a terrific skater.

She may try out for the Olympics.

4. spiders create intricate webs some spiders use the webs of other spiders

Spiders create intricate webs.

Some spiders use the webs of other spiders.

Read the following paragraph carefully. You will find simple sentences, fragments, and run-on sentences. Edit the paragraph for capitalization, end punctuation, and complete sentences. Recopy the edited paragraph on the lines below.

donna and sue have birthdays a couple of days apart|they shared their eighth birthday party at the neighborhood park|the chocolate birthday cake was|do you know what sue bought donna|she went to the dollar store and bought her a|donna purchased a lovely necklace for sue|their friends also brought gifts for them|donna's parents and sue's parents surprised their daughters with brand new bicycles|they had a wonderful

Answers may vary.

Name: _____

PP21

Abstract Nouns

Write the letter C over the concrete nouns and the letter A over the abstract nouns.

Example: The birthday party for Mom has us full of excitement.

- The generosity of the storekeeper caused many people to shop there.
- The thought that I will graduate soon is thrilling.
- I am full of joy when I think of my grandmother visiting our house next week.
- It took great courage to climb that tall mountain.
- The broad smile on your face shows that you are full of happiness.
- The sadness in your droopy eyes makes me sad too.
- The strength in your arms allows you to lift heavy things.
- The famous singer is full of talent.

Create a sentence using each abstract noun.

9. *education*

Answers may vary.

10. *belief*

Answers may vary.

11. *beauty*

Answers may vary.

Name: _____

PP22

Abstract Nouns

Example: The skydiver was full of courage when he jumped from the plane.

- The dedication of the nurses filled me with hope that I would recover.
- They say a cat has nine lives, which means it is full of curiosity and often gets into trouble.
- I'm counting on the success of the team to bring about the fans' happiness.
- The brilliance of the moon made me wonder if it really was made of green cheese.
- The misery on your face fills me with sadness!
- This great country of ours promises all of us liberty.
- Are you making any progress on that report?
- My mother's hospitality makes all who visit feel loved.

Create a sentence using each abstract noun.

9. *relaxation*

Answers may vary.

10. *honesty*

Answers may vary.

11. *compassion*

Answers may vary.

Name: _____

Grammar Review

Part 1: Mark parts of speech in the following sentences. Circle nouns, box adjectives, and draw arrows to the nouns they describe. Draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.

The coiled snake looked beautiful in the summer sun.

1. Many curious people watch the night sky.

2. The talented baseball player hit the baseball over the high wall.

3. The tired athlete puts his warm-up suit and track shoes into a tattered black bag.

Part 2: Change the following fragments into simple sentences. Remember to include correct punctuation and capitalization.

4. a good interviewer Answers may vary.

5. mixes the flour and butter well to make cookies _____

Answers may vary.

6. the colorful, hand-painted portrait _____

Answers may vary.

Part 3: Change the following run-on sentences into two simple sentences. Remember to include correct punctuation and capitalization.

7. The swimmer set a new world record he is a great swimmer.

The swimmer set a new world record.

He is a great swimmer.

8. Roger and I discussed the camping trip it rained all week.

Roger and I discussed the camping trip.

It rained all week.

Name: _____

Identify Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* above each subject and the letter *P* above each predicate.
- draw two lines under the conjunction *and*

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

S P P
Example: John | liked the zebra and loved the giraffe in the zoo. No

1. Tigers and lions are very big cats. No

2. The elementary school has brilliant mathematicians, and also has talented artists. No

3. Sarah and Deb went to the library. No

4. My uncle visited Paris, and my nephew went to Venice. Yes

5. Elephants are very intelligent animals, and dolphins are very smart. Yes

6. Buffalo and wolves live in Yellowstone National Park. No

Challenge

From the sentences you identified as not compound sentences, choose one to rewrite as a compound sentence.

Answers may vary, but may include:

Tigers are very big cats and lions are very big cats.

The elementary school has brilliant mathematicians and the elementary school also has talented artists.

Sarah went to the library and Deb went to the library.

Buffalo live in Yellowstone National Park and wolves live there too.

Name: _____

Identify Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* above each subject and the letter *P* above each predicate.
- draw two lines under the conjunction *and*

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

Example: My sister ^S | loves to jump rope, ^P and my brother ^S | loves to play kick ball. Yes

1. My mom ^S | likes baseball ^P and basketball. No

2. A jellyfish ^S | is her favorite animal, ^P and an otter ^S | is his favorite animal. Yes

3. My sister ^S | wants hot cocoa, ^P and my brother ^S | wants iced tea. Yes

4. Jacob ^S | likes to go to the movies ^P and eat popcorn. No

5. My mother ^S | likes the rain, ^P and my sister ^S | likes the snow. Yes

Challenge

From the sentences you identified as not compound sentences, choose one to rewrite as a compound sentence.

Answers may vary, but may include:

My mom likes baseball and my mom likes basketball.

Jacob likes to go to the movies and Jacob likes to eat popcorn.

Name: _____

Practice Using Prefixes *un-* and *non-*

Choose the best word to complete the sentence. Write it on the line.

1. Standing outside during a storm is an unsafe thing to do because you might get hurt. (unsafe, uneven)
2. I chose a nonthreatening costume for Derek's costume party since younger kids will be there too and I don't want to scare them. (nondairy, nonthreatening)
3. Marcus had too many cupcakes at the reception and he looked unwell sitting at the table. (uneven, unwell)
4. Maria was unhappy after the game because her team lost by one goal. (unable, unhappy)
5. My teacher brought in nondairy milk made from soy to use during the class breakfast since two students are allergic to milk. (nondairy, nonfictional)
6. With this cast on my arm, my shirt sleeves are uneven since I cannot pull the left sleeve down all the way. (uneven, unnecessary)

Write a sentence using each word given.

1. *unnecessary*

Answers may vary.

2. *nonliving*

Answers may vary.

Name: _____

Prefixes *re-* and *pre-*

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the prefix under each sentence.

rewrite redo preselect reload preprint preset

1. It was hard to load again the car after vacation because it seemed like we had more things to take home than we brought.

Word **reload** _____ Part of speech **verb** _____

Prefix **re-** _____

2. I went to meet my new teacher before school started and she let me select before where I would sit during the first week of school.

Word **preselect** _____ Part of speech **verb** _____

Prefix **pre-** _____

3. Diana had to write again her report on reptiles after she realized she forgot to include a section about snakes.

Word **rewrite** _____ Part of speech **verb** _____

Prefix **re-** _____

4. The city council agreed to do again the bike paths through the park so they are wider and safer.

Word **redo** _____ Part of speech **verb** _____

Prefix **re-** _____

5. It would be easier to print before the programs for the concert so we are not rushing that day.

Word **preprint** _____ Part of speech **verb** _____

Prefix **pre-** _____

6. Dad set before the thermostat to keep the house cool when we are at home at night but warmer during the day when we are gone.

Word **preset** _____ Part of speech **verb** _____

Prefix **pre-** _____

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