

Unit 8

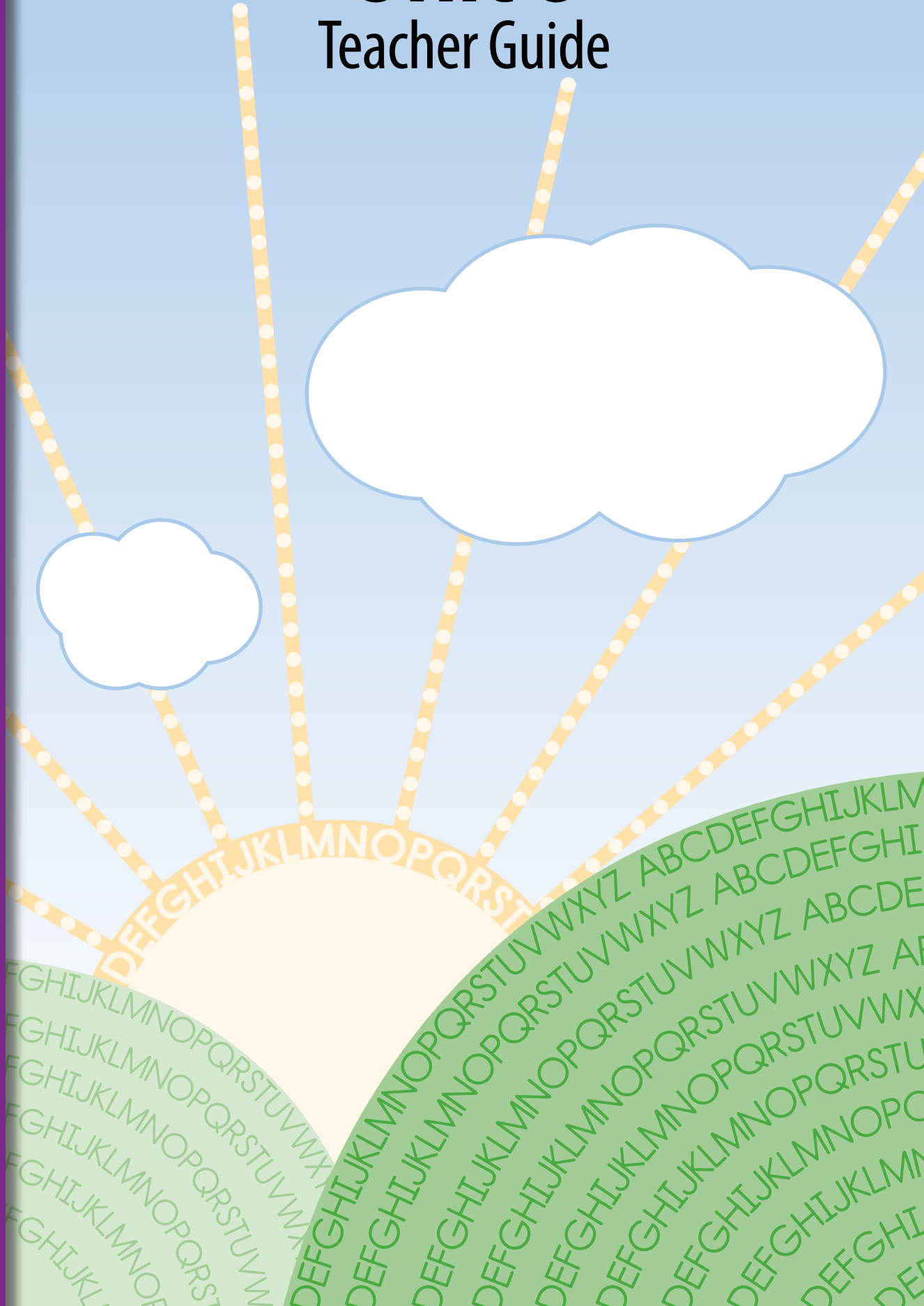
Teacher Guide

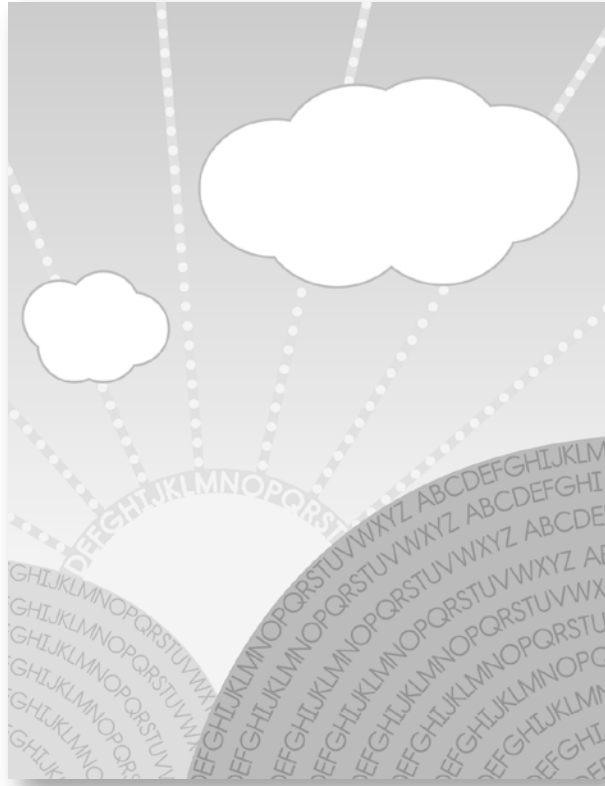
Core Knowledge Language Arts® • Skills Strand



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GRADE 3





Unit 8

Teacher Guide

Skills Strand

GRADE 3

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Alignment Chart for Unit 8

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

Alignment Chart for Unit 8		Lesson									
		1	2	3	4	5	6	7	8	9	10
Reading Standards for Literature: Grade 3											
Key Ideas and Details											
STD RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.										
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details of a fiction text read independently by explicitly referring to the text	✓	✓	✓	✓	✓	✓	✓			
STD RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.										
CKLA Goal(s)	Describe characters in a fiction text read independently (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	✓	✓	✓	✓	✓	✓	✓			
Integration of Knowledge and Ideas											
STD RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).										
CKLA Goal(s)	Explain how specific aspects of an independently read fiction text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	✓	✓	✓	✓	✓	✓	✓			
Range of Reading and Level of Text Complexity											
STD RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.										
CKLA Goal(s)	By the end of the year, read and comprehend literature, including stories and dramas, at the high end of the Grades 2–3 text complexity band independently and proficiently										

Alignment Chart for Unit 8

		1	2	3	4	5	6	7	8	9	10
Reading Standards for Informational Text: Grade 3											
Key Ideas and Details											
STD RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.										
CKLA Goal(s)	Determine the main idea of a nonfiction/informational text read independently; recount the key details and explain how they support the main idea	✓									
Craft and Structure											
STD RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.										
CKLA Goal(s)	Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational text read independently relevant to a Grade 3 topic or subject area	✓	✓	✓	✓	✓	✓	✓			
Integration of Knowledge and Ideas											
STD RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).										
CKLA Goal(s)	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational text read independently (e.g., where, when, why, and how key events occur)	✓	✓	✓	✓	✓	✓	✓			
	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			✓				✓			

Alignment Chart for Unit 8

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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.3.3b Decode words with common Latin suffixes.

CKLA Goal(s) Decode words with common Latin suffixes, e.g., *-er, -ist, -ian, -y, -al, -ous, -ive, -able, -ible, -tion*

✓

✓

✓

✓

STD RF.3.3c Decode multi-syllable words.

CKLA Goal(s) Decode multi-syllable words



STD RF.3.3d Read grade-appropriate irregularly spelled words.

CKLA Goal(s) Independently read grade-appropriate irregularly spelled words

✓

✓

✓

✓

Fluency

STD RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

STD RF.3.4a Read on-level text with purpose and understanding.

CKLA Goal(s) Independently read on-level text with purpose and understanding



Speaking and Listening Standards: Grade 3

Comprehension and Collaboration

STD SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.

STD SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CKLA Goal(s) Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion

✓

✓

CKLA Goal(s) Make predictions (orally or in writing) prior to and while reading a text independently, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions

✓

Lesson


Alignment Chart for Unit 8

		1	2	3	4	5	6	7	8	9	10
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				✓		✓				
Presentation of Knowledge and Ideas											
STD SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.										
CKLA Goal(s)	Summarize (orally or in writing) independently read text content and/or oral information presented by others		✓	✓	✓	✓	✓	✓			
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							✓			
	Use pronouns and explain their function in sentences									✓	
STD L.3.2d	Form and use possessives.										
CKLA Goal(s)	Form and use singular possessive nouns			✓		✓					
	Form and use plural possessive nouns		✓			✓		✓			
	Form and use possessive pronouns				✓					✓	
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	✓		✓	✓		✓				

Lesson

Alignment Chart for Unit 8

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

 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 8

The content of Unit 8 focuses on Native Americans. Each chapter of the Reader, *Native American Stories*, depicts a group of Native Americans living in a particular region and time in the past. This genre of writing is called historical fiction—fictional characters are set in a real place and time. Comprehension questions will guide students to think about how people lived based on climate and their surroundings. Students will learn how to create a summary of a chapter.

During this unit's **spelling** exercises, students will review words with spelling patterns of /ə/ spelled 'a' and 'e' for Lessons 1–5. For Lessons 6–10, students will review words with spelling patterns of /ə/ + /l/ spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion'. Challenge Words and Content Words will continue. Each week, students will have the option of trying to spell a content-related word on the weekly spelling assessment. In this unit, the Content Word will follow the spelling pattern for the week.

Students will also continue to practice **dictionary** skills. As the year progresses, students should become proficient in interpreting the different pieces of information found in a dictionary entry, such as pronunciation, part of speech, and various meanings. In this unit, students will practice determining which definition matches the usage of the word in a sentence. Students will also write sentences to match specific definitions. The dictionary worksheets have been designed to reinforce recognition of elements of a dictionary and to build proficiency of dictionary skills. If you find that there is insufficient time to complete every worksheet item, you may select fewer items for each student to complete.

In **grammar**, students will be introduced to plural possessive nouns not ending in 's' or 'es' and will review singular and plural possessive nouns. Students will be introduced to possessive pronouns and will determine the difference between plural possessive nouns and plural nouns. Students will also learn the difference between *its* and *it's*. The unit will end with a review of skills previously taught.

During the **morphology** portion of the lessons, students will learn the suffixes *-ish*, *-ness*, *-able*, and *-ible*. Students will continue to apply knowledge of how suffixes change root words.

Unit Overview

Here is an overview of the Unit 8 schedule. Please see the *Tell It Again! Read-Aloud Anthology for Native Americans: Regions and Cultures* 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 to <i>Native American Stories</i> ”; Chapter 1 “Etu, the Hunter”	Chapter 2 “Adoette and Awan, the Bird Chasers”	Chapter 3 “Akando and Aponi, the Gatherers”	Chapter 4 “Alemeda, the Basket Weaver”	Spelling Assessment: /ə/ Spelled ‘a’ and ‘e’
25	Spelling Words: Introduce /ə/ Spelled ‘a’ and ‘e’	Grammar: Introduce Plural Possessive Nouns Not Ending in ‘s’ or ‘es’	Morphology: Introduce Suffixes <i>-ish</i> and <i>-ness</i>	Grammar: Introduce Possessive Pronouns	Chapter 5 “Alo, the Spirit Giver”
15	Due to the extended time needed to introduce the unit, there is no small group/independent work today.	Extension	Grammar: Practice Singular Possessive Nouns	Morphology: Practice Suffixes <i>-ish</i> and <i>-ness</i>	Grammar: Practice Singular and Plural Possessive Nouns
15			Spelling: Practice /ə/ Spelled ‘a’ and ‘e’	Spelling: Practice /ə/ Spelled ‘a’ and ‘e’	Spelling: Practice Dictionary Skills

Week Two					
Min.	Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
25	Chapter 6 “Meda and Flo, the Forest Children”	Chapter 7 “Yutu, the Dog Trainer”	Unit Assessment	Remediation & Enrichment Chapters 8–10	Spelling Assessment: /ə/ + /l/ Spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /ə/ + /n/ Spelled ‘tion’
25	Spelling: Introduce /ə/ + /l/ Spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /ə/ + /n/ Spelled ‘tion’	Grammar: Practice Plural Nouns and Plural Possessive Nouns		Grammar: Introduce <i>its</i> and <i>it’s</i>	Remediation & Enrichment Chapters 8–10
15	Extension	Extension	Morphology: Introduce Suffixes <i>-able</i> and <i>-ible</i>	Morphology: Practice Suffixes <i>-able</i> and <i>-ible</i>	Grammar: Review
15				Spelling: Practice /ə/ + /l/ Spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /ə/ + /n/ Spelled ‘tion’	Spelling: Practice Dictionary Skills

Spelling

Students will review sound-spelling patterns throughout the year. In the first week of this unit, students will review the sound of /ə/ spelled ‘a’ and ‘e’. In the second week of this unit, students will review the sound of /ə/ + /l/ spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /ə/ + /n/ spelled ‘tion’.

On the weekly spelling assessment, students will be asked to write the spelling words, two Challenge Words, and two dictated sentences. You should explicitly address your expectations with regard to the use of

appropriate capitalization and punctuation when students write each dictated sentence. Students will have the option of writing the Content Word.

As in previous units, students will continue to correct their own spelling assessment. Some teachers find it helpful to have students write the spelling assessment with a pen. After the assessment, students turn the pen back in and use a pencil for corrections. In this way, teachers can more clearly see exactly what errors students are making. Correcting their own errors will heighten students' awareness of specific spelling errors and will solidify their understanding of correct spelling. A classroom chart is provided for you at the end of each week so that you may analyze mistakes that students are making. The results of this chart, paired with other classroom observations, may help you identify students who would benefit from targeted, remedial instruction in certain letter-sound correspondences, using the *Assessment and Remediation Guide*.

Grammar

Grammar continues with a review and expansion of skills introduced in Grade 2 as well as a spiral review of skills learned in Grade 3. Students will be introduced to plural possessive nouns not ending in 's' or 'es' and will review singular and plural possessive nouns. Students will be introduced to possessive pronouns and will determine the difference between plural possessive nouns and plural nouns. Students will also learn the difference between *its* and *it's*. The unit will end with a review of skills previously taught.

Continuing in this unit, two large blocks of grammar instruction will be included in both weeks. In Week 1, students will have two follow-up lessons to practice and reinforce the material taught in the two 25-minute lessons on Day 2 and Day 4 of that week. In Week 2, a 15-minute review is also included.

Morphology

Throughout Grade 3, students have studied word parts, such as prefixes, suffixes, and root words, during the morphology portion of the lessons. In this unit, students will study the common suffixes *-ish*, *-ness*, *-able*, and *-ible*. Students will continue to practice using their knowledge of how these suffixes change the meaning and part of speech of these words. Students have done sufficient word work to be able to apply what they have learned as they encounter unfamiliar words in text and content.

Extension

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

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

In Lessons 2 and 6, extension options have been provided for you to choose from during that time. In Lesson 7, students will compare and contrast two Native American groups they have read about in *Native American Stories*.

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

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

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

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

students give classmate(s) who read(s) a round of applause and sincere compliments on their reading. Model compliments by saying, “I liked it when you...”

Reader’s Journal asks students to read silently for a designated amount of time and then respond to a writing prompt that you provide from the list found in the Teacher Resources section at the back of this Teacher Guide and at the end of the Skills Workbook. This exercise is an opportunity for independent reading time beyond the daily selection from the Reader. It is an excellent way to ensure that each student is engaged and responding to text, while allowing you to monitor students’ silent reading. Establish Reader’s Journal procedures for your class. Here are some suggested procedures you may find useful: Make sure all students have the material to be read and paper and pencil; set a timer for 10 minutes for the reading portion; when the reading is completed, read the chosen writing prompt to students; set a timer again for 12 minutes for the writing portion; and expect students to stay in their seats and work for the duration. You may wish to conference with students during this time as the rest of the class will be engaged in an independent activity. A Reader’s Journal conference sheet can be found at the end of the Skills Workbook.

Reader: *Native American Stories*

The reader for Unit 8, entitled *Native American Stories*, is a collection of stories about different groups of Native Americans. These selections are historical fiction and each is told from a child’s *point of view*. Students will learn about these children’s contributions to their tribes. Features of each Native American group, regions, and other historical details are included, which will enrich and extend the information from the read-alouds found in the *Tell It Again! Read-Aloud Anthology* for this unit. In addition, students will read an Iroquois tale and an Inuit myth.

In this unit, students will focus on two academic vocabulary words: *point of view* and *occur*. 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.

- *Point of view* refers to who is telling a story; the stories in the first eight chapters of the Reader for this unit will be told from a specific child's *point of view*.
- To *occur* means to take place or to happen.

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.

We recommend that teachers study the core content objectives related to Native Americans listed in the *Tell It Again! Read-Aloud Anthology* for this domain-based unit. The selections that students will read in *Native American Stories* will reinforce and solidify the overall acquisition of knowledge related to this domain. You will find that many materials introduced in Listening & Learning, such as the Image Cards and the Regions and Cultures Organizer for Lessons 3–8, will also be good resources as students read the various chapters of this reader.

Fluency Packet

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

You will want to establish audience guidelines for all students. These are some ideas but you will want to make guidelines that work for 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

Vocabulary Cards will be used again to reinforce the vocabulary listed in the glossary for *Native American Stories*. 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 morphology, grammar, and dictionary skills taught is included in Lesson 8, along with an assessment of silent reading

comprehension using “Geronimo: His Own Story,” a nonfiction selection, and “Fire: A Cherokee Myth” and “The Lion and His Advisors,” two fiction selections.

You may also want to take periodic measurements of students’ fluency levels. You may use either “The Taos Pueblo,” the selection included for fluency assessment, or any of the additional chapters in the Reader for this purpose. Recording and scoring sheets for “The Taos Pueblo” have been included in the Skills Workbook. Assessing fluency requires that you listen to students read orally one-on-one and can be time consuming. You may want to focus on assessing those students whom you believe may be at highest risk.

Note: Students’ mastery of the domain content, Native Americans, is assessed using the Listening & Learning Domain Assessments.

Pausing Point

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

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 (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Etu, the Hunter” by explicitly referring to the text (RI.3.1)
- ✓ Describe characters in “Etu, the Hunter” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RI.3.3)
- ✓ Explain how specific aspects of the illustrations in “Etu, the Hunter” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RI.3.7)
- ✓ Determine the main idea of “Etu, the Hunter”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Etu in “Etu, the Hunter” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Etu, the Hunter” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Etu, the Hunter” to check and support understanding (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Etu, the Hunter” with purpose and understanding (RF.3.4a)
- ✓ Make predictions prior to reading *Native American Stories* and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ə/ spelled ‘a’ and ‘e’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Change some story events and provide a different story ending

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Introduction to Native American Stories”; “Etu, the Hunter”	<i>Native American Stories</i> ; board or chart paper; Worksheet 1.1	55
Spelling	Introduce Spelling Words	board; Individual Code Chart; Worksheet 1.2	25
Take-Home Material	Family Letter; “Etu, the Hunter”; Native American Stories Glossary	Worksheets 1.2, 1.3, PP12	*

Advance Preparation

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

'a' > /ə/	'e' > /ə/

Note to Teacher

During this week, you will review spellings of the schwa sound (/ə/) spelled 'a' and 'e'. Students should be familiar with these spellings as they were introduced in Grade 2. Remind students that what makes the schwa sound (/ə/) tricky is that pronunciation of the sound differs from person to person. Schwa (/ə/) is generally pronounced either /u/ or /i/.

Here are some patterns for you to be aware of:

- The 'a' spelling for /ə/ is the most common and often occurs at the very beginning of a word, as in *about*, or at the very end, as in *China*.
- The 'e' spelling for /ə/ is usually (but not always) found in the middle of words, as in *benefit* and *appetite*.
- The schwa sound is heard mostly in the unstressed syllables of words that contain two or more syllables; however, there are a few one-syllable words that have the sound of schwa, as in *the* (not all the time) and *was*.

In this unit, students will focus on two academic vocabulary words: *point of view* and *occur*. 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.

- *Point of view* refers to who is telling a story; the stories in the first eight chapters of the Reader for this unit will be told from a specific child's *point of view*.
- To *occur* means to take place or to happen.

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

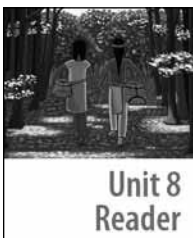
Reading Time

55 minutes

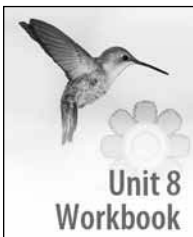
Whole Group: "Introduction to *Native American Stories*"; "Etu, the Hunter"

Introducing the Reader

- Make sure that each student has a copy of the Reader, *Native American Stories*.
- Read the title of the Reader to students.
- Ask students to predict what this Reader might be about.
- Ask students to relate memories of their study of ancient civilizations in earlier grades.
- Have students turn to the Table of Contents.
- Either read several titles from the Table of Contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Tell students that today, they will first review the "Introduction to *Native American Stories*."
- Ask students to turn to the Table of Contents, locate the Introduction, and then turn to the first page of the Introduction.



Introduction to *Native American Stories*;
Etu, the Hunter



Worksheet 1.1

Remember to use academic vocabulary when appropriate: *point of view* and *occur*.

Guided Reading Supports and Purpose for Reading

Pages 6 and 7

- Ask students, “What Reader have you read this year that included a pronunciation key, or a guide for how to say character names?” (*Gods, Giants, and Dwarves*)
- Remind students that *Gods, Giants, and Dwarves* included a pronunciation key for how to say character names because the names were very different than names students are accustomed to reading.
- Point out to students that there is a pronunciation key on **pages 6 and 7**. Tell students that in *Native American Stories*, they will encounter names that are very different than names they are accustomed to reading.
- Guide students through the pronunciation key and point out that they can refer to this key as they read the chapters in *Native American Stories*.

Pages 8 and 9

- Have students turn to **pages 8 and 9**.
- Tell students that the images in the boxes on **page 8** are the characters they will read about in *Native American Stories*. These are the same characters whose names they just practiced saying using the pronunciation key on the previous pages.
- Ask students what they notice about the people in the character boxes. (Answers may vary but should eventually lead to the fact that all the characters are children.)
- Tell students that most of the chapters in *Native American Stories* are told from a child’s *point of view*. Note for students that this means a child is telling the story in each chapter.
- Then, tell students that the number in each character box matches a number on the map on **page 9**.
- Direct students’ attention to the map on **page 9**. Ask them to identify the continent shown on the map. (North America)
- Tell students that each number placed on the map shows where the corresponding character’s chapter takes place.
- Note for students that the chapters in *Native American Stories* describe events that would have happened a long time ago in these locations.

- The following list indicates which characters correspond with which numbers:
 - **Etu (box 1, number 1** on the map)
 - **Adoette and Awan (box 2, number 2** on the map)
 - **Akando and Aponi (box 3, number 3** on the map)
 - **Alemeda (box 4, number 4** on the map)
 - **Alo (box 5, number 5** on the map)
 - **Meda and Flo (box 6, number 6** on the map)
 - **Yutu (box 7, number 7** on the map)
 - **Salali and Dustu (box 8, number 8** on the map)
- Next, use the map to guide students in thinking about how they may potentially compare and contrast characters.
- Direct students' attention to the colors on the map. Ask them, "What do you notice about the areas with color?" (Answers may vary but should include that some areas include numbers and that each area with numbers includes two numbers.)
- Ask students, "Which two characters are listed in the same region of the continent, in the blue part of the map in the Northwest?" (Etu and Yutu)
- Ask students, "What do you know about what it is like that far north on the continent of North America?" (Answers may vary but should include that it is very, very cold.)
- Ask students what they notice about how Etu and Yutu are dressed in the boxes on **page 8** and on the pronunciation key on **pages 6 and 7**. (Both appear to be wearing clothes; Yutu has a coat with a furry hood, which indicates it is likely cold, Etu has a headband on and some sort of top that covers part of his neck.)
- Next, ask students to determine what other characters are listed in the same regions on other parts of the map and what students know about these regions of North America.
- Have students compare and contrast characters using the map, the character boxes, and the images on the pronunciation key. Answers should include the following:

- Adoette and Awan and Salali and Dustu are all in the Southeast region of the map, in the gray-colored section. This region is generally warmer during most of the year but it does experience all four seasons. Adoette and Awan both have short sleeves on their clothes, Salali has no sleeves on hers, and Dustu is not wearing a shirt, indicating the weather is likely warm.
- Akando and Aponi and Meda and Flo are all in the Northeast region of the map, in the light green-colored section. This area experiences all four seasons as well but is not quite as warm as the Southeast for most of the year. Akando is not wearing a shirt, like Dustu, and Aponi also has short sleeves, like Adoette, Awan, and Salali. Meda and Flo have long sleeves but it does not look like they have on a thick coat like Yutu. There is snow melting on the ground in the image for Meda and Flo in the pronunciation key. These differences indicate the seasons in this region.
- Alemeda and Alo are both in the Southwest, in the peach-colored section. This area experiences hot summers and cold winters. It is very dry there as well. Alemeda has long sleeves on but no coat, indicating it is warm but not hot. Alo has no shirt on, like Akando and Dustu, indicating it is very warm.
- Then, have students brainstorm ideas about the following topics and begin to make predictions about what they will read in *Native American Stories*:
 - What kind of clothing do students wear? How is students' clothing the same as or different from the clothing that the characters are wearing?
 - What clothing do you need living very far north compared to living in the south?
 - Where on the map do students live? How does this compare to where the characters' locations are?
 - What is the climate like where students live? How is the climate the same as or different from what the climate might be where the characters are?
 - What games do students play? How might these games be the same as or different from what these characters might play?
 - How do students get food? How might this be the same as or different from how the characters might get food?

Note to Teacher

Depending on students' needs, you may want to pause and have students take a short break before continuing on with Chapter 1 in *Native American Stories*.

Introducing the Chapter

- Tell students that Chapter 1, “Etu, the Hunter,” is a work of historical fiction, like most of the chapters in this Reader. Historical fiction has two important features: the stories and characters are made up but the times and places were real. The real place in this chapter is the region of North America called the Northwest. The real time is the Ice Age.
- Ask students to turn to the map that they discussed on **page 9**.
- Point out to students where Etu’s home is located on the map. (See **box 1** in “Introduction to *Native American Stories*.” The Northwest includes **number 1** on the map in “Introduction to *Native American Stories*.”)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Have students take a few minutes to talk about the images in the chapter and then ask them to predict why this chapter might be titled, “Etu, the Hunter.”

Previewing the Vocabulary

- As in previous units, we recommend the use of the provided Vocabulary Cards. Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they appear. The page number where the word first appears in “Etu, the Hunter” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter. An asterisk after a word indicates the word is also taught in Listening & Learning.

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

Vocabulary for “Etu, the Hunter”

1. **glistening**—sparkling (10)
2. **tracker**—a person who follows animal tracks (10)
3. **wobble**—to move from side to side in an unsteady way (10)
4. **flint**—a type of hard rock (12)
5. **slingshot**—a Y-shaped stick with elastic bands attached that is used to shoot small stones (**slingshots**) (12)
6. **woolly***—covered with soft, thick, curly hair (12)
7. **mammoth***—an ancient elephant that was covered with woolly fur and had long tusks that curved upward (12)
8. **tusk**—one of two long, curved teeth that stick out of an animal’s mouth, such as an elephant or walrus (**tusks**) (12)
9. **stampede**—to suddenly run away in fear as a large group (12)
10. **haze**—smoke or mist that fills the air and makes it hard to see (14)
11. **terrain**—the shape of land (14)
12. **shelter**—a structure that covers people (14)
13. **flesh**—the meat of an animal (14)
14. **crouch**—to stoop or squat (**crouched**) (16)

Guided Reading Supports and Purpose for Reading

- Brainstorm with students the meaning of the word *needs* and what some of their needs are. (Answers may vary but could include food, water, shelter, and clothing.)
- Now, ask students how they have their needs met, for example, how do they end up with food on their tables at mealtimes? (Answers may vary but could include families use money to buy food at a grocery store, they store food in the refrigerator and cabinets, and cook food at home.)
- Tell students that Etu’s people obtain food in a very different way than we know. Ask students if any of them have ever gone hunting.

Pages 10 to 13

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *glistening*, *tracker*, *wobble*, *flint*, *slingshot*, *woolly*, *mammoth*, *tusk*, and *stampede*. Point out that the words *slingshots*, *mammoths*, and *tusks* are used in this chapter.
- Direct students' attention to the image on **page 11** and call on one student to read the caption.
- Tell students to read **pages 10 to 13** to themselves to find the answer to the question: "Who is telling the story?"
- When students have finished reading, restate the question and ask students to answer. (Etu is telling the story.) Help students understand that Etu is telling the story by pointing out that his name is in the caption as the one stepping into his brother's footprints and the pronoun *I* is used in the text to describe what is happening.
- Ask, "What is Etu doing in the first part of this chapter?" (He is hunting mammoths with the men in his family.)
- Direct students' attention to the image on **page 13** and have one student read the caption aloud.

Pages 14 to 17

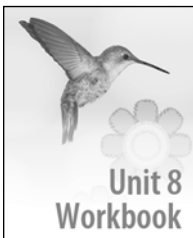
- Follow established procedures to preview the Vocabulary Cards for *haze*, *terrain*, *shelter*, *flesh*, and *crouch*. Note for students that *crouched* is used in this chapter.
- Direct students' attention to the image on **page 15** and read the caption aloud as a class.
- Ask students to read **pages 14 to 17** to themselves to learn why the mammoth was important to Etu's family.
- When students have finished reading, restate the question and ask students to answer. (Their shelters were built from mammoth skin and bones, among others things, the flesh fed many people for quite some time, and the skin and fur was made into warm clothing.)
- Ask, "Why did the hunting group suddenly stop and crouch down?" (Etu's brother signaled to the group that they could catch a mammoth and then they went about doing so.)
- Direct students' attention to the image on **page 17** and call on one student to read the caption aloud.

Wrap-Up

- Remind students that they have practiced determining the main idea of a selection or chapter in past units.
- Also, remind students that the main idea is what the selection or chapter is mostly about; it is the big idea of what the author wants readers to learn.
- Discuss with students what the main idea of this chapter is. Write their ideas on the board or chart paper. Students may not exactly state the main idea like this but it should resemble the following: Etu's people must carefully hunt for mammoths. Mammoth flesh provides food and the skin and bones are used to make clothing and shelter.
- Have students complete Worksheet 1.1 independently.

Spelling

25 minutes



Worksheet 1.2

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

Introduce Spelling Words

- Tell students that this week, they will review the words with the sound of /ə/ spelled 'a' and 'e'.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|-------------|------------------------------------|
| 1. dozen | 12. sentence |
| 2. again | 13. area |
| 3. enemy | 14. secure |
| 4. Shaman | 15. taken |
| 5. deposit | 16. probably |
| 6. ability | 17. bulletin |
| 7. problem | 18. company |
| 8. distance | Challenge Word: American |
| 9. about | Challenge Word: independent |
| 10. elegant | Content Word: glistening |
| 11. debate | |

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

- | | |
|-------------|------------------------------------|
| 1. dozen | 12. sentence |
| 2. again | 13. area |
| 3. enemy | 14. secure |
| 4. Shaman | 15. taken |
| 5. deposit | 16. probably |
| 6. ability | 17. bulletin |
| 7. problem | 18. company |
| 8. distance | Challenge Word: American |
| 9. about | Challenge Word: independent |
| 10. elegant | Content Word: glistening |
| 11. debate | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *American* and *independent*, are also part of the spelling list and are words used very often. Both Challenge Words follow the spelling pattern for this week as both ‘a’s in *American* are pronounced /ə/ and the first and last ‘e’s in *independent* are pronounced /ə/. Use the Challenge Words in sentences as examples for students: “I am proud to be an *American*.” “The class can do *independent* work without the help of our teacher.”
- Remind students that this week, they once again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *glistening*, does follow the spelling patterns for this week as the ‘e’ is pronounced /ə/. *Glistening* is a content-related word because it is an adjective that describes the snow in “Etu, the Hunter” in *Native American Stories*.

- Now, draw the following table on the board:

'a' > /ə/	'e' > /ə/

- Ask students to refer to the spellings for /ə/ on the **Individual Code Chart page 3**. Point out that there are two spellings for /ə/.
- Ask students which spelling is most frequently used. ('a' > /ə/)
- Ask students to tell you which words to list under the 'a' > /ə/ heading. Briefly explain the meaning of each word.
- Ask students to tell you which words to list under the 'e' > /ə/ heading. Briefly explain the meaning of each word.

'a' > /ə/	'e' > /ə/
again	dozen
Shaman	enemy
ability	deposit
distance	problem
about	debate
elegant	sentence
area	secure
probably	taken
company	bulletin
American	independent
	glistening

- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then, have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class, “Does the sentence make sense?” If the class says, “Yes,” then the student puts a check mark in front of

the word and calls 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 of the words are used or time has run out.

- Tell students this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Worksheet 1.2 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; “Etu, the Hunter”; Native American Stories Glossary

- Have students take home Worksheet 1.2 to share with a family member, Worksheet 1.3 to read to a family member, and Worksheet PP12 to use as a reference during this unit.

Lesson 2

Grammar

✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Adoette and Awan, the Bird Chasers” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Adoette and Awan, the Bird Chasers” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Adoette and Awan, the Bird Chasers” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Adoette and Awan in “Adoette and Awan, the Bird Chasers” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Adoette and Awan, the Bird Chasers” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Adoette and Awan, the Bird Chasers” to check and support understanding (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Independently read “Adoette and Awan, the Bird Chasers” with purpose and understanding (RF.3.4a)
- ✓ Summarize (orally or in writing) “Adoette and Awan, the Bird Chasers” (SL.3.4)
- ✓ Form and use plural possessive nouns (L.3.2d)
- ✓ 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: “Adoette and Awan, the Bird Chasers”	<i>Native American Stories</i> ; Vocabulary Cards; Worksheet 2.1; summary chart	25
Grammar	Introduce Plural Possessive Nouns Not Ending in ‘s’ or ‘es’	board or chart paper; Worksheet 2.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	“Adoette and Awan, the Bird Chasers”	Worksheet 2.3	*

Advance Preparation

Write the following summary chart on the board or chart paper for the Reading lesson. Note that you may use this chart in each lesson so you may want to prepare it in a way that allows you to reuse it.

Summary Chart	
Question	Important words and phrases
Who?	
What?	
When?	
Where?	
Why?	
Other?	
Summary	

Display the **possessive nouns** poster you created for a previous lesson:

Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (-'s)
- A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (-s')

Add the following to it:

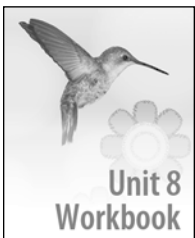
- If a plural noun does not end with 's', add -'s to form a **plural possessive noun**.

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

1. The childrens friends came over to play.
2. The mens room is to the left of the womens room.
3. The mices homes were toasty and warm.
4. The peoples ideas were all written down.



Chapter 2



Worksheet 2.1

Remember to use academic vocabulary when appropriate: *point of view* and *occur*.

Whole Group: “Adoette and Awan, the Bird Chasers”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Adoette and Awan, the Bird Chasers.”
- Ask students if they recall what historical fiction means. (The story and characters are made up, but the times and places were real.)
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Adoette and Awan. (See **box 2** in “Introduction to *Native American Stories*.”) Also, point out where Adoette and Awan lived on the map of North America. (the Southeast, **number 2** on the map in “Introduction to *Native American Stories*”)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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

Vocabulary for “Adoette and Awan, the Bird Chasers”

1. **chat**—to talk in an informal, friendly way (**chatted**) (18)
2. **caw**—to cry like a crow (**cawing**) (18)
3. **horizon**—the line in the distance where the earth or ocean seems to meet the sky (20)
4. **hoe**—a tool with a long handle and a flat blade used for gardening to loosen dirt and dig up weeds (20)
5. **channel**—a long, narrow row dug for planting seeds (**channels**) (20)
6. **store**—to put things away for future use (**stored**) (20)
7. **husk**—the outer covering of seeds such as corn (**husks**) (20)
8. **critter**—a small animal (**critters**) (20)
9. **talon**—a sharp claw of a bird of prey (**talons**) (22)
10. **germinate**—to sprout (22)
11. **scuttle**—to run quickly and playfully; scamper (22)

Guided Reading Supports and Purpose for Reading

Pages 18 to 21

- Read the title of the chapter together as a class, “Adoette and Awan, the Bird Chasers.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *chat*, *caw*, *horizon*, *hoe*, *channel*, *store*, *husk*, and *critter*. Point out that *chatted*, *cawing*, *channels*, *stored*, *husks*, and *critters* appear in this chapter.
- Point students’ attention to the image on **page 19** and read the caption aloud as a class.
- Ask students what differences they notice in the image on **page 19** compared to the images in Chapter 1. (Answers may vary but should include that Adoette and Awan are barefoot and wearing clothing typical for warmer weather. There is grass on the ground and they are walking near homes. Etu was wearing warm clothes, walking in the snow, and away from his home for a time.)
- Tell students to read **pages 18 to 21** to themselves to find the answer to the question: “How did Adoette and Awan’s people get their food?”
- When students have finished reading, restate the question and ask students to answer. (They planted corn in fields and tended to the fields as it grew.)
- Then, ask students, “How is this different from the way Etu’s people got food?” (Etu’s people hunted for food; Adoette and Awan’s people planted seeds and grew food.)
- Direct students’ attention to the image and caption on **page 21**.

Pages 22 to 27

- Follow established procedures to preview the Vocabulary Cards for *talon*, *germinate*, and *scuttle*. Point out that the word *talons* appears in this chapter.
- Direct students’ attention to the images on **pages 23, 25, and 27** and call on several students to read the captions aloud.
- Tell students to read **pages 22 to 27** to themselves to find the answer to the question: “What happened when Adoette and Awan went to the family cornfield to guard the crop?”

- When students have finished reading, restate the question and ask students to answer. (Adoette found an injured crow and wanted to help it. Awan told her she was crazy because they were supposed to scare crows away. Adoette wanted to help the crow and carried it home at the end of the day.)
- Ask, “Why did Adoette and Awan need to scare the crows away?” (so they wouldn’t eat the corn growing in the field)

Wrap-Up

- Remind students that they discussed the main idea for Chapter 1 about Etu.
- Tell students that today, they will write a summary of Chapter 2, which is similar to determining the main idea.
- Direct students’ attention to the chart you prepared in advance.
- Display the “W” poster found at the end of this lesson. Remind students that they have worked with this poster in earlier grades. Point out the features of the poster. (the questions *Who?*, *What?*, *When?*, *Where?*, and *Why?* and accompanying images)
- Tell students you will work together to answer the questions on the poster related to the chapter they just read. They will use the answers to write a summary of the chapter.
- Ask students the questions in the chart and fill it in as they answer. (You may wish to use the following completed chart as a guide.)
- Once the questions have been answered, tell students you will now use the answers to write a short summary of the chapter. (Again, you may wish to use the following completed chart as a guide.)
- Point out that a summary may include a little bit more information than a main idea but it still only provides an overview of what the chapter is about.

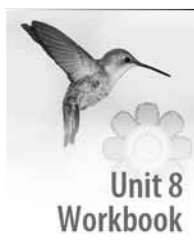
Summary Chart	
Question	Important words and phrases
Who?	Adoette and Awan
What?	Adoette tended to an injured crow, Awan couldn't believe she would help the "enemy"
When?	spring
Where?	cornfield
Why?	scaring the crows away from the corn crop
Other?	corn used for food, making baskets and mats
Summary	Adoette and Awan chased crows away from their family's cornfield so they wouldn't eat the plants. Corn was important for food and for making baskets and mats. Adoette wanted to help an injured crow and Awan couldn't believe what she was doing.

- Have students complete Worksheet 2.1 independently.

Grammar

25 minutes

Introduce Plural Possessive Nouns Not Ending in 's' or 'es'



Worksheet 2.2

For additional practice, see Pausing Point Worksheet PP7.

- Ask, "What are plural possessive nouns?" (nouns that show ownership)
- Remind students that plural possessive nouns are formed by adding an apostrophe to a plural noun that ends with 's' or 'es'.
- Ask, "Do all plural nouns end with 's' or 'es'?" (No, some nouns, when made plural, are different words from their singular counterparts and are called irregular plurals. Examples are: *man* and *men*, *woman* and *women*, *mouse* and *mice*, *person* and *people*, and *child* and *children*.)
- Tell students that when a plural noun does not end with 's' or 'es', you add an apostrophe and 's' (-'s) to make it a possessive noun.
- Read the first sentence aloud that you placed on the board in advance without uncovering it.
 1. The childrens friends came over to play.
- Ask, "Do you hear a possessive noun in this sentence?" (yes, childrens)
- Ask, "Is it a singular or a plural possessive noun?" (plural, children means more than one child)

- Uncover the sentence and ask, “Is there an apostrophe missing in the sentence?” (yes)
- Have students look carefully and brainstorm where the apostrophe should go. Direct students to look at the possessive nouns poster you placed on the board in advance and read the additional statement that was added.

If a plural noun does not end with ‘s’, add –’s to form a **plural possessive noun**.

- Say, “Thinking carefully about the word *children*, does the word end with ‘s’?” (no)
- Write the apostrophe after *children* and before the ‘s’. (*children’s*)
- Ask students to justify why *children’s* is correct. (*Children’s* is the plural possessive of *children*, which is a plural noun.)
- Show students that when you cover the apostrophe, the word to the left of the apostrophe is the plural form of *child*. (*children*)
- Write *childrens’* on the board and ask students to justify why this is incorrect. (The word *childrens* is not the plural of *child*. The ‘s’ is not needed to form the plural.)
- Next, read the second sentence you placed on the board without uncovering it.

2. The mens room is to the left of the womens room.

- Ask, “Do you hear possessive nouns in this sentence?” (yes, *mens* and *womens*)
- Ask, “Are the nouns singular or plural?” (plural; *men* means more than one man and *women* means more than one woman)
- Ask, “What are the singular forms of the nouns?” (*man* and *woman*)
- Uncover the sentence and ask, “Are there apostrophes missing?” (yes)
- Have students decide where the apostrophes would go. (before the ‘s’ in each word)
- Write the apostrophes before the ‘s’ in *mens* and *womens* to make them plural possessive. (*men’s* and *women’s*)
- Ask students to justify why the apostrophe is placed before the ‘s’. (The words *men* and *women* are the plural forms of *man* and *woman*.)

- Cover the apostrophe and ‘s’ (–’s) and ask students to tell whether the word to the left of the apostrophe is singular or plural. (plural, *men* is the plural of *man* and *women* is the plural of *women*)
- Write *mens’* and *womens’* on the board and ask students to justify why they are incorrect. (The words *mens* and *womens* are not the plural forms of *man* and *woman*. The ‘s’ is not needed to form the plural.)
- Follow the same procedure for the remaining two sentences.
 3. The mices homes were toasty and warm. (mice’s)
 4. The peoples ideas were all written down. (people’s)
- When ready, have students turn to Worksheet 2.2 and complete it as a teacher-guided activity.

Extension

30 minutes

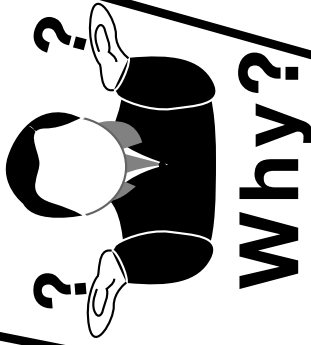
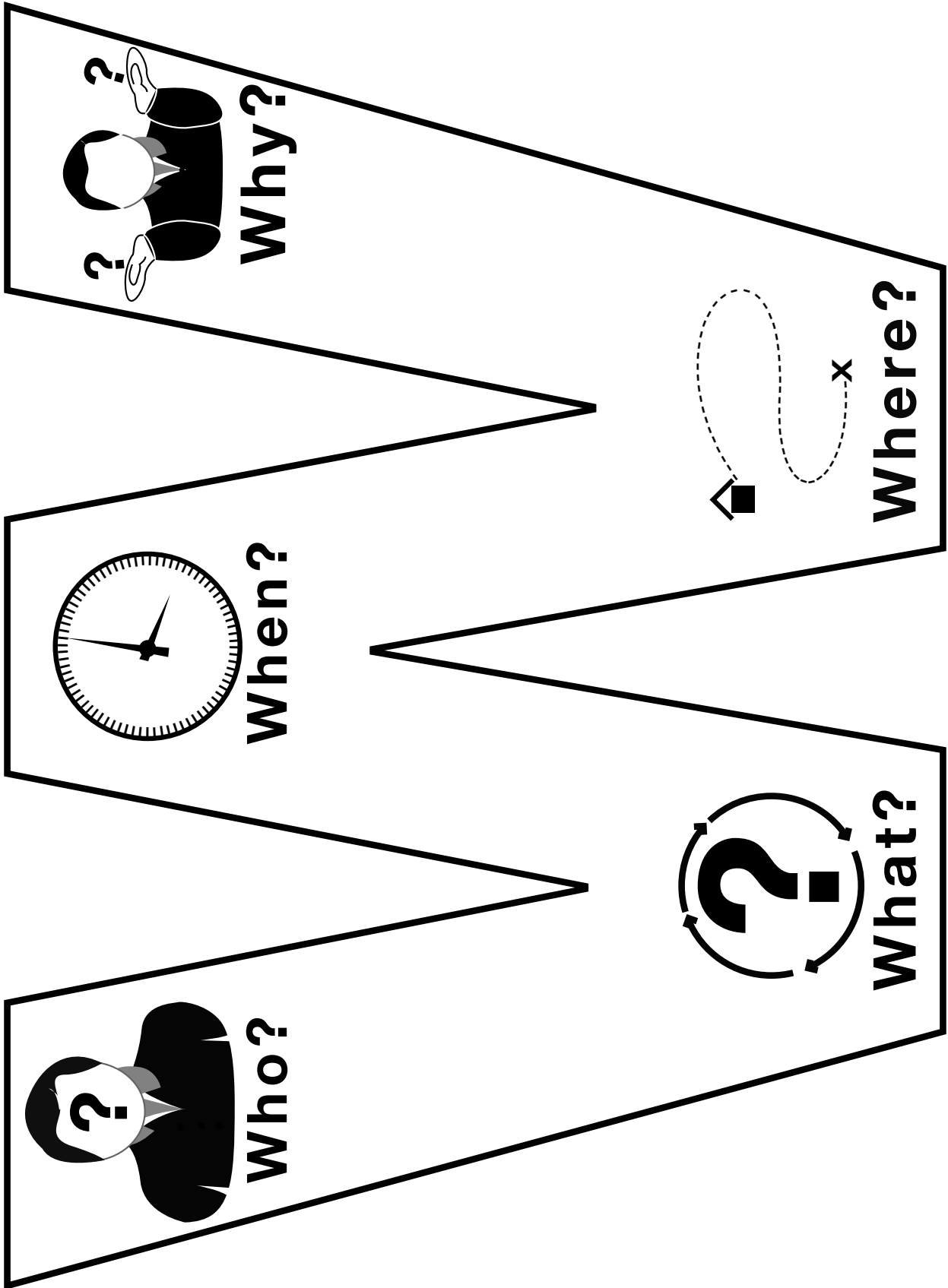
Extend Student Knowledge

- Depending on students’ needs, please choose from the following activities during this time:
 - Extension activities provided in the Pausing Point
 - Unit-specific writing prompts
 - Assessment and remediation activities outlined in the *Assessment and Remediation Guide* or remediation activities you deem appropriate
 - Reader’s Chair, using Readers from previous units
 - Reader’s Journal, using Readers from previous units

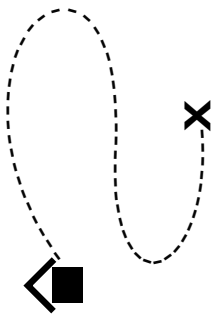
Take-Home Material

“Adoette and Awan, the Bird Chasers”

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



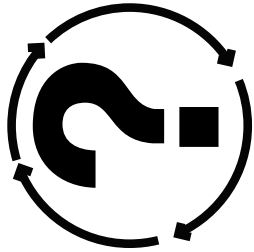
Why?



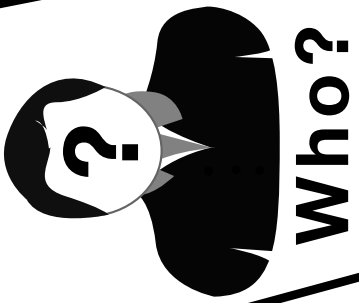
Where?



When?



What?



Who?

Lesson 3

Morphology

✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Akando and Aponi, the Gatherers” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Akando and Aponi, the Gatherers” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Akando and Aponi, the Gatherers” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the most important points and key details presented in “Akando and Aponi, the Gatherers” and “Adoette and Awan, the Bird Chasers” in terms of what they grew in their fields (RI.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Akando and Aponi in “Akando and Aponi, the Gatherers” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Akando and Aponi, the Gatherers” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Akando and Aponi, the Gatherers” to check and support understanding (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Decode words with common Latin suffixes *-ish* and *-ness* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Akando and Aponi, the Gatherers” with purpose and understanding (RF.3.4a)
- ✓ Summarize (orally or in writing) “Akando and Aponi, the Gatherers” (SL.3.4)
- ✓ Form and use singular possessive nouns (L.3.2d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ə/ spelled ‘a’ and ‘e’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-ish* or *-ness* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify real-life connections between words and their use (e.g., people who are *childish*, *snobbish*) (L.3.b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: “Akando and Aponi, the Gatherers”	<i>Native American Stories</i> ; Vocabulary Cards; Worksheet 3.1; summary chart	25
Morphology	Introduce Suffixes <i>-ish</i> and <i>-ness</i>	board or chart paper; Worksheets 3.2–3.5	25
Grammar	Practice Singular Possessive Nouns	prepared poster; prepared phrase strips	15
Spelling	Blank Busters	Worksheet 3.6	15
Take-Home Material	“Akando and Aponi, the Gatherers”	Worksheet 3.7	*

Advance Preparation

Prepare the summary chart for the Reading lesson.

Summary Chart	
Question	Important words and phrases
Who?	
What?	
When?	
Where?	
Why?	
Other?	
Summary	

Have the **possessive nouns** poster you created for a previous lesson on display for the Grammar lesson:

Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and ‘s’ to a singular noun. (–’s)
- A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with ‘s’ or ‘es’, add only an apostrophe to the plural noun. (–s’)
- If a plural noun does not end with ‘s’, add –’s to form a **plural possessive noun**.

Photocopy the next page of Phrase Strips for use during the Grammar lesson.

Phrase Strips

the black hat that belongs to Bob

Bob's black hat

the tall windows of the house

the house's tall windows

the orange goldfish belonging to the girl

the girl's orange goldfish

the outdated computer of Mrs. Smith

Mrs. Smith's outdated computer

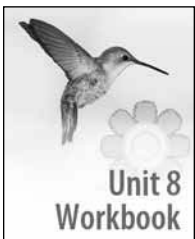
the detailed report written by the student

the student's detailed report

Small Group: “Akando and Aponi, the Gatherers”



Chapter 3



Worksheet 3.1

Remember to use academic vocabulary when appropriate: *point of view* and *occur*.

Introducing the Chapter

- Tell students that the title of today’s chapter is “Akando and Aponi, the Gatherers.”
- Remind students that each chapter is about a group of people from a different area of North America.
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Akando and Aponi. (See **box 3** in “Introduction to *Native American Stories*.”) Also, point out where Akando and Aponi lived on the map of North America. (the Eastern region, **number 3** on the map in “Introduction to *Native American Stories*”)
- Ask students to recall the main idea they discussed for Chapter 1 and the summary they wrote for Chapter 2.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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

Vocabulary for “Akando and Aponi, the Gatherers”

1. **squint**—to look at with partially closed eyes (**squinted**) (28)
2. **linger**—to be slow to leave (**lingered**) (28)
3. **hearth**—the area in front of a fireplace (28)
4. **ceremonial***—relating to a formal series of events that mark an important occasion (28)
5. **construct**—to build (**constructed**) (28)
6. **preserve**—to prepare food to keep for future use (**preserved**) (30)
7. **milkweed**—a plant with juicy leaves (30)
8. **tobacco**—a plant whose leaves are harvested for smoking or chewing (32)
9. **Shaman***—a person who heals the sick and communicates with spirits (**Shamans**) (32)
10. **birch**—a tree with hard wood and smooth bark that peels off easily in strips (32)
11. **autumnal**—relating to the season of fall (34)
12. **copper**—reddish-brown (36)

Purpose for Reading

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

Note to Teacher

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

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have students complete Worksheet 3.1 as they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently and complete Worksheet 3.1 as they read. Tell students to be prepared to discuss the chapter to create a summary after reading.

Guided Reading Supports

Pages 28–33

- Read the title of the chapter together as a group, “Akando and Aponi, the Gatherers.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *squint*, *linger*, *hearth*, *ceremonial*, *construct*, *preserve*, *milkweed*, *tobacco*, *Shaman*, and *birch*. Point out that the words *squinted*, *lingered*, *constructed*, *preserved*, and *Shamans* are also used in this chapter.
- Tell students to read **pages 28–33** to themselves to answer the question: “What did Akando, Aponi, and the other children in their village do at this time of year?”
- When students have finished reading, restate the question and ask students to answer. (At this time of year, the children gathered nuts, fruits, berries, onions, and milkweed to be preserved for the winter. Other children helped in the fields harvesting sunflowers, corn, and squash.)
- Say, “Compare and contrast what Akando and Aponi’s people grow in the fields with that of Adoette and Awan.” (Akando and Aponi’s people grew corn for food and for making baskets and mats. Adoette and Awan’s people also grew corn for food but they grew other things to eat as well. They also grew tobacco to be used for medicine.)
- Direct students’ attention to the images on **pages 29, 31, and 33** and call on students to read the captions aloud.

Pages 34–37

- Follow established procedures to preview the Vocabulary Cards for *autumnal* and *copper*.
- Direct students’ attention to the image on **page 35** and read the caption aloud as a group.
- Tell students to read **pages 34–37** to themselves to find out what Akando and Aponi did to take a break from gathering items for their baskets.
- When students have finished reading, restate the question and ask students to answer. (They played a guessing game led by Akando. He promised to show Aponi how to beat him if she filled her basket.)
- Have students look at the image and read the caption on **page 37**.

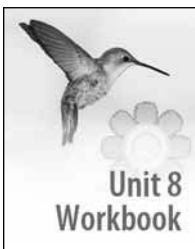
Wrap-Up

- Call students from both groups back together as a whole group.
- Ask students to describe the steps they went through to create a summary of Chapter 2 about Adoette and Awan. (Answers may vary but could include that they recalled writing a main idea for Chapter 1, filled in a chart together to answer the “W” questions, and then created a summary using the answers.)
- Ask students to help you fill in the chart and then create a summary using the answers. (You may wish to use the following completed chart as a guide.)

Summary Chart	
Question	Important words and phrases
Who?	Akando and Aponi
What?	gathering items from nature to preserve for food during the winter
When?	fall
Where?	a forest near the village
Why?	to collect food before rains and frost damage the items they need to collect
Other?	took a break from gathering to play a guessing game
Summary	Akando and Aponi gathered items like nuts, fruits, and berries in the forest to be preserved for food during the winter. They took a break to play a guessing game.

Morphology

25 minutes



Worksheets 3.2–3.5

For additional practice, see Pausing Point Worksheet PP9.

Introduce Suffixes *-ish* and *-ness*

- Remind students that suffixes are added to the end of a root word.
- Tell students that the two suffixes they will study this week are *-ish* and *-ness*.
- Write the suffixes on the board and point out that the suffix *-ish* is pronounced /ish/ and the suffix *-ness* is pronounced /nes/.

Adding Suffix *-ish*

- Explain to students that *-ish* means “having the characteristics of” or “like.”

- Tell students that they will add the suffix *-ish* to root words that are nouns. The new words created are adjectives.
- Write *fool* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (someone who is ridiculous and acts without good sense or judgment; He acted like a *fool* to try and impress a girl he liked.)
- Add the suffix *-ish* to *fool* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (having the characteristics or like someone who is ridiculous and acts without good sense or judgment)
- Share the following example of the use of *foolish* in a sentence:
 - He made a *foolish* choice when he bought that expensive car without having a job.
- Ask students to provide sentences using the word *foolish*. (Answers may vary.)
- Ask students for synonyms of *foolish*. (silly, ridiculous)
- Continue in this manner for the remaining *-ish* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.
- Note for students that the 'e' in *style* must be dropped before adding *-ish*. Also, remind students that the 'b' in *snob* must be doubled before adding *-ish*.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
child	(noun) a young person	childish	(adjective) having the characteristics of or like a young person Synonyms: babyish, immature	The man responded in a <u>childish</u> manner by throwing a fit when he heard the decision.
fever	(noun) a body temperature that is higher than normal; a state of excited activity or emotion	feverish	(adjective) having the characteristics of or like a body temperature that is higher than normal; having the characteristics of or like a state of excited activity or emotion Synonyms: heated, excited, intense	The child felt <u>feverish</u> so his mom took his temperature. The basketball team made a comeback at a <u>feverish</u> pace, winning the game.
style	(noun) the way people act and dress at a particular time	stylish	(adjective) having the characteristics of or like the way people act and dress at a particular time Synonyms: fashionable, trendy, chic	Rachel is so <u>stylish</u> and always wears clothes that follow current trends.
self	(noun) an individual	selfish	(adjective) having the characteristics of or like an individual Synonym: self-centered	A <u>selfish</u> child does not share with others.
snob	(noun) a person who thinks he or she is better than others	snobbish	(adjective) having the characteristics of or like a person who thinks he or she is better than others Synonyms: stuck up, arrogant, conceited	Her <u>snobbish</u> attitude made it seem like nobody was good enough to be her partner for the project.

Adding Suffix -ness

- Explain to students that *-ness* means “in the state or condition of being.”
- Tell students that they will add the suffix *-ness* to root words that are adjectives. The new words created are nouns.
- Write *lonely* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (without others; She felt *lonely* standing on the edge of the playground watching the other kids play together.)

- Add the suffix *-ness* to *lonely*, pointing out that ‘y’ must first be changed to ‘i’, and have students read the suffix, read the new word, and then discuss the meaning of the new word. (in the state or condition of being without others)
- Share the following example of the use of *loneliness* in a sentence:
 - *Loneliness* set in after all of her friends left and she was in the house by herself.
- Ask students to provide sentences using the word *loneliness*. (Answers may vary.)
- Ask students for synonyms of *loneliness*. (solitude, isolation)
- Continue in this manner for the remaining *-ness* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.
- Note for students that the ‘y’ in *happy* must be changed to ‘i’ before adding *-ness*.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
sick	(adjective) ill, not feeling well	sickness	(noun) in the state or condition of being ill, not feeling well Synonyms: illness, disease	There has been no <u>sickness</u> yet in our family this year.
kind	(adjective) wanting to help others and do good things	kindness	(noun) in the state or condition of wanting to help others and do good things Synonyms: gentleness, compassion	I was thankful for the <u>kindness</u> of a stranger who helped me change out my flat tire for the spare one.
quick	(adjective) fast	quickness	(noun) in the state or condition of being fast Synonym: speediness	The horse showed such <u>quickness</u> as he ran across the field.
sad	(adjective) not happy	sadness	(noun) in the state or condition of being not happy Synonyms: sorrow, grief, unhappiness	Tina spoke with <u>sadness</u> in her voice when she told us she was moving.
happy	(adjective) feeling enjoyment and pleasure	happiness	(noun) in the state or condition of feeling enjoyment and pleasure Synonyms: joy, delight	Russell spread his <u>happiness</u> when he showed his excellent report card to his family.
dark	(adjective) without much light	darkness	(noun) in the state or condition of being without much light Synonyms: night, gloom	It took us a while to find our flashlight in the <u>darkness</u> after the storm.
aware	(adjective) noticing something	awareness	(noun) in the state or condition of noticing something Synonyms: mindfulness, attentiveness	Dad's <u>awareness</u> about what goes on in the neighborhood comes from talking to a lot of people.
fit	(adjective) healthy	fitness	(noun) in the state or condition of being healthy Synonyms: health, wellness	I started following a plan to improve my <u>fitness</u> with exercise and diet changes to stay healthy.
still	(adjective) calm, quiet	stillness	(noun) in the state or condition of being calm, quiet Synonyms: silence, tranquility	Mom enjoyed the <u>stillness</u> of the house after everyone left in the morning.

- Have students complete Worksheets 3.2–3.5 with a partner.

Practice Singular Possessive Nouns

- Direct students' attention to the possessive nouns poster you created and displayed earlier and read it with them.

Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (–'s)
 - A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (–')
 - If a plural noun does not end with 's', add –'s to form a **plural possessive noun**.
- Read the following phrases to students and have them change the noun that shows ownership to a singular possessive noun. An example would be: *The green lunchbox that belongs to Ron* becomes *Ron's green lunchbox*. Note for students that the adjective *green* describes the *lunchbox* and remains in its place before the noun it describes when the phrase is made to show possession.

The blue book that belongs to my mother (*my mother's* blue book)

The shiny sports car of my Uncle Sam (*Uncle Sam's* shiny sports car)

The pink and blue polka-dotted dress of Pam (*Pam's* pink and blue polka-dotted dress)

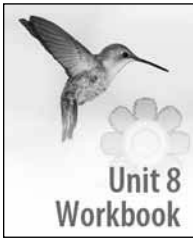
- Have students justify their answers by restating how singular possessive nouns are formed. (Singular possessive nouns are formed by adding an apostrophe and 's' to a singular noun.)
- Divide students into 10 teams and give each team one of the phrase strips you photocopied and cut apart in advance. Students will receive either a strip of a noun phrase that shows ownership or a strip of a phrase that shows the noun having been changed to a singular possessive noun.
- Tell students that they need to match their strip with its partner. Give students time to find their match.

- After all teams have found their partners, have each team read the two strips aloud.
- Ask, “Where does the apostrophe go in a singular possessive noun?” (before the ‘s’)

Spelling

15 minutes

Blank Busters



Worksheet 3.6

- Tell students that they will practice writing their spelling words for the week.
- Tell students to turn to Worksheet 3.6. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ly*, or *-ing*.
- Ask students to read the statement in **number 1** silently and fill in the blank. When students have completed **number 1**, call on one student to read **number 1** aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week’s spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to **number 2** and fill in the blanks on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don’t get it right, they will not be penalized.

Take-Home Material

“Akando and Aponi, the Gatherers”

- Have students take home Worksheet 3.7 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 (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Alemeda, the Basket Weaver” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Alemeda, the Basket Weaver” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Alemeda, the Basket Weaver” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RI.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Alemeda in “Alemeda, the Basket Weaver” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Alemeda, the Basket Weaver” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Alemeda, the Basket Weaver” to check and support understanding (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Decode words with common Latin suffixes *-ish* and *-ness* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Alemeda, the Basket Weaver” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Alemeda, the Basket Weaver,” explicitly drawing on preparation and other information known about Alemeda to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Alemeda (SL.3.1d)
- ✓ Summarize (orally or in writing) “Alemeda, the Basket Weaver” (SL.3.4)
- ✓ Form and use possessive pronouns (L.3.2d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ə/ spelled ‘a’ and ‘e’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-ish* or *-ness* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify real-life connections between words and their use (e.g., people who are *feverish, childish*) (L.3.b)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group Silent: “Alemeda, the Basket Weaver”	<i>Native American Stories</i> ; Vocabulary Cards; Worksheet 4.1; summary chart	25
Grammar	Introduce Possessive Pronouns	prepared poster; Worksheet 4.2	25
Morphology	Practice Suffixes <i>-ish</i> and <i>-ness</i>	paper; markers or pencils; Worksheet 4.3	15
Spelling	Word Sort	Worksheet 4.4	15
Take-Home Material	“Alemeda, the Basket Weaver”	Worksheet 4.5	*

Advance Preparation

Create and display the following poster entitled “**Possessive Pronouns**” to be used during the Grammar lesson:

Possessive Pronouns

Possessive pronouns are words that show ownership and are used before nouns (*my, our, his, her, its, our, and their*).

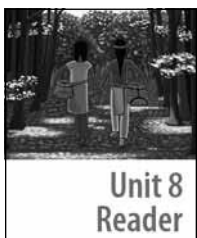
Reading Time

25 minutes

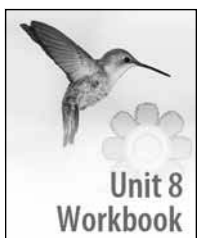
Whole Group Silent: “Alemeda, the Basket Weaver”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Alemeda, the Basket Weaver.”
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Alemeda. (See **box 4** in “Introduction to *Native American Stories*.”) Also, point out where Alemeda lived on the map of North America. (the Southwest, **number 4** on the map in “Introduction to *Native American Stories*”)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter



Chapter 4



Worksheet 4.1

Previewing the Vocabulary

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

Guided Reading Supports and Purpose for Reading

Pages 38–45

- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.
- Tell students that today, they will read the chapter silently to themselves. After reading, they will discuss the chapter as a class.
- Have students read **pages 38–45** and think about what Alemeda wants compared to what her grandmother says she needs to do.
- Give students time to read the chapter. You may want to circulate throughout the room, lending assistance as needed.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Alemeda, the Basket Weaver”

1. *Literal* What does Alemeda want to do? (She wants to play.)
2. *Literal* What does her grandmother want her to do instead? Why? (Her grandmother said she needs to keep making baskets because it is important that she learn this skill. The baskets are needed to store food. Plus, women who can weave baskets get noticed by boys.)

- Have students complete Worksheet 4.1 as a teacher-guided activity. Use the following summary chart as needed to help students answer the last question on the worksheet.

Summary Chart	
Question	Important words and phrases
Who?	Alemeda and her grandmother
What?	weaving baskets
When?	N/A
Where?	the village
Why?	baskets needed to carry water, store food, for cooking
Other?	Alemeda would rather hunt
Summary	Alemeda wanted to hunt but her grandmother said she needed to learn the skill of basket weaving. Baskets were needed to carry water, store food, and for cooking. Alemeda wove baskets with her grandmother.

Grammar

25 minutes

Introduce Possessive Pronouns



Worksheet 4.2

For additional practice, see Pausing Point Worksheet PP8.

- Ask, “What is a noun?” (a word that names a person, place, or thing)
- Ask, “What is a possessive noun?” (a person, place, or thing that has or owns something)
- Ask, “What is a pronoun?” (a word that takes the place of a noun)
- Read the following sentences and ask, “What pronoun do you hear?”
The coat belonging to (insert your name) is blue. My coat is blue.
(*my*)
- Ask, “What noun does the pronoun replace?” [The pronoun *my* replaces (your name, for example, *Mrs. Smith*).]
- Read the following sentences and ask, “What pronoun do you hear?”
Clean (insert a child’s name, for example, *John’s*) room. Clean your room. (*your*)
- Ask, “What noun does the pronoun replace?” [The pronoun *your* replaces (the name of a child, for example, *John*).]
- Read the following sentences and ask, “What pronoun do you hear?”
Fred’s wagon is red. His wagon is red. (*his*)

- Ask, “What noun does the pronoun replace?” (The pronoun *his* replaces the noun *Fred*.)
- Follow the above procedure for introducing the following possessive pronouns:

Sentences with possessive nouns	Possessive pronouns replacing nouns in sentences
This is Ann’s pencil.	This is her pencil.
The book’s title is <i>Happy Times</i> .	Its title is <i>Happy Times</i> .
The teacher of Mary and me is named Mr. Lincoln.	Our teacher is named Mr. Lincoln.
This group’s painting was colorful. (speaking to the group)	Your painting was colorful.
Those children’s singing voices are harmonious.	Their singing voices are harmonious.

- Read aloud the following sentences, humming at the point where the blank is placed, and have students say the word that belongs in the blank. After listening carefully to each sentence and the two choices of words to go in the blank, students should say their choice.
- Note for students that they will need to listen to all the words in the sentence to make the correct choice.

Tomorrow, we will make covers for (HUM) reports. [*our, their*] (*our*)

“You can’t take that. It is (HUM) book and I am not finished reading it yet!” [*my, your*] (*my*)

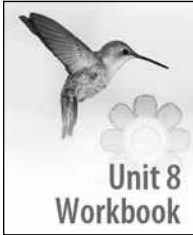
It is a beautiful day for us to enjoy (HUM) class picnic! [*my, our*] (*our*)

You should make (HUM) bed in the morning before you come to school. [*his, your*] (*your*)

That dog looks like it needs a bath. (HUM) fur is matted and dirty. [*its, my*] (*its*)

- Have students turn to Worksheet 4.2 and complete it with a partner or independently.

Practice Suffixes *-ish* and *-ness*



Worksheet 4.3

- Remind students that in the previous lesson, they learned about the suffixes *-ish* and *-ness*.
- Remind students that *-ish* means “having the characteristics of or like” and *-ness* means “in the state or condition of being.”
- 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 for 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 suffix *-ish* or *-ness*. Students must work with their partner to write down the word that matches the meaning given in the sentence in large letters on paper. Then, you will ask students to hold up the word they wrote 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.

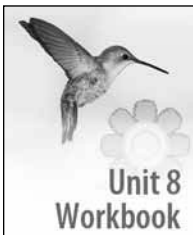
- Read a sentence aloud.
- Give student pairs a moment to write their answer down.
- Say, “Display” and check students’ responses.
- Say the correct answer to be sure students know the correct answer.
- Ask students for the part of speech of the word and the prefix.

Sentence	Word	Part of Speech	Suffix
He shared his <u>state or condition of feeling enjoyment and pleasure</u> by telling everyone the great news about the job he interviewed for.	happiness	noun	-ness
We worked at a <u>having the characteristics of or like a state of excited activity or emotion</u> pace to get things ready for the surprise party.	feverish	adjective	-ish
She enjoyed the <u>state or condition of being calm, quiet</u> of the mountain lake at sunrise.	stillness	noun	-ness
Dave had an <u>state or condition of noticing something</u> about cars that made it easy for him to fix problems when they arose.	awareness	noun	-ness
Melissa's <u>having the characteristics of or like a young person</u> behavior when she didn't get the main part in the play made others not want to work with her.	childish	adjective	-ish
With the help of a personal trainer, he greatly improved his <u>state or condition of being healthy</u> and has kept it up for a while now.	fitness	noun	-ness

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

Spelling

15 minutes



Worksheet 4.4

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

Word Sort

- Tell students they will sort words with the sound /ə/ spelled 'a' or 'e'.
- Have students turn to Worksheet 4.4.
- Ask students to identify the vowel patterns. ('a' > /ə/, 'e' > /ə/)
- Have students independently read the words in the box below the headers and circle the vowels that have the /ə/ sound.
- Then, have students independently write the words that match the various spellings below the appropriate headers.

Note: You may wish to circulate around the room offering assistance where needed.

Take-Home Material

"Alameda, the Basket Weaver"

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

Lesson 5

✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Alo, the Spirit Giver” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Alo, the Spirit Giver” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Alo, the Spirit Giver” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Alo in “Alo, the Spirit Giver” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Alo, the Spirit Giver” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Alo, the Spirit Giver” to check and support understanding (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Independently read “Alo, the Spirit Giver” with purpose and understanding (RF.3.4a)
- ✓ Summarize (orally or in writing) “Alo, the Spirit Giver” (SL.3.4)
- ✓ Form and use singular possessive nouns (L.3.2d)
- ✓ Form and use plural possessive nouns (L.3.2d)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Use a beginning dictionary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1; optional pens	25
Reading Time	Whole Group: “Alo, the Spirit Giver”	<i>Native American Stories</i> ; Vocabulary Cards; Worksheet 5.2; summary chart	25
Grammar	Practice Singular and Plural Possessive Nouns	Worksheet 5.3	15
Spelling	Practice Dictionary Skills	Worksheet 5.4	15

Advance Preparation

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

Have the possessive nouns poster on display for the Grammar lesson:

Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (-'s)
- A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (-s')
- If a plural noun does not end with 's', add -'s to form a **plural possessive noun**.

Photocopy the following page for using during the Spelling lesson on dictionary skills.

Dictionary Skills

lead 1. [leed] *verb* To guide someone, to show them the way. 2. [leed] *noun* A person in the front of a line. 3. [led] *noun* A heavy gray metal.

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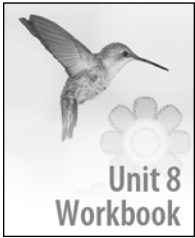
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10 Spelling Assessment



Worksheet 5.1

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

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

1. probably	12. again
2. dozen	13. company
3. enemy	14. sentence
4. deposit	15. problem
5. ability	16. area
6. Shaman	17. secure
7. distance	18. bulletin
8. about	19. Challenge Word: American
9. taken	20. Challenge Word: independent
10. elegant	Content Word: glistening
11. debate	

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.

- Ask students to write the following sentences as you dictate them:

1. We adopted a parakeet and gave it to our sister for her birthday.
2. Let's celebrate her birthday with a pleasant party.

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

Note to Teacher

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

Reading Time

25 minutes

Whole Group: "Alo, the Spirit Giver"

Introducing the Chapter

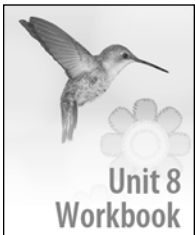
- Tell students that the title of today's chapter is "Alo, the Spirit Giver."
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Alo. (See **box 5** in "Introduction to *Native American Stories*.") Also, point out where Alo lived on the map of North America. (the Southwest, **number 5** on the map in "Introduction to *Native American Stories*")
- Ask students to recall the summaries they have written for previous chapters.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 5



Worksheet 5.2

Vocabulary for “Alo, the Spirit Giver”

1. **spirit**—a ghost of a person who has passed away (**spirits**) (46)
2. **kachina***—the Hopi name for spirit (**kachinas**) (46)
3. **arid***—extremely dry due to a lack of rain (48)
4. **forefather**—an ancestor (**forefathers**) (48)
5. **ancestor***—a person in your family who was alive long ago, even before your grandparents (**ancestors**) (48)
6. **elder**—an older person in a community who is respected and seen as having authority (**elders**) (50)
7. **cloak**—cape (**cloaks**) (50)
8. **headdress**—a decorative head covering usually worn for special occasions (**headdresses**) (50)
9. **gourd**—a hard-skinned fruit that grows on a vine such as a pumpkin or squash (**gourds**) (50)

Guided Reading Supports and Purpose for Reading

Pages 46–49

- Read the title of the chapter together as a class, “Alo, the Spirit Giver.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *spirit*, *kachina*, *arid*, *forefather*, and *ancestor*. Point out that the words *spirits*, *kachinas*, *forefathers*, and *ancestors* appear in this chapter.
- Direct students’ attention to the image on **page 47** and call on one student to read the caption aloud.
- Tell students to read **pages 46–49** to themselves to find out who the kachinas are and why this day is important for Alo.
- When students have finished reading, restate the questions and ask students to answer. (The kachinas are the spirits of people who lived on Earth long ago. They have returned to help with every living thing on Earth. Today is a day when the kachinas take the people on a journey into the spirit world through the Bean Dance Ceremony.)
- Direct students’ attention to the image on **page 49** and read the caption aloud to them.

Pages 50–53

- Preview the Vocabulary Cards for *elder*, *cloak*, *headdress*, and *gourd*. Point out that the words *elders*, *cloaks*, *headdresses*, and *gourds* appear in this chapter.
- Have students look at the images and read the captions on **pages 51 and 53**.
- Tell students to read **pages 50–53** to themselves to find the answer to the question: “What happens during the ceremony?”
- When students have finished reading, restate the question and ask students to answer. (Boys and men wear special kachina clothing and face masks. They shake rattles and the sound created is like that of rain falling. Often within hours, rain falls.)
- Ask, “What will Alo do during the ceremony?” (Alo will be dressed as the Bear Kachina to make his sick father well again.)

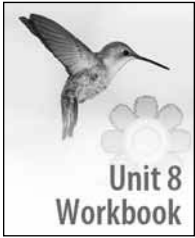
Wrap-Up

- Remind students of the summaries they created for previous chapters.
- Ask students to give you a summary of this chapter. (You may wish to use the following completed chart as a guide.)

Summary Chart	
Question	Important words and phrases
Who?	Alo and kachinas
What?	preparing for the Bean Dance Ceremony
When?	day of the Ceremony
Where?	the village
Why?	to ask for rain in the arid desert land and cure Alo’s sick father
Other?	none
Summary	Alo prepares to participate in the Bean Dance Ceremony for the first time. He will be the Bear Kachina to cure his sick father while others will ask the kachinas for rain.

- Have students complete Worksheet 5.2 independently.

Practice Singular and Plural Possessive Nouns



Worksheet 5.3

- Ask students to orally compare and contrast singular possessive nouns and plural possessive nouns. (Both are possessive nouns, show ownership, and are made with the placement of an apostrophe. Singular possessive nouns show that one person, place, or thing has or owns something and are formed by adding *-s* to singular nouns. Plural possessive nouns show that more than one person, place, or thing has or owns something and are formed by adding *-s'* to singular nouns.)
- Direct students' attention to the possessive nouns poster you displayed in advance.

Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (*-s*)
- A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (*-s'*)
- If a plural noun does not end with 's', add *-s* to form a **plural possessive noun**.
- Remind students that *-s* signals a singular possessive noun and *-s'* signals a plural possessive noun.
- Have students tear Worksheet 5.3 out and fold it in half horizontally so that when held up, only either *-s* or *-s'* shows.
- Tell students you will read sentences containing singular or plural possessive nouns. Students will display the correct suffix to match the sentences.
- Read the first sentence:

The kite's tail is much too long.
- Ask, "Is there a possessive noun in the sentence and if so, what is it?" (yes, *kite's*)
- Have students brainstorm to decide whether *kite's* refers to one or more than one kite.

- Direct students' attention to the rest of the words in the sentence (context clues).
- Guide students to realize that one kite would have one tail and that many kites wouldn't share one tail, so this sentence is singular possessive. (one tail belongs to one kite)
- Ask students to display the side of their folded worksheet that shows –'s.
- Ask students to justify why they should show the –'s side of the worksheet. (A singular possessive noun shows that one person, place, or thing has or owns something. A singular possessive noun is formed by adding –'s.)
- Read the next sentence:

He found the twin brothers' lunchboxes on the playground.

- Ask, "Is there a possessive noun and if so, what is it?" (yes, *brothers'*)
- Have students brainstorm to decide whether *brothers'* refers to one brother or more than one brother, again listening carefully to the rest of the words in the sentence (context clues).
- Guide students to note that the word *twin* means there were two brothers so the possessive noun is plural possessive (*brothers'*).
- Have students display the side of their worksheet that reads –s'.
- Ask students to support why they should show the –s' side of the worksheet. (A plural possessive noun shows that more than one person, place, or thing has or owns something. A plural possessive noun is formed by adding an apostrophe after the 's'.)

- Read the remaining sentences, following the same procedure:

The children filled both of their grandparents' pockets with love notes. (*grandparents'*, plural possessive, -s')

The wagon's tire was flat so we couldn't ride in it. (*wagon's*, singular possessive, -'s)

Tom's collection of stamps was fascinating to look at! (*Tom's*, singular possessive, -'s)

Our closet was full of guests' coats when my parents invited so many people to the party. (*guests'*, plural possessive, -s')

My beagle's nose was soft, wet, and black. (*beagle's*, singular possessive, -'s)

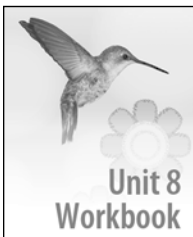
The third-grade students' reports were all displayed on the bulletin board. (*students'*, plural possessive, -s')

- Should there be additional time, ask volunteers to make up sentences for the class.

Spelling

15 minutes

Practice Dictionary Skills



Worksheet 5.4

- Remind students that in a previous lesson, they learned about many different parts of a dictionary.
- Tell students that an entry word often has its pronunciation listed following the word.
- Tell students that some words can be spelled the same but have different pronunciations and meanings, and that these words are called homographs.
- Distribute copies of the dictionary strip you prepared in advance and guide students through it.
- Point out the pronunciations of the word *lead* found in the brackets following the entry word.
- Read the three definitions of the word *lead*.

- Give examples of sentences using the three definitions of *lead*, pointing out the parts of speech, found after the numbers. (1. *verb* The guides *lead* us through the cave. 2. *noun* Mary is in the *lead* during this race. 3. *noun* The pitcher is made of *lead* and is very heavy.)
- Ask students to complete Worksheet 5.4 as a teacher-guided activity.

Spelling Analysis Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Name
																				1. probably
																				2. dozen
																				3. enemy
																				4. deposit
																				5. ability
																				6. Shaman
																				7. distance
																				8. about
																				9. taken
																				10. elegant
																				11. debate
																				12. again
																				13. company
																				14. sentence
																				15. problem
																				16. area
																				17. secure
																				18. bulletin
																				19. Challenge Word: American
																				20. Challenge Word: independent
																				Content Word: glistening

Spelling Analysis Directions

Unit 8, Lesson 5

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

- Students are likely to make the following errors:
 - For ‘a’, students may write ‘e’, ‘i’, or ‘u’
 - For ‘e’, students may write ‘a’, ‘i’, or ‘u’
- While any 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 letters? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Lesson 6

Spelling

✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Meda and Flo, the Forest Children” by explicitly referring to the text (RL.3.1)
- ✓ Describe characters in “Meda and Flo, the Forest Children” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Meda and Flo, the Forest Children” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Meda and Flo in “Meda and Flo, the Forest Children” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Meda and Flo, the Forest Children” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Meda and Flo, the Forest Children” to check and support understanding (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Meda and Flo, the Forest Children” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Meda and Flo, the Forest Children,” explicitly drawing on preparation and other information known about the topic to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to a topic (SL.3.1d)
- ✓ Summarize (orally or in writing) “Meda and Flo, the Forest Children” (SL.3.4)
- ✓ Form and use plural possessive nouns (L.3.2d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with the /ə/ sound spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /ə/ + /n/ spelled ‘tion’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Silent: “Meda and Flo, the Forest Children”	<i>Native American Stories;</i> Vocabulary Cards; Worksheet 6.1; summary chart	25
Spelling	Introduce Spelling Words	board; Individual Code Chart; Worksheet 6.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	Family Letter; “Alo, the Spirit Giver”; “Meda and Flo, the Forest Children”	Worksheets 6.2–6.4	*

Advance Preparation

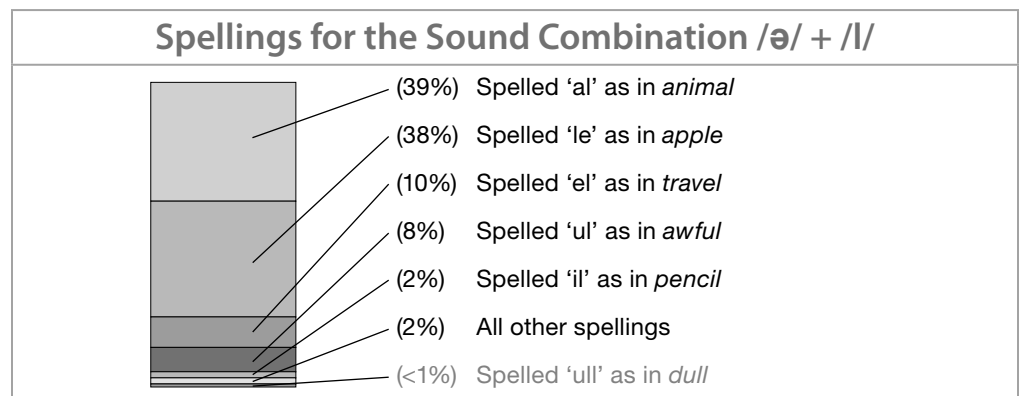
If you wish, you may draw the spelling table on the board or chart paper before you begin this lesson.

‘al’ > /ə/ + /l/	‘le’ > /ə/ + /l/	‘el’ > /ə/ + /l/	‘tion’ > /sh/ + /ə/ + /n/

Note to Teacher

For Lessons 6–10, you will review the /ə/ + /l/ sound spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /ə/ + /n/ spelled ‘tion’. Students should be familiar with these spelling alternatives as they were taught in Grade 2.

The following chart is provided for your review:



Here are some patterns for you to be aware of:

- The ‘al’ spelling appears frequently in adjectives (*final, normal, formal*).

- The ‘le’ and ‘el’ spellings are more common in nouns (*apple, uncle, eagle, wrinkle, angel, chapel*), though they can also be found in other parts of speech (*rattle, purple, little, grovel*).

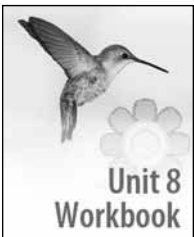
Reading Time

25 minutes

Whole Group Silent: “Meda and Flo, the Forest Children”



Chapter 6



Worksheet 6.1

Remember to use academic vocabulary when appropriate: *point of view* and *occur*.

- Tell students that the title of today’s chapter is “Meda and Flo, the Forest Children.”
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Meda and Flo. (See **box 6** in “Introduction to *Native American Stories*.”) Also, point out where Meda and Flo lived on the map of North America. (the Northeast, **number 6** on the map in “Introduction to *Native American Stories*”)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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

Vocabulary for “Meda and Flo, the Forest Children”

1. **eye**—to look at something in a close or careful way (**eyed**) (56)
2. **eerie**—spooky (56)
3. **emerge**—to come into view from a hidden place (**emerging**) (56)
4. **clearing**—an open space in a forest (58)
5. **sap**—liquid that flows inside a plant (58)
6. **wigwam***—a hut made by covering a framework of wooden poles with bark or animal hides (58)
7. **previous**—the last one before now (58)
8. **settled**—living in a new place (58)
9. **axe**—a tool with a sharp blade on the end of a long handle that is used to chop wood (**axes**) (58)
10. **trickle**—to flow extremely slowly in a thin stream or drops (**trickles**) (58)
11. **funnel**—(verb) to pass through a narrow opening; (noun) a cone with a narrow opening at the bottom that is used to pour something into a narrow container (**funnels**) (58)
12. **strip**—to tear something off (60)
13. **succulent**—rich, inviting, mouth-watering (60)
14. **waft**—to carry through the air (**wafted**) (60)

Guided Reading Supports and Purpose for Reading

Pages 54–61

- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.
- Tell students that today, they will read the chapter silently to themselves. After reading, they will discuss the chapter as a class.
- Have students read **pages 54–61** and think about why Meda and Flo are in the forest.
- Give students time to read the chapter. You may want to circulate throughout the room, lending assistance as needed.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Meda and Flo, the Forest Children”

1. *Literal* Why are Meda and Flo in the forest? (Their families came back to this maple tree forest every spring to collect sap from the maple trees and turn it into sweet syrup.)
2. *Literal* Describe how sap was collected. (The men used axes to make small, deep cuts in the trunks of the maple trees. The sap that trickled out was funneled into birch baskets or clay pots.)

- Ask students to give you a summary of this chapter. (You may wish to use the following completed chart as a guide.)

Summary Chart	
Question	Important words and phrases
Who?	Meda and Flo
What?	getting settled in the forest for the spring
When?	spring
Where?	the maple tree forest
Why?	to collect sap from maple trees
Other?	axes made cuts to allow sap to trickle out and be collected
Summary	Meda and Flo set up camp with their families in the maple tree forest to collect sap from maple trees. Axes were used to make deep cuts in the trees, sap was funneled into baskets or pots, then the sap was cooked into sweet syrup.

- Have students complete Worksheet 6.1 independently.



Worksheet 6.2

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

Introduce Spelling Words

- Tell students that this week, they will review the spellings of /ə/ + /l/ and /sh/ + /ə/ + /n/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|---------------|--------------------------------------|
| 1. channel | 12. freckle |
| 2. scuttle | 13. vowel |
| 3. generation | 14. rustle |
| 4. autumnal | 15. subtraction |
| 5. wobble | 16. travel |
| 6. nation | 17. trial |
| 7. funnel | 18. celebration |
| 8. festival | 19. Challenge Word: important |
| 9. trickle | 20. Challenge Word: children |
| 10. hospital | Content Word: ceremonial |
| 11. addition | |

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

- | | |
|----------------------|--------------------------------------|
| 1. channel | 12. freckle |
| 2. scuttle | 13. vowel |
| 3. generation | 14. rustle |
| 4. autumnal | 15. subtraction |
| 5. wobble | 16. travel |
| 6. nation | 17. trial |
| 7. funnel | 18. celebration |
| 8. festival | 19. Challenge Word: important |
| 9. trickle | 20. Challenge Word: children |
| 10. hospital | Content Word: ceremonial |
| 11. addition | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *important* and *children*, are also part of the spelling list and are words used very often. Neither of the Challenge Words follows the spelling patterns for this week and needs to be memorized. Use the Challenge Words in sentences as examples for students: “It is *important* to study for your spelling assessment.” “There are 20 *children* in Mrs. Smith’s kindergarten class.”
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *ceremonial*, does follow the spelling patterns for this week as the ‘al’ is pronounced /ə/ + /l/. *Ceremonial* is a content-related word because it is an adjective that describes the buildings in “Akando and Aponi, the Gatherers” in *Native American Stories*.
- Now, draw the following table on the board:

‘al’ > /ə/ + /l/	‘le’ > /ə/ + /l/	‘el’ > /ə/ + /l/	‘tion’ > /sh/ + /ə/ + /n/

- Ask students to refer to **page 3** of the **Individual Code Chart**. Point out that they will first be sorting words according to the sound spellings of /ə/ + /l/.
- Review with students the spelling that is most frequently used for the /ə/ + /l/ sound. (‘al’) Remind students to look at the power bar under the spellings and the order in which they are sequenced to determine frequency.
- Tell students that they will also review the ‘tion’ spelling for /sh/ + /ə/ + /n/ and remind them that ‘tion’ is not shown on the Individual Code Chart as it is three phonemes, but the ‘tion’ spelling is the most common for these sounds.

- Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word.

'al' > /ə/ + /l/	'el' > /ə/ + /l/	'le' > /ə/ + /l/	'tion' > /sh/ + /ə/ + /n/
autumnal	channel	scuttle	generation
festival	funnel	wobble	nation
hospital	vowel	trickle	addition
trial	travel	freckle	subtraction
ceremonial		rustle	celebration

- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then, have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Does the sentence make sense?" If the class says, "Yes," then the student puts a check mark in front of the word and calls 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 of the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Worksheet 6.2 with this week's spelling words to share with a family member.

Extension

30 minutes

Extend Student Knowledge

- Depending on students' needs, please choose from the following activities during this time:
 - Extension activities provided in the Pausing Point
 - Unit-specific writing prompts
 - Assessment and remediation activities outlined in the *Assessment and Remediation Guide* or remediation activities you deem appropriate
 - Reader's Chair, using Readers from previous units
 - Reader's Journal, using Readers from previous units

Take-Home Material

Family Letter; “Alo, the Spirit Giver”; “Meda and Flo, the Forest Children”

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

Lesson 7

✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Yutu, the Dog Trainer” by explicitly referring to the text (RI.3.1)
- ✓ Describe characters in “Yutu, the Dog Trainer” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Yutu, the Dog Trainer” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RI.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Yutu in “Yutu, the Dog Trainer” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Yutu, the Dog Trainer” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Yutu, the Dog Trainer” to check and support understanding (RI.3.7)
- ✓ Interpret information from diagrams and charts (RI.3.7)
- ✓ Compare and contrast the benefits of different towlines (RI.3.9)
- ✓ Compare and contrast Native American groups (RI.3.9)
- ✓ Independently read “Yutu, the Dog Trainer” with purpose and understanding (RF.3.4a)
- ✓ Summarize (orally or in writing) “Yutu, the Dog Trainer” (SL.3.4)
- ✓ Use nouns and explain their function in sentences (L.3.1a)
- ✓ Form and use plural possessive nouns (L.3.2d)
- ✓ 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: “Yutu, the Dog Trainer”	<i>Native American Stories</i> ; Vocabulary Cards; Worksheet 7.1; summary chart	25
Grammar	Practice Plural Nouns and Plural Possessive Nouns	prepared poster	25
Extension	Compare and Contrast Native American Groups	Worksheet 7.2	30
Take-Home Material	“Yutu, the Dog Trainer”	Worksheet 7.3	*

Advance Preparation

Display the **Possessive Nouns** poster you created for a previous lesson:

Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (-'s)
- A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (-s')
- If a plural noun does not end with 's', add -'s to form a **plural possessive noun**.

Reading Time

25 minutes

Whole Group: "Yutu, the Dog Trainer"

Introducing the Chapter

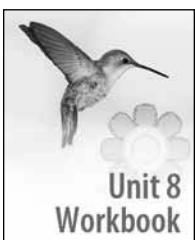
- Tell students that the title of today's chapter is "Yutu, the Dog Trainer."
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Yutu. (See **box 7** in "Introduction to *Native American Stories*.") Also, point out where Yutu lived on the map of North America. (the Northwest, **number 7** on the map in "Introduction to *Native American Stories*")
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 7



Worksheet 7.1

Remember to use academic vocabulary when appropriate: *point of view* and *occur*.

Vocabulary for “Yutu, the Dog Trainer”

1. **runt**—the smallest animal in a litter (62)
2. **litter**—a group of baby animals born at the same time to the same mother (62)
3. **puny**—small and weak (62)
4. **scamper**—to run quickly and playfully; scuttle (**scampered**) (62)
5. **wean**—to feed a young child or animal food other than its mother’s milk (**weaned**) (62)
6. **speedily**—in a fast way (64)
7. **wits**—the ability to think quickly and make good decisions (64)
8. **craft**—to make with skill and care (**crafted**) (64)
9. **sniff**—to smell something (64)
10. **earn his keep**—to gain a position through hard work (64)
11. **command**—an order to do something (**commands**) (64)
12. **hitch**—to connect one thing to another (66)
13. **towline**—a rope or chain used to pull something (**towlines**) (66)
14. **frostbite**—a condition in which part of your body freezes (66)
15. **basic**—relating to the most important part of something (68)
16. **obedience**—the act of following orders (68)
17. **harness**—to attach to a set of straps that connect an animal to something it pulls (**harnessed**) (68)
18. **arctic**—relating to extreme cold and winter (68)
19. **lead**—first, serving as the leader (68)

Guided Reading Supports and Purpose for Reading

Pages 62–65

- Read the title of the chapter together as a class, “Yutu, the Dog Trainer.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *runt*, *litter*, *puny*, *scamper*, *wean*, *speedily*, *wits*, *craft*, *sniff*, *earn his keep*, and *command*. Point out that the words *scampered*, *weaned*, *crafted*, and *commands* appear in this chapter.

- Direct students' attention to the image on **page 63** and read the caption aloud as a class.
- Tell students to read **pages 62–65** to themselves to find out what Yutu's people train dogs to do. When students have finished reading, restate the question and ask students to answer. (Dogs are trained to be sled dogs, pulling sleds that allow the Inuit to travel and hunt in a land that is frozen for a large part of the year. The dogs are trained to work as a team, pull heavy loads, travel long distances, travel across snow and ice, sniff out seal breathing holes, and stand firm against polar bears.)
- Have students look at the image on **page 65** and call on one student to read the caption aloud.

Pages 66–69

- Follow established procedures to preview the Vocabulary Cards for *hitch*, *towline*, *frostbite*, *basic*, *obedience*, *harness*, *arctic*, and *lead*. Point out that the words *towlines* and *harnessed* are used in this chapter.
- Have students examine the image and read the caption on **page 67**.
- Tell students to read **pages 66–69** to themselves to find out how dogs are better able to live in the frozen land than people.
- When students have finished reading, restate the question and ask students to answer. (They have thick, waterproof fur coats, extra furry ears, large paws with thick, furry pads, and large bushy tails that can curl around their faces at night to keep them warm.)
- Ask, “What has Yutu done for Miki and what is Miki about to do?” (Yutu worked with Miki to train him since he was small as a puppy. Yutu's father now thinks Miki is ready to go on a hunting trip.)
- Direct students' attention to the image and caption on **page 69**.

Wrap-Up

- Ask students to give you a summary of this chapter. (You may wish to use the following completed chart as a guide.)

Summary Chart	
Question	Important words and phrases
Who?	Yutu and Miki
What?	living in a frozen land and preparing Miki to be a sled dog
When?	N/A
Where?	frozen land
Why?	to prepare Miki to be like the other dogs and help the Inuit hunt, travel, and protect themselves
Other?	dogs need training to do their jobs here
Summary	Yutu's people live in a frozen land and rely on dogs to help them hunt, travel, and protect themselves. Yutu trained Miki, the smallest dog of his litter, to be a sled dog like the others.

- Have students complete Worksheet 7.1 independently.

Grammar

25 minutes

Practice Plural Nouns and Plural Possessive Nouns

- Read with students the possessive nouns poster you created for a previous lesson.

Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (-'s)
- A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (-')
- If a plural noun does not end with 's', add -'s to form a **plural possessive noun**.
- Remind students that possessive nouns show ownership.

- Read the following sentences aloud and raise your hand when you reach the word that is underlined. Students will vote for whether the word you read with your hand raised is plural (by placing their hands on top of their heads) or plural possessive (by placing their hands on their shoulders).
 - The boys on the team were all in uniform. (plural, hands on tops of heads)
 - The boys' uniforms were green and white. (plural possessive, hands on shoulders)
- Pause here, if necessary, to remind students that, although the two words (*boys* and *boys'*) sound the same, only one shows ownership and is a possessive noun. (The boys own the uniforms in the second sentence.)
- Ask students to justify how to tell the difference between *boys* and *boys'*. (*Boys'* is possessive and has an apostrophe. However, this can only be seen in print.)
- Read the remaining sentences and follow the procedure outlined above, pausing to correct any misunderstandings.

The stories all had bright covers that were very attractive. (plural, hands on tops of heads)

We were delighted with all the monkeys' grins. (plural possessive, hands on shoulders)

My mouth was watering when I smelled the brownies. (plural, hands on tops of heads)

The swimmers' strokes were smooth and effortless. (plural possessive, hands on shoulders)

The brownies' aroma made my mouth water. (plural possessive, hands on shoulders)

We were attracted by the stories' bright covers. (plural possessive, hands on shoulders)

The monkeys grinned from ear to ear. (plural, hands on tops of heads)

The swimmers swam smoothly and effortlessly. (plural, hands on tops of heads)

- If time remains, have students make up sentences using the following words (or ones they prefer) and continue the same procedure:

visitors and visitors'

farmers and farmers'

adults and adults'

libraries and libraries'

oceans and oceans'

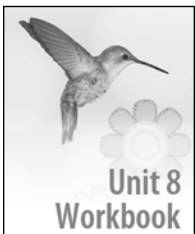
Extension

30 minutes

Compare and Contrast Native American Groups



Introduction to *Native American Stories*,
Chapters 1, 3



Worksheet 7.2

- Remind students that they have been reading chapters in *Native American Stories* told from different children's *points of view*.
- Ask students to briefly tell you about the chapters they have read so far. Answers may vary but should include the following information:
 - Etu hunted mammoths for the first time with the other men in his family.
 - Adoette and Awan chased crows away from the family cornfield and Adoette found an injured crow.
 - Akando and Aponi helped gather fruits, nuts, and berries to be preserved for the winter.
 - Alemeda practiced weaving baskets with her grandmother even though she wanted to hunt instead.
 - Aponi participated in his first Bean Dance Ceremony, during which his people communicate with kachinas.
 - Meda and Flo helped collect sap from maple trees for making syrup.
 - Yutu trained Miki, the runt of the litter, to be an Inuit sled dog.
- Ask students if the Native American groups they have read about so far are all the same. (no) Ask if they have some things in common. (yes)

- Tell students that in today’s lesson, they will compare and contrast two groups of Native Americans they have read about. They will examine and discuss how these groups are similar and different.
- Have students turn to Worksheet 7.2. Point out that they will be comparing Etu and his way of life with that of Akando and Aponi.
- Read the topic categories on Worksheet 7.2 with students and point out that as they review the chapters during this lesson, these are the topics they will want to note information about.
- Ask students to turn to the Table of Contents, locate Chapter 1, “Etu, the Hunter,” and then turn to the first page of the chapter. You may choose to either read aloud the chapter to students to refresh their memory or have students choral read the chapter with you. Alternately, you may choose to have students take turns reading the chapter aloud.
- Guide students through answering the questions related to Etu. You may want to refer students back to the character picture and map on **pages 8–9** as needed. The following information may be helpful in supporting students as they fill in the chart:

“Etu, the Hunter”	Topic
in the northwest part of North America; it is cold and windy, there is snow on the ground	Where does he / do they live, what is climate?
made from skin and fur of mammoths	Clothing?
hunt mammoths, dry and save the mammoth meat until the next successful hunt	How do they get food?
have to take care when hunting in order for it to be a successful hunt	What else is important to the character(s)?

- Next, ask students to turn to the Table of Contents, locate Chapter 3, “Akando and Aponi, the Gatherers,” and then turn to the first page of the chapter. You may choose to either read aloud the chapter to students to refresh their memory or have students choral read the chapter with you. Alternately, you may choose to have students take turns reading the chapter aloud.

- Now, guide students through answering the questions related to Akando and Aponi. You may want to refer students back to the character picture and map on **pages 8–9** as needed. The following information may be helpful in supporting students as they fill in the chart:

Topic	“Akando and Aponi, the Gatherers”
Where does he / do they live, what is climate?	in central North America; they experience seasons
Clothing?	Aponi wearing a short-sleeved dress that does not entirely cover her legs; Akando wearing only a piece of cloth over the bottom half of his body and no shirt; barefoot
How do they get food?	collect wild fruits, berries, nuts, onions, milkweed to be preserved; grow crops of sunflowers, corn, squash, tobacco
What else is important to the character(s)?	only Shamans can collect tobacco for medicine

- Now, give students a few moments to examine the information they have written in the chart. Tell them to look for similarities and differences between the two groups.
- Next, engage students in a discussion of the similarities between the two groups. Have students record information on Worksheet 7.2 in the appropriate place. (Answers may vary but could include that both groups have to go get food for themselves.)
- Then, engage students in a discussion of the differences between the two groups. Have students record information on Worksheet 7.2 in the appropriate place. (Answers may vary but could include that Etu and his people hunt for food while Akando and Aponi gather food from nature and grow crops. Etu and his people wear thick clothes made from mammoth skin and fur and he wears shoes, while Akando and Aponi experience seasons and don’t need thick clothing all the time, and they are barefoot.)
- Tell students that they can think about comparing and contrasting other Native American groups in this same manner as they read.

Take-Home Material

"Yutu, the Dog Trainer"

- Have students take home Worksheet 7.3 read to a family member.

Lesson 8

✓ 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

- ✓ Decode words with common Latin suffixes *-able* and *-ible* (RF.3.3b)
- ✓ Determine the meaning of words formed when *-able* or *-ible* is added to a known root word (L.3.4b)
- ✓ Identify real-life connections between words and their use (e.g., people who are *believable*, *valuable*) (L.3.5b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Assessment	Student Skills Assessment	Worksheet 8.1	50
Morphology	Introduce Suffixes <i>-able</i> and <i>-ible</i>	board or chart paper; Worksheets 8.2–8.5	30
Optional Assessment of Fluency	"The Taos Pueblo"	Worksheet 8.6	*

Note to Teacher

Students will complete an assessment by reading three selections during one sitting and answering comprehension, grammar, morphology, and dictionary skills questions that follow each selection. Students will not read out of their Reader but from Worksheet 8.1, where the selections have been printed.

10 Student Skills Assessment



Worksheet 8.1

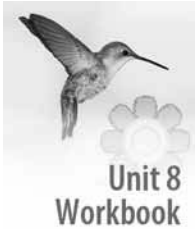
Note to Teacher

In the first story of the assessment, “Geronimo: His Own Story,” there is a reference to tobacco and smoking. You may want to discuss with students that although this is historically accurate, we know today that tobacco and smoking are not healthy.

- Have students tear out Worksheet 8.1.
- Tell students they will read three selections printed on Worksheet 8.1 and answer comprehension, morphology, grammar, and dictionary skills questions that follow each selection.
- Tell students that should they feel tired, it’s a good idea to take a short, personal break. Explain to students that they need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Tell students they should go right on to the second selection once they have finished the first and right on to the third selection once they have finished the second.
- Encourage students to do their best.
- Once students finish all three selections, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet and allow others to finish.

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.



Worksheets 8.2–8.5

For additional practice,
see Pausing Point
Worksheets PP10 and
PP11.

Introduce Suffixes *-able* and *-ible*

- Remind students that suffixes are added to the end of a root word.
 - Tell students that the two suffixes they will study this week are *-able* and *-ible*.
 - Write the suffixes on the board and point out that both suffixes are pronounced /əbəl/.
 - Explain that *-able* and *-ible* have the same meaning, which is “able to be.”
 - Tell students that they will add *-able* and *-ible* to root words that are verbs. The new words created are adjectives.
 - Also, tell students that there is no pattern for remembering which suffix, *-able* or *-ible*, is used with which root word; students will just need to memorize this information. You may want to tell them that the suffix *-able* is more common so when in doubt about the spelling, students may want to start with the suffix *-able*.
 - Write the word *predict* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to correctly guess the outcome in advance; Our teacher asked us to *predict* what would happen to the main character next and I was right.)
 - Add the suffix *-able* to *predict* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (able to be correctly guessed in advance)
 - Share the following example of the use of *predictable* in a sentence:

The movie we saw had a *predictable* ending that I figured out long before the movie ended.
 - Ask students to provide sentences using the word *predictable*. (Answers may vary.)
 - Ask students for synonyms of *predictable*. (expected, anticipated)
 - Continue in this manner for the remaining *-able* and *-ible* words, using the following chart as a guide.
- Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.
- Note for students that the final ‘e’ in *remove*, *value*, *believe*, *reverse*, and *force* must be dropped before adding *-able* or *-ible*.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
remove	(verb) to move or take something away from a place	removable	(adjective) able to move or be taken away from a place	Grandma's dining room table has a <u>removable</u> piece that we put in and take out for holidays.
chew	(verb) to crush and grind food with your teeth	chewable	(adjective) able to be crushed and grinded with your teeth	I take a <u>chewable</u> vitamin in the morning because it is easy to swallow.
enjoy	(verb) to take pleasure in something	enjoyable	(adjective) able to take pleasure in something	We had an <u>enjoyable</u> visit with our cousins at the lake.
value	(verb) to estimate the worth of something	valuable	(adjective) able to have its worth estimated	The museum put a <u>valuable</u> painting on display for the first time with a lot of security around it.
wear	(verb) to put on your body as clothing	wearable	(adjective) able to be put on your body as clothing	The new scarf I got is not <u>wearable</u> because the fabric is so itchy and uncomfortable.
believe	(verb) to accept as true	believable	(adjective) able to be accepted as true	The fiction story she wrote had some very <u>believable</u> parts even though the events didn't really happen.
bend	(verb) to move out of a straight line	bendable	(adjective) able to be moved out of a straight line	I chose a <u>bendable</u> straw to put in my glass of lemonade.
reverse	(verb) to turn the opposite way or inside out	reversible	(adjective) able to be turned the opposite way or inside out	I have a <u>reversible</u> vest with a different color on each side that I can wear in the fall.
flex	(verb) to move or easily change	flexible	(adjective) able to be moved or easily changed	Mom has a <u>flexible</u> work schedule so she could take me to the doctor at the last minute.
force	(verb) to make something happen	forcible	(adjective) able to make something happen	He used a <u>forcible</u> attitude to get the problem with his car taken care of by the body shop quickly.
access	(verb) to get information or get through to something	accessible	(adjective) able to get information or get through to something	The barber shop is <u>accessible</u> by bus because it is near the bus stop.

- Have students complete Worksheets 8.2–8.5 in the same manner as they have done with similar worksheets in previous units.

Unit 8 Assessment Analysis Chart

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

Scoring Guidelines

After you have entered all student scores into the Unit 8 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 subassessment on the lines.

Author's purpose (#26)	Dictionary Skills (#10, 30)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Grammar (#8, 9, 19, 20, 28, 29)	Inference (#4, 13, 16, 21)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Literal (#2, 3, 5, 14, 17, 24)	Morphology (#7, 18, 27)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Point of View (#1)	Sequencing (#11, 23)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Summary (#6, 25)	Words in Context (#12, 15, 22)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Optional Assessment of Fluency

“The Taos Pueblo”

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 “The Taos Pueblo.”

10 Instructions for Student Fluency Assessment



Worksheet 8.6

- Turn to the text copy of “The Taos Pueblo” at the end of this lesson. This is the text copy students will read aloud.
- Ask the student to remove Worksheet 8.6 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 regular pace.
- Begin timing when the student reads the first word of the selection. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time. As the student reads the selection, make a running record on the copy with the student’s name using the following guidelines:

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

- When the student finishes reading the chapter, write the exact Finish Time in minutes and seconds on your record sheet. Alternatively, if

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

Oral Comprehension Questions on “The Taos Pueblo”

1. *Literal* What is a pueblo? (Native American village)
2. *Literal* How long have people been living in the Taos Pueblo? (about 1,000 years)
3. *Literal* Who was Popé? (a Native American leader who urged other pueblos to revolt against converting to Christianity)
4. *Literal* What is it like to live in an old pueblo like this one? (old-fashioned: houses only have two rooms, there is no electricity, there are no pipes or running water, many had very little furniture)

- 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 8.6.

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 8.6. You will probably find it helpful to have a calculator available.

1. First, complete the Words section of Worksheet 8.6.
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 424 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 8.6.

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 8.6. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
4. Subtract Uncorrected Mistakes from Words Read to get Words Correct.
5. Next, complete the Time section of the worksheet.
6. Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
7. Next, complete the W.C.P.M. section of the worksheet.
8. Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

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

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 3 is 107 W.C.P.M.

A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (78 W.C.P.M) are experiencing serious problems in reading fluently.

The Taos Pueblo

A pueblo is a Native American village. The Taos Pueblo is located in New Mexico. The houses in the Taos Pueblo are made of stone and mud. The mud is called adobe.

The houses in the pueblo are built side-by-side. In some cases, they are built one on top of another. From a distance, the pueblo looks like it is all one building. But that is not the case. In fact, it is made up of many houses. The houses share walls, but they are separate.

There are many pueblos in the Southwest. The Taos Pueblo is one of the oldest. It was built about 1,000 years old. People have been living in it ever since. It is the oldest continuously inhabited town in the United States.

There were Native Americans living in the Taos Pueblo when Christopher Columbus set sail in 1492. Some of those people were still alive in 1540, when Coronado explored the Southwest. One of Coronado's captains visited Taos.

Eventually, the Spanish took over the Southwest. Many Native Americans converted to Christianity. But some resisted. In 1680 a Native American leader named Popé planned a revolt. Popé used the Taos Pueblo as his base. From Taos, he sent messages to other pueblos. He urged the native people to fight against the Spanish. He set a date. He wanted all of the native people to rise at the same time.

The Pueblo Revolt was a success, at least at first. The Native Americans drove the Spanish out. For ten years, they ruled themselves. In the end, however, the Spanish took over once again.

The Taos Pueblo remained part of the Spanish Empire for many years. Eventually, New Mexico became part of the United States. Today, the Taos Pueblo is part of a Native American reservation.

About 100 people live in the pueblo today. Some of them are descendants of the men who greeted Coronado's men; others are descendants of men who fought with Popé.

What is it like to live in the Taos Pueblo? It is old-fashioned sort of life in some ways. Most of the houses have only two rooms. One room is for sleeping. The other is for cooking and eating. The houses in the pueblo do not have electricity. They don't have pipes and running water, either.

In the old days, the Pueblo people had very little furniture. Nowadays, most Pueblo houses have tables, chairs, and beds. So what do you think? Would you like to live in the Taos Pueblo?

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.

- ✓ Decode words with common Latin suffixes *-able* and *-ible* (RF.3.3b)
- ✓ Use pronouns and explain their function in sentences (L.3.1a)
- ✓ Form and use possessive pronouns (L.3.2d)
- ✓ Determine the meaning of words formed when *-able* or *-ible* is added to a known root word (L.3.4b)
- ✓ Identify real-life connections between words and their use (e.g., people who are *believable*, *valuable*) (L.3.5b)

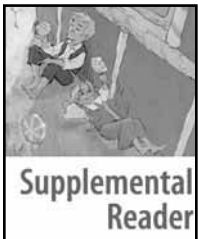
At a Glance	Exercise	Materials	Minutes
Reading Time	Small Group: Remediation and Enrichment	<i>Native American Stories</i> ; <i>More Classic Tales</i>	25
Grammar	Introduce <i>its</i> and <i>it's</i>	board	25
Morphology	Practice Suffixes <i>-able</i> and <i>-ible</i>	Worksheet 9.1	15
Spelling	Word Sort	Worksheet 9.2	15

Advance Preparation

Prepare and display the following poster for use during the Grammar lesson:

Its vs. It's
<i>Its</i> means “belonging to it” and is a possessive pronoun .
<i>It's</i> means “it is” or “it has” and is a contraction .

Small Group: Remediation and Enrichment



- While working with students in small groups, please remember to choose activities that fit students' needs 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* with these students.
- ★ **Small Group 2:** Ask these students to read additional chapters in *Native American Stories* or chapters in *More Classic Tales*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

Grammar

Introduce *its* and *it's*

- Write the words *its* and *it's* on the board and ask students to read them.
- Ask, "Is there a difference in the way these words are pronounced?" (No, they're homophones.)
- Ask, "What are homophones?" (words that sound the same but have different meanings)
- Point to *its* on the board and tell students that the word *its* is a possessive pronoun.
- Ask what a possessive pronoun is. (Possessive pronouns are pronouns that show ownership and are used before nouns.)
- Point to *it's* on the board and ask, "What do you think the word *it's* means?" (It is a contraction that means "it is" or "it has.")
- Tell students that the best way to determine if *its* or *it's* is needed in a sentence is to replace the word with "it is" or "it has." If the sentence makes sense, the contraction *it's* is needed. If the sentence doesn't make sense, the possessive pronoun *its* is needed.

- Read the following sentence and have students vote for whether the word needed in the blank is *its* or *it's*. Students should hold up one hand for *its* and two hands for *it's*.

The dog wagged _____ tail. (*its*, one hand)

- Have students justify why the answer is *its* and not *it's*. (*Its* is a possessive pronoun and in this sentence, the dog owns the tail. Further, inserting the words “it is” or “it has” in the blank doesn’t make sense.)
- Read the remaining sentences and follow the same procedure, pausing when necessary to ensure understanding:

I’m tired. _____ been a long day. (*It's*, two hands)

The dog lost some of _____ fur. (*its*, one hand)

Check to see if _____ gone. (*it's*, two hands)

I read your story. _____ very good. (*It's*, two hands)

I know the name of the store but can’t think of _____ location. (*its*, one hand)

The microwave has _____ own timer. (*its*, one hand)

Look at this mask! _____ made of solid silver. (*It's*, two hands)

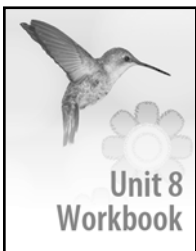
I see the cat but can’t remember _____ name. (*its*, one hand)

_____ important to always do your best. (*It's*, two hands)

Morphology

15 minutes

Practice Suffixes *-able* and *-ible*



Worksheet 9.1

- Remind students that in a previous lesson, they learned about the suffixes *-able* and *-ible*.
- Remind students that both these suffixes mean “able to be.”
- Tell students that you will give them two word choices. The words will either be a root word or the root word with the suffix *-able* or *-ible* added. Then, you will read a sentence and students must decide which of the word choices fits in the sentence.

Bend or bendable? Anna was able to _____ the pipe cleaner to add to her art project rather than keep it in a straight line. (*bend*)

Value or valuable? My grandmother trusted me to take good care of her _____ necklace when I wore it to my cousin's wedding. (*valuable*)

Enjoy or enjoyable? We attended an _____ concert put on by the music department at a local college. (*enjoyable*)

Chew or chewable? Dad told my younger brother to _____ more slowly so he could swallow his food more easily. (*chew*)

Force or forcible? After the storm debris was cleaned up, there was evidence of _____ removal of trees that were dying but had not yet fallen down. (*forcible*)

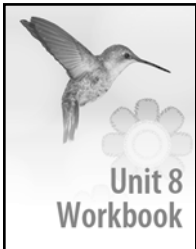
Access or accessible? She bought an extension cord so she could _____ an outlet that was hidden behind furniture. (*access*)

- Have students complete Worksheet 9.1 independently.

Spelling

15 minutes

Word Sort



Worksheet 9.2

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

- Tell students they will sort words with the sounds of /ə/ + /l/ spelled 'al', 'el', and 'le', and /sh/ + /ə/ + /n/ spelled 'tion'.
- Have students turn to Worksheet 9.2.
- Ask students to identify the vowel patterns. ('al' > /ə/ + /l/, 'le' > /ə/ + /l/, 'el' > /ə/ + /l/, 'tion' > /sh/ + /ə/ + /n/)
- Have students independently read the words in the box below the headers and circle the vowels that have the /ə/ + /l/ sounds and the /sh/ + /ə/ + /n/ sounds.
- Then, have students independently write the words that match the various spellings below the appropriate headers.

Note: You may wish to circulate around the room offering assistance where needed.

Lesson 10

Spelling Assessment

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 10.1; optional pens	25
Reading Time	Small Group: Remediation and Enrichment	<i>Native American Stories;</i> <i>More Classic Tales</i>	25
Grammar	Review	Worksheet 10.2	15
Spelling	Practice Dictionary Skills	Worksheet 10.3	15

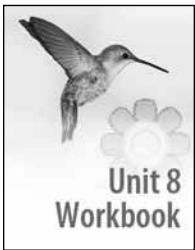
Advance Preparation

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.

Spelling

25 minutes

10 Spelling Assessment



Worksheet 10.1

For additional practice, see worksheets in Section VI-B 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.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *unravel*, they would write that word under the header 'el' > /ə/ + /l/.
- Tell students that should a spelling word fit under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

- | | |
|----------------|--------------------------------------|
| 1. addition | 12. hospital |
| 2. scuttle | 13. autumnal |
| 3. celebration | 14. travel |
| 4. wobble | 15. freckle |
| 5. nation | 16. rustle |
| 6. vowel | 17. subtraction |
| 7. funnel | 18. trial |
| 8. channel | 19. Challenge Word: important |
| 9. festival | 20. Challenge Word: children |
| 10. trickle | Content Word: ceremonial |
| 11. generation | |

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

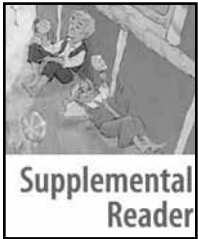
1. Dad sprinkled water on the section of our garden that was dry.
2. The solution to the problem took a fraction of a second to figure out.

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

Note to Teacher

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

Small Group: Remediation and Enrichment



- While working with students in small groups, please remember to choose activities that fit students' needs 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* with these students.
- ★ **Small Group 2:** Ask these students to read additional chapters in *Native American Stories* or a chapter or two in *More Classic Tales*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

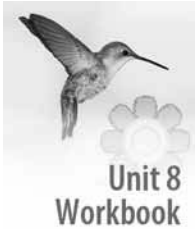
Grammar

10 Review



Worksheet 10.2

- Have students turn to Worksheet 10.2 and complete it independently. You may wish to use this as an informal assessment.



Worksheet 10.3

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

Practice Dictionary Skills

- Remind students that in a previous lesson, they learned about many different parts of a dictionary.
- Tell students that an entry word often has its pronunciation listed after it.
- Tell students that some words can be spelled the same but have different pronunciations and meanings. These words are called homophones.
- Have students turn to Worksheet 10.3 and read the portion of the dictionary page together.
- Remind students that homophones are words that are spelled the same but have different pronunciations and meanings.
- Have students look carefully at the pronunciations, parts of speech, and definitions of the word *bow* on Worksheet 10.3, noting that the word can be pronounced two ways.
- Have students complete Worksheet 10.3 as a teacher-guided activity.

Spelling Analysis Chart

Name	
1	1. addition
2	2. scuttle
3	3. celebration
4	4. wobble
5	5. nation
6	6. vowel
7	7. funnel
8	8. channel
9	9. festival
10	10. trickle
11	11. generation
12	12. hospital
13	13. autumnal
14	14. travel
15	15. freckle
16	16. rustle
17	17. subtraction
18	18. trial
19	19. Challenge Word: important
20	20. Challenge Word: children
	Content Word: ceremonial

Spelling Analysis Directions

Unit 8, Lesson 10

- Students are likely to make the following errors:
 - For 'al', students may write 'el' or 'le'
 - For 'el', students may write 'al' or 'le'
 - For 'le', students may write 'al' or 'el'
 - For 'tion', students may write 'shun', 'shin', or 'sion'
- While any 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 letters?
Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Pausing Point

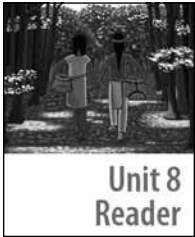
Note to Teacher

We recommend that you select specific Pausing Point activities for individuals and/or groups of students on the basis of their performance on the Assessment in Lesson 8.

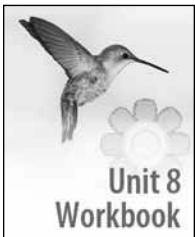
Reading Time

Small Group: “Salali, Dustu, and the Festival of Hope”

Introducing the Chapter



Chapter 8



Worksheet PP1

- Tell students that the title of today’s chapter is “Salali, Dustu, and the Festival of Hope.”
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Salali and Dustu. (See **box 8** in “Introduction to *Native American Stories*.”) Also, point out where Salali and Dustu lived on the map of North America. (the Southeast, **number 8** on the map in “Introduction to *Native American Stories*”)
- Remind students that they have read about other Native American groups in this Reader to whom corn was very important. (e.g., Adoette and Awan)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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

Vocabulary for “Salali, Dustu, and the Festival of Hope”

1. **festival**—a special celebration of something (74)
2. **feast**—a special meal with much food and drink in celebration of something (70)
3. **promptly**—immediately (72)
4. **glum**—sad (72)
5. **apologize**—to say you are sorry (74)
6. **sulkily**—in a way that shows you are angry or upset but don’t want to talk about why (74)
7. **offend**—to make someone upset or angry through words or actions (**offended**) (74)
8. **cleansing**—makes very clean (74)
9. **stagger**—to walk unsteadily as if about to fall (**staggered**) (76)
10. **festivities**—activities that are part of a celebration (76)
11. **proclaim**—to announce publicly (**proclaimed**) (76)
12. **solemnly**—in a very serious way (76)

Purpose for Reading

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

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have them complete Worksheet PP1 as they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out how Salali and Dustu were preparing for the festival and what the problem was. 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

Pages 70–73

- Read the title of the chapter together as a group, “Salali, Dustu, and the Festival of Hope.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *festival*, *feast*, *promptly*, and *glum*.
- Direct students’ attention to the image on **page 71** and read the caption aloud as a group.
- Ask students to read **pages 70–73** to themselves to find the answer to this question: “What did Grandmother send Salali and Dustu to do?”
- When students have finish reading, restate the question and ask students to answer. (Grandmother sent them to collect small branches for the campfire.)
- Ask, “What did Salali notice about Dustu?” (Something was wrong, he sounded glum.)
- Have students examine the image on **page 73** and read the caption aloud to students.

Pages 74–77

- Follow established procedures to preview the Vocabulary Cards for *apologize*, *sulkily*, *offend*, *cleansing*, *stagger*, *festivities*, *proclaim*, and *solemnly*. Point out that the words *offended*, *staggered*, and *proclaimed* appear in this chapter.
- Direct students’ attention to the images and captions on **pages 75** and **77**.
- Have students read **pages 74–77** to themselves to find out how Salali made Dustu feel happy again.
- When students have finished reading, restate the question and ask students to answer. (Salali explained why this was a good time of year to apologize. Finally, she promises that she won’t marry Elan, which truly made him happy.)

Take-Home Material

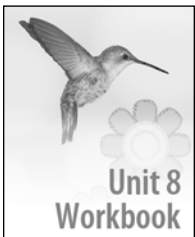
Have students take home Worksheet PP2 to read to a family member.

Reading Time

Small Group: “The Hunting of the Great Bear: An Iroquois Tale”



Chapter 9



Worksheet PP3

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Hunting of the Great Bear: An Iroquois Tale.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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

Vocabulary for “The Hunting of the Great Bear: An Iroquois Tale”

1. **rear**—to stand up on hind legs (**reared**) (78)
2. **hind**—at the back (78)
3. **mark its territory**—an animal shows the area in which it lives by leaving some kind of mark throughout the area, such as a scent, scratches on trees or plants, or other signals (78)
4. **urge**—to try hard to persuade (**urged**) (80)
5. **pemmican**—food eaten by Native Americans made by mixing dried, pounded, fine meat with melted fat (82)
6. **pouch**—a small bag made of leather or fabric (82)
7. **monstrous**—gigantic, horrible (82)
8. **weary**—extremely tired (84)
9. **sprint**—to run fast for a short distance (**sprinted**) (86)

Purpose for Reading

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

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have them complete Worksheet PP3 as they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out how the hunt for the great bear still goes on today. 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

Pages 78–83

- Read the title of the chapter together as a group, “The Hunting of the Great Bear: An Iroquois Tale.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *rear*, *hind*, *mark its territory*, *urge*, *pemmican*, *pouch*, and *monstrous*. Point out that the words *reared* and *urged* appear in this chapter.
- Have students look at the images and read the captions on **pages 79, 81, and 83**.
- Tell students to read **pages 78–83** to themselves to find out who came to see the brothers and what the brothers discovered.
- When students have finished reading, restate the question and ask students to answer. (A messenger came to see the brothers to ask for help with the great bear. The brothers set off and discovered marks on the trees left by the bear. They set out to find the great bear.)

Pages 84–89

- Follow established procedures to preview the Vocabulary Cards for *weary* and *sprint*. Note for students that the word *sprinted* appears in this chapter.
- Have students look at the image on **page 85** and read the caption aloud as a group.
- Tell students to read **pages 84–89** to themselves to find out if the brothers find the bear.
- When students have finished reading, restate the question and ask students to answer. (Yes. After asking to be carried for a bit, the fourth brother sprinted off and killed the bear.)

- Ask, “What happens each autumn according to this myth?” (The brothers chase the bear, catch it, and kill it. The blood from the meat drips down to Earth and makes the maple tree leaves red. The fat drips down and makes the grass pale and lifeless.)
- Have students look at the images on **pages 87 and 89** and read the captions to themselves.

Take-Home Material

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

Reading Time

Small Group: “Crow Brings the Daylight: An Inuit Myth”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Crow Brings the Daylight: An Inuit Myth.”
- Remind students that they have read myths in earlier units. (e.g., “Cupid and Psyche,” “Androcles and the Lion,” Viking myths)
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

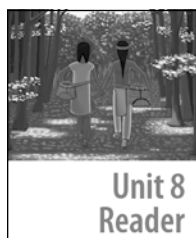
- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding.

Vocabulary for “Crow Brings Daylight: An Inuit Myth”

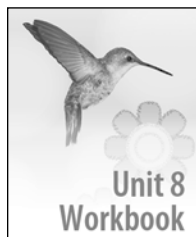
1. **rim**—the edge of something round (92)
2. **vibrant**—bright (92)
3. **speck**—a small spot (92)
4. **lodge**—a small home used for a short time period (92)
5. **glow**—to give off a steady light (**glowed, glowing**) (94)

Purpose for Reading

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



Chapter 10



Worksheet PP5

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have them complete Worksheet PP5 as they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out how Crow brought daylight to the Inuit people. 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

Pages 90–93

- Read the title of the chapter together as a group, “Crow Brings the Daylight: An Inuit Myth.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *rim*, *vibrant*, *speck*, and *lodge*.
- Direct students’ attention to the image on **page 91** and read the caption aloud as a group.
- Ask students to read **pages 90–93** to themselves to find the answer to these questions: “What did the Inuit people ask Crow to do and where did he have to go to do it?”
- When students have finished reading, restate the questions and ask students to answer. (The Inuit people asked Crow to bring daylight to them. At first, Crow said he was too old but then agreed to bring it. He traveled south to find it.)
- Have students look at the image and read the caption on **page 93**.

Pages 94–99

- Follow established procedures to preview the Vocabulary Card for *glow*. Point out that the words *glowed* and *glowing* appear in this chapter.
- Have students look at the image and read the caption on **page 95**.
- Tell students to read **page 94–99** to themselves to find out how Crow got the daylight.
- When students have finished reading, restate the question and ask students to answer. (Crow whispered commands in the boy’s ear that he said to his grandfather, who gave him the glowing ball of daylight

to play with. Crow whispered for the boy to ask to play with it outside. When the boy went outside, Crow grabbed the string around the ball and flew away with it.)

- Ask, “What did the Inuit people do when they saw a ray of light grow brighter and brighter?” (They jumped for joy and called Crow their hero.)
- Direct students’ attention to the images and captions on **pages 97** and **99**.

Take-Home Material

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

Grammar

Plural Possessives Nouns Not Ending in ‘s’ or ‘es’

- Worksheet PP7
- Rewrite sentences changing the underlined phrase to plural possessive nouns

Possessive Pronouns

- Worksheet PP8
- Write sentences replacing the possessive nouns with possessive pronouns

Morphology

Suffixes *-ish* and *-ness*

- Worksheet PP9
- Replace the meaning with the affixed word in a sentence and write the word, part of speech, and prefix

Suffixes *-able* and *-ible*

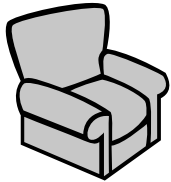
- Worksheets PP10, PP11
- Answer questions about and compare words with suffixes *-able* and *-ible*; create sentences

Reading Resource

Glossary for Native American Stories

- Worksheet PP12
- Use this as a reference during this unit

Teacher Resources



Reader's Chair

Reader's Chair Sign-Up Sheet

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

Anecdotal Reading Record

Week of: _____

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

Tens Conversion Chart

Number Correct

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

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

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

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

Reader's Journal Writing Prompts

Unit 8:

1. Choose a Native American character and make a list of everything you know about that character's way of life.
2. Determine ways that life for one of the Native American groups is different from your life and write a paragraph stating why one would be easier than the other.
3. Compare and contrast the myth in this Reader with myths you have read in the past.
4. Select a character in the Reader and write an addition to the chapter from your **point of view** as someone who is a member of that character's same Native American group.
5. Speaking from Salali's **point of view**, what does she hope will **occur** in the future?
6. Speaking from Adoette's **point of view**, what does she hope will **occur**?
7. Speaking from Alo's **point of view**, what does he hope will **occur**?

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.

Glossary for *Native American Stories*

A

ancestor—a person in your family who was alive long ago, even before your grandparents (**ancestors**)

apologize—to say you are sorry

arctic—relating to extreme cold and winter

arid—extremely dry due to a lack of rain

autumnal—relating to the season of fall

axe—a tool with a sharp blade on the end of a long handle that is used to chop wood (**axes**)

B

basic—relating to the most important part of something

birch—a tree with hard wood and smooth bark that peels off easily in strips

C

caw—to cry like a crow (**cawing**)

ceremonial—relating to a formal series of events that mark an important occasion

channel—a long, narrow row dug for planting seeds (**channels**)

chat—to talk in an informal, friendly way (**chatted**)

cleansing—makes very clean

clearing—an open space in a forest

cloak—cape (**cloaks**)

coiled—spiraled

command—an order to do something (**commands**)

construct—to build (**constructed**)

copper—reddish-brown

craft—to make with skill and care (**crafted**)

critter—a small animal (**critters**)

crouch—to stoop or squat (**crouched**)

E

earn his keep—to gain a position through hard work

erie—spooky

elder—an older person in a community who is respected and seen as having authority (**elders**)

emerge—to come into view from a hidden place (**emerging**)

eye—to look at something in a close or careful way (**eyed**)

F

feast—a special meal with much food and drink in celebration of something

festival—a special celebration of something

festivities—activities that are part of a celebration

flesh—the meat of an animal

flint—a type of hard rock

forefather—an ancestor (**forefathers**)

frostbite—a condition in which part of your body freezes

funnel—(verb) to pass through a narrow opening; (noun) a cone with a narrow opening at the bottom that is used to pour something into a narrow container (**funnels**)

G

generation—the average length of time between the birth of parents and the birth of their children, about 25 to 30 years

germinate—to sprout

glistening—sparkling

glow—to give off a steady light (**glowed, glowing**)

glum—sad

gourd—a hard-skinned fruit that grows on a vine such as a pumpkin or squash (**gourds**)

H

harness—to attach to a set of straps that connect an animal to something it pulls (**harnessed**)

haze—smoke or mist that fills the air and makes it hard to see

headdress—a decorative head covering usually worn for special occasions (**headdresses**)

hearth—the area in front of a fireplace

hind—at the back

hitch—to connect one thing to another

hoe—a tool with a long handle and a flat blade used for gardening to loosen dirt and dig up weeds

horizon—the line in the distance where the earth or ocean seems to meet the sky

host—a large number of things

husk—the outer covering of seeds such as corn (**husks**)

K

kachina—the Hopi name for spirit (**kachinas**)

L

lead—first, serving as the leader

linger—to be slow to leave (**lingered**)

litter—a group of baby animals born at the same time to the same mother

lodge—a small home used for a short time period

M

mammoth—an ancient elephant that was covered with woolly fur and had long tusks that curved upward

mark its territory—an animal shows the area in which it lives by leaving some kind of mark throughout the area, such as a scent, scratches on trees or plants, or other signals

milkweed—a plant with juicy leaves

monstrous—gigantic, horrible

O

obedience—the act of following orders

offend—to make someone upset or angry through words or actions
(**offended**)

P

pemmican—food eaten by Native Americans made by mixing dried, pounded, fine meat with melted fat

pouch—a small bag made of leather or fabric

preserve—to prepare food to keep for future use (**preserved**)

previous—the last one before now

proclaim—to announce publicly (**proclaimed**)

promptly—immediately

puny—small and weak

R

rear—to stand up on hind legs (**reared**)

rim—the edge of something round

runt—the smallest animal in a litter

S

sap—liquid that flows inside a plant

scamper—to run quickly and playfully; scuttle (**scampered**)

scuttle—to run quickly and playfully; scamper

settled—living in a new place

Shaman—a person who heals the sick and communicates with spirits
(**Shamans**)

shelter—a structure that covers people

slingshot—a Y-shaped stick with elastic bands attached that is used to shoot small stones (**slingshots**)

sniff—to smell something

solemnly—in a very serious way

speck—a small spot

speedily—in a fast way

spirit—a ghost of a person who has passed away (spirits)

sprint—to run fast for a short distance (**sprinted**)

squint—to look at with partially closed eyes (squinted)

stagger—to walk unsteadily as if about to fall (**staggered**)

stampede—to suddenly run away in fear as a large group

store—to put things away for future use (**stored**)

strip—to tear something off

succulent—rich, inviting, mouth-watering

sulkily—in a way that shows you are angry or upset but don't want to talk about why

T

talon—a sharp claw of a bird of prey (**talons**)

terrain—the shape of land

tobacco—a plant whose leaves are harvested for smoking or chewing

towline—a rope or chain used to pull something (**towlines**)

tracker—a person who follows animal tracks

trickle—to flow extremely slowly in a thin stream or drops (**trickles**)

tusk—one of two long, curved teeth that stick out of an animal's mouth, such as an elephant or walrus (**tusks**)

U

urge—to try hard to persuade (**urged**)

V

vibrant—bright

W

waft—to carry through the air (**wafted**)

wean—to feed a young child or animal food other than its mother's milk (**weaned**)

weary—extremely tired

wigwam—a hut made by covering a framework of wooden poles with bark or animal hides

wits—the ability to think quickly and make good decisions

wobble—to move from side to side in an unsteady way

woolly—covered with soft, thick, curly hair

Name: _____

1.1

Etu, the Hunter

- Who is on the hunt?
 A. Etu and the other men in his family
 B. Etu and the women in his family
 C. Etu
 D. Etu's parents
- This hunt is significant for Etu because _____.
 A. it is his last hunt
 B. it is the only hunt he will go on this year
 C. it is his first hunt
 D. it is winter
- Why does Etu have to be so careful and silent?

It was important that the woolly mammoths didn't perceive the presence of the hunters or they would panic and stampede for sure.

Page 12

- List some tools mentioned in this chapter that Etu's people use.

slingshots

flint-tipped spears

atlati (spear thrower)

- Write a different ending for the chapter. In your ending, Etu and his family are NOT successful in the hunt.

Answers may vary.

Name: _____

2.1

Adoette and Awan, the Bird Chasers

- What crop do Adoette and Awan's people grow for food and to make things they need?
 A. whole wheat
 B. tomatoes
 C. corn
 D. shrubs
Page 20

- Write a complete sentence that tells the uses of the crop Adoette and Awan are protecting.

The uses of the corn Adoette and Awan are protecting are to make flour for food and to make baskets and mats.

- How do Adoette and Awan know that winter is over?
 A. the air is warm
 B. the crows are cawing
 C. the earth seems to be waking from a sleep
 D. all of the above

- Why are crows the enemy of Adoette and Awan and their people?

Crows were enemies because they dug up newly planted seeds and new seedlings.

- Write a complete sentence that explains exactly what the children do to scare the crows away.

Adoette and Awan would scream at the crows and chase them away.

- How do you know that Adoette is not afraid of the injured crow?

- She screeches, "We're supposed to chase it away."
- She picks up the bird and plans to take it home to help it heal.
- She runs in the other direction when she sees the crow.
- She stomped off to look for snakes.

Name: _____

2.2

Plural Possessive Nouns Not Ending in *-s* or *-es*

Rewrite each sentence, changing the underlined phrase to a plural possessive noun.

Example: The house belonging to Grandma was full of the noises of the children.
Grandma's house was full of the children's noises.

1. My cat ate all of the cheeses of the mice.
My cat ate all of the mice's cheeses.
2. The black cars belonging to the men lined up to pull out of the garage.
The men's black cars lined up to pull out of the garage.
3. The silent classrooms of the children made us think no one had come to school that day.
The children's silent classrooms made us think no one had come to school that day.
4. The auditorium was full of the happy voices of the people.
The auditorium was full of the people's happy voices.

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5. The colorful dresses of the women looked like a rainbow on stage.

The women's colorful dresses looked like a rainbow on stage.

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Name: _____

3.1

Akando and Aponi, the Gatherers

1. What did most children in the village gather during this time of year? List examples.
wild fruits
berries
nuts
wild onions
milkweed
2. Write a definition for the word "harvest."
to gather crops
to pick vegetables
3. What did the Shamans use tobacco and certain roots and bark for?
A. food
B. drink
 C. medicine
D. shelter
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4. Akando and Aponi had _____ strapped to their waists.
A. headdresses
 B. birch bark baskets
C. belts with tools
D. pouches with medicine

5. What title best matches the list below?

Title: _____

1. Tobacco
2. Sunflowers
3. Corn
4. Squash

- A. Crops Grown
B. Crops Gathered
C. Crops Missing
D. Crops Sold

6. What do you think will happen next, after Akando and Aponi fill their baskets?
A. They will hunt for food.
 B. Akando will teach Aponi how to beat him in the Guessing Game.
C. They will participate in a ceremony to ask for rain.
D. Aponi will teach Akando how to make a birch bark basket.

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Name: _____

3.3

-ish: Suffix Meaning "having the characteristics of" or "like"

foolish—(adjective) having the characteristics of or like someone who is ridiculous and acts without good sense or judgment	Answers may vary.
snobbish—(adjective) having the characteristics of or like someone who thinks he or she is better than others	Answers may vary.
selfish—(adjective) having the characteristics of or like an individual	Answers may vary.
feverish—(adjective) having the characteristics of or like a body temperature that is higher than normal; having the characteristics of or like a state of excited activity or emotion	Answers may vary.

Write the correct word to complete each sentence.

style	childish	fever	child
feverish	fool	foolish	stylish

- We worked at a feverish pace to finish the project before the end of class.
- There was an announcement at the fair about a child who had lost his mother in the crowd.
- I was foolish to think that I could do well on the assessment without studying for it the night before.

- Mark was so happy his team won the game that he jumped up and down, screaming like a fool.
- Her new shoes were very stylish and everyone wanted a pair just like them.
- Mom put her hand on my forehead and said it felt like I had a fever since it was so warm.
- My cousin has a great sense of style when it comes to dressing up.

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

- Answers may vary but should include the word *childish*.

Name: _____

3.5

-ness: Suffix Meaning "in the state or condition of being"

quickness—(noun) in the state or condition of being fast	Answers may vary.
awareness—(noun) in the state or condition of noticing something	Answers may vary.
fitness—(noun) in the state or condition of being healthy	Answers may vary.
loneliness—(noun) in the state or condition of being without others	Answers may vary.

Write the correct word to complete each sentence.

dark	awareness	fit	sick
fitness	darkness	sickness	aware

- I felt sick after eating the entire tub of popcorn at the movies.
- Her awareness of how to get around our new school was very helpful since I got lost twice in the beginning of the year.
- Are you aware that snow is in the forecast for next week?
- To keep up my level of fitness, I now exercise at least four times a week and I eat healthy foods.

- The darkness made it hard for Dad to find the top to the trash can last night.
- My dad wants to be fit and healthy by the time summer starts.
- It gets dark outside earlier during December than during October.

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

- Answers may vary but should include the word *sickness*.

Name: _____

3.6

Blank Busters

dozen	again
enemy	Shaman
deposit	ability
problem	distance
about	elegant
debate	sentence
area	secure
taken	probably
bulletin	company
Challenge Word: American	
Challenge Word: independent	
Content Word: glistening	

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

- Etu traveled a great distance following the woolly mammoths.
- Rita collects items in groups of 12, so she has a dozen pencils in her desk and always makes sure there are 12 sentences in each paragraph she writes.
- The beautiful, glistening snow fell last night while everyone slept.
- Mother said we needed to clean our rooms very well because we were expecting fancy, elegant company to arrive to spend the weekend with us.

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5. In a video our teacher showed us, there was a Native American called a Shaman problems who healed the sick and took care of many other that his group encountered.

6. I feel very confident when surrounded by my friends, but when enemies secure approach, I am not as confident and don't feel

7. My baby brother wants to be able to do things himself and be independent

8. Will you take my check to the bank and deposit it, please?

9. The chapters in our reader, Native American Stories, are all about children and their contributions to their groups.

10. Mother says I can probably go to the movies with my friends. I just need to finish my homework.

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

- Answers may vary.
- Answers may vary.
- Answers may vary.

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Name: _____

4.1

Alemeda, the Basket Weaver

- Which character from a different chapter used a basket to hold things?
 - Etu
 - Aponi
 - Awan
 - Adoette

2. Why did Alemeda hide in the beginning of the chapter? (You may answer in "note-taking" form as a short answer.)

Alemeda wanted to learn to hunt not make baskets.

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3. Why did Alemeda's grandmother say they had to finish the baskets?

Grandmother said that the skill of basket weaving had been handed down for generations and Alemeda needed to learn it.

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- What did Grandmother think when she was Alemeda's age?
 - She would rather learn how to hunt than weave baskets.
 - She would rather harvest corn than weave baskets.
 - She would rather hide than weave baskets.
 - She would rather chase her dog than weave baskets.

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5. Why are baskets so important to Alemeda's people?

Baskets were important because they were used to store food.

6. Write a summary of this chapter.

Grandmother explains why Alemeda should learn the skill of basket weaving and talks Alemeda into learning it.

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Name: _____

4.2

Practice Possessive Pronouns

Underline the possessive noun in each sentence. Write the sentence, replacing the possessive noun with a possessive pronoun from the box.

my your his her its our their

Example: The students' artwork decorated the walls. Their artwork decorated the walls.

- Sally's name is printed on the front of the book she wrote.
Her name is printed on the front of the book she wrote.
- My family's house is at the end of a long street.
Our house is at the end of a long street.
- Many people begin people's careers in school and continue for years.
Many people begin their careers in school and continue for years.
- The house's coat of paint is peeling and needs attention.
Its coat of paint is peeling and needs attention.

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- [Insert your name with an apostrophe] homework is finished and now I can play!
My homework is finished now and I can play.

- [Insert the name of one friend with an apostrophe] homework is also finished and now we can play together!
Your homework is also finished and now we can play together.

- Mr. Brown's car is red with a white racing stripe.
His car is red with a white racing stripe.

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Name: _____

4.3

Suffixes *-ish* and *-ness*

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

stylish darkness kindness selfish foolish
sadness quickness snobbish sickness loneliness

- When her friends arrived for a weekend visit, she forgot all about her state or condition of being without others from the night before.
Word: loneliness Part of Speech: noun
Suffix: -ness
- It is a having the characteristics of or like an individual act to only go to events with friends when you get to pick the events.
Word: selfish Part of Speech: adjective
Suffix: -ish
- The state or condition of being without much light made it difficult for Robby to see if his dog was in the backyard or not.
Word: darkness Part of Speech: noun
Suffix: -ness

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- She was overcome with state or condition of being not happy when she learned that her best friend was moving to another state.
Word: sadness Part of Speech: noun
Suffix: -ness

- Her having the characteristics of or like someone who thinks he or she is better than others attitude made it difficult to work with her because she never thought other people's ideas were good compared to hers.
Word: snobbish Part of Speech: adjective
Suffix: -ish

- The state or condition of wanting to help others and do good things of a stranger who opened the door for her while she was on crutches really made her day great.
Word: kindness Part of Speech: noun
Suffix: -ness

- There was a having the characteristics of or like someone who is ridiculous and acts without good sense or judgment fan at the baseball game who stood up and did funny dances every time a good play happened.
Word: foolish Part of Speech: adjective
Suffix: -ish

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Name: _____

4.3
continued

8. The state or condition of being fast with which the deer ran across the field surprised us as we hiked along the trail in the park.

Word: quickness Part of Speech: noun

Suffix: -ness

9. Her having the characteristics or like the way people act and dress at a particular time appearance always impressed people she met and made a good impression wherever she went.

Word: stylish Part of Speech: adjective

Suffix: -ish

10. During the winter months, there is more state or condition of being ill, not feeling well going around than during the summer months.

Word: sickness Part of Speech: noun

Suffix: -ness

Name: _____

4.4

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /a/ sound. Write the words under each header that match the header's spelling pattern.

'a' > /a/

'e' > /e/

_____ curable _____	_____ brazen _____
_____ parakeet _____	_____ problems _____
_____ allow _____	_____ broken _____
_____ pleasant _____	_____ oven _____
_____ among _____	_____ delegate _____
_____ elegance _____	_____ _____
_____ huggable _____	_____ _____
_____ _____	_____ _____

curable	among	problems	Chinese	oven
parakeet	hen	broken	acre	delegate
allow	elegant	Amos	pencil	enjoy
pleasant	brazen	burger	huggable	able

Name: _____

5.2

Alo, the Spirit Giver

1. What do the kachinas govern?
- A. the moon, the stars, and the thunderous heavens
 - B. the crops
 - C. the health of the Hopi people
 - D. all of the above
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2. Why is the Bean Dance Ceremony one of the most important ceremonies?
The Bean Dance Ceremony is important because in it the Hopi ask the spirits for the gift of rain and to cure the sick.

3. Only boys and men in the village can wear the special kachina clothing and masks.

4. Describe what those who dress as the Aholi Kachina spirit wear.

Those who dress as the Aholi Kachina spirit wear multicolored cloaks, bright blue masks or headdresses and may carry wands.

5. How old must a boy be to participate in the Bean Dance Ceremony? (You may answer in "note-taking" form.)
10

6. List the things Alo's father has not been able to do this year because he has been sick.

Alo's father has been unable to make kachina dolls for Alo's sisters, to play with the children, and to prepare the fields and plant and harvest the beans and corn.

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Name: _____

5.4

Dictionary Skills

Use the following portion of a dictionary page to answer the questions below.

wind 1. [wiend] *verb* To wrap something around something else. 2. [wiend] *verb* To turn a knob around to make a machine work 3. [wiend] *verb* To move in a curvy way. 4. [wind] *noun* The breath an animal has in its lungs. 5. [wind] *noun* The movement of air.

1. What two pronunciations for the entry word *wind* are shown? /wiend/
/wind/
2. What two parts of speech are listed for *wind*? verb noun
3. Which definition of *wind* is used in the following sentence?
The *wind* is blowing gently today. 5
What part of speech is *wind* in this sentence? noun
4. Which definition of *wind* is used in the following sentence?
The river *winds* down the mountains and empties into the ocean. 3
What part of speech is *winds* in this sentence? verb
5. Which definition of *wind* is used in the following sentence?
Mom said, “*Wind* the scarf around your neck to keep you warm. 1
What part of speech is *wind* in this sentence? verb

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Name: _____

6.1

Meda and Flo, the Forest Children

1. What are the girls doing at the very beginning of the chapter?
A. making maple syrup
 B. racing
C. preparing for a hunt
D. helping an injured crow
2. What does Flo's family do every year at the beginning of spring?
A. set up camp in the mountains
 B. set up camp in the maple tree forest
C. set up camp by the lake
D. set up camp on the grassy hills
3. List the places where Flo's family lives during each season.

Spring: camp in the forest

Summer: village

Fall: camped near fields they planted

Winter: village

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4. Why were Flo and others lucky this year?
A. The campfire did not burn their home.
B. The winter was wet and left the ground moist for planting seeds.
 C. The winter winds and snowfall had not destroyed their wigwam frames.
D. No one else had collected sap from the maple trees in the forest.
5. What does sap look like when it first comes out of the maple tree?
Sap looks like water when it first trickles out of the maple trees.
6. What are the containers made of that hold the sap?
The containers that hold the sap are made of birch bark.
7. Which other characters have used baskets to hold or collect things?
 A. Akando and Aponi
B. Eru
C. Alo
D. none of the above

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Name: _____

7.1

Yutu, the Dog Trainer

1. List the features of the sled dogs that help them live in the frozen land of the Inuits.

1. thick, waterproof fur coats

2. extra furry ears

3. large paws with thick furry pads

4. large bushy tails

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2. Compare and contrast benefits of the different towlines.

Single towlines and fan hitches are both ropes

attaching dogs to the sleds they pull. Single

towlines are better in deep snow so a path is

made through the snow. If snow is packed down

a fan hitch is best.

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3. Why did Yutu have to train Miki instead of her father training Miki?
- A. Miki did not like being hitched to a towline.
- B. Miki was small and sickly for the first few weeks of his life.**
- C. Yutu's father had too many dogs to train already.
- D. Yutu's father gave Yutu the task of training Miki.
4. When the dogs are young, they are less willing to work together and must be taught to pull sleds together as a team.
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5. How does the sled driver get the dogs to do anything?
- A sled driver must use a voice that is firm when giving commands.
6. This chapter is told from Yutu's point of view.

Name: _____

1. This selection is told from Geronimo's's point of view.
2. Describe the features of the land where the narrator grew up.
1. a country around the headwaters of the Gila River
2. mountainous with valleys
3. boundless prairies
4. rocky caverns
3. List items the narrator and his family grew in their fields.
- corn melons
- beans pumpkins
4. Why was the deer more valuable to the narrator and his people than any other animal?

Deer were valuable because their flesh was dried and packed in vessels (food) and their skin was used (clothing).

5. What had the narrator long desired to do?
- A. plant crops in the fields
- B. fight with the warriors of the tribe**
- C. explore the land where he grew up
- D. learn the legends of his people
6. Write a summary of the narrator's youth.
- During Geronimo's youth, he learned the legends of his people, he played with his brothers and sisters, he worked in the fields, and learned to hunt.
- _____
- _____
- _____
- _____
7. If the narrator acted with *quickness* to kill several deer before the others would run away, what does that mean he did?
- A. acted in the state or condition of being without much light
- B. acted in the state or condition of being without others
- C. acted in the state or condition of being fast**
- D. acted in the state or condition of being healthy

Name: _____

8. & 9. Rewrite the sentences, changing the groups of words in parentheses to include plural possessive nouns.
- (The bicycles belonging to my cousins) are all painted red.
- My cousins' bicycles are all painted red.
- Lined up neatly on the bookshelf are (the science books belonging to the students).
- Lined up neatly on the bookshelf are the students' science books.
10. What two pronunciations are listed for *tear* in the following box?
- tear** 1. [*teer*] noun a drop of clear, salty liquid that comes from the eye.
2. [*taer*] noun a rip in a piece of paper or fabric. 3. [*taer*] verb to pull apart by force.

/teer/ /taer/

11. Using the numbers 1–5, arrange the following characters to show what order they went in to try and get the fire.

5 Water Spider
2 Screech Owl
4 Black Racer Snake
3 Hooting Owl
1 Raven

12. What does the word **hollow** mean in the following sentence from the selection?

The lightning struck a sycamore tree that grew on an island and a fire began to burn in the **hollow** part of the tree.

- A. full
B. charred
 C. empty
D. sharp
13. Why was it hard for all the animals except for the Water Spider to get the fire?

The heat and flames were too hot for the other animals to touch. The water spider spun a basket to carry the fire.

14. Which two animals turned black while trying to get the fire?

Black Racer Snake and **Raven**

Name: _____

15. What does the word **singed** mean in the following sentence from the selection?

The hot air **singed** the Screech Owl's eyes so badly he could barely see.

- A. cooled
 B. burned
C. wafred
D. cleaned

16. Why did the animals want to get the fire?

The animals lived in a world that was cold.

17. What caused the fire to start?

The Thunders, who live up in the skies, sent down their lightning which caught a sycamore tree on fire.

18. Which word with the suffix **-able** could describe the fire in the animals' opinion?

- A. predictable
B. wearable
C. chewable
 D. valuable

19. & 20. Rewrite the sentences, changing the underlined phrases to plural possessive nouns.

The purple hats of the women were all shaped differently.

The women's purple hats were all shaped differently.

The gym was full of the children of the third-grade parents.

The gym was full of the third-grade parents' children.

Name: _____

21. Why did the Fox pretend to be sick when the Lion asked if his breath smelled bad?

The fox pretended to have a cold so he could not smell anything. That way he couldn't answer the lion.

22. What does the word **summoned** mean in the following sentence from the selection?

He **summoned** the Sheep into his den first.

- A. called
B. scolded
C. cheered
D. watched

23. Arrange the events in order using the numbers 1–5.

5 The Fox said he had a cold and could not smell anything.
3 The Sheep told the Lion his breath smelled bad.
1 The Lioness told the Lion his breath smells bad.
4 The Wolf told the Lion his breath did not smell bad.
2 The Lion asked some advisors about his breath.

24. What happened to each of the Lion's advisors?

the Sheep: Lion ate him.

the Wolf: Lion ate him.

the Fox: The story doesn't say what happened to the fox but the Lion didn't eat him.

25. Write a summary of this selection.

The proud lion, after being told by the Lioness that his breath smells bad, sets out to ask his advisors if it is true. The Sheep says "yes" and the Lion ate him. The Wolf says "no" and the Lion says he's a liar and eats him. The Fox pretends he is sick and can't smell anything and the Lion doesn't eat him. The moral is: A wise man knows when to remain silent.

Name: _____

26. Why did the author write this selection?

- A. to scare people with information about lions
- B. to describe what lions eat
- C. to entertain people with a story
- D. to inform people about animals in the jungle

27. Which of the following words with the suffix *-ish* might be used to describe the Lion's behavior according to the Lioness?

- A. stylish
- B. selfish
- C. feverish
- D. snobbish

28. & 29. Rewrite the sentences, replacing the possessive nouns with possessive pronouns.

My family's new car is the talk of the neighborhood.

Our new car is the talk of the neighborhood.

My family is on its way to visit my aunt's old house.

My family is on its way to visit her old house.

30. Which definition of *tear* is used in the following sentence and what part of speech is it?

tear 1. [teer] *noun* a drop of clear, salty liquid that comes from the eye. 2. [taer] *noun* a rip in a piece of paper or fabric. 3. [taer] *verb* to pull apart by force.

I found a *tear* in my soccer shorts after the game. 2

Part of speech: noun

Name: _____

-able: Suffix meaning "able to be"

enjoyable—(adjective) able to take pleasure in something	Answers may vary.
valuable—(adjective) able to have its worth estimated	Answers may vary.
chewable—(adjective) able to be crushed and grinded with your teeth	Answers may vary.
wearable—(adjective) able to be put on your body as clothing	Answers may vary.

Write the correct word to complete each sentence.

believe	enjoyable	value	chew
valuable	chewable	enjoy	believable

1. Someone donated a valuable sculpture to the art museum to be put on permanent display.
2. When meat is too tough, it is hard to chew and my jaw gets tired.
3. I can't wait to get outside and enjoy the rare warm, sunny weather at this time of year.
4. Grandpa made up a very believable story about a fishing trip gone wrong that all of us grandchildren really thought happened.

- Do you think the odd coin I found has some value?
- Since she had lied to me in the past, I wasn't sure whether to believe her latest story.
- The goodie bag I got at the party had a mix of hard and chewable candy.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word enjoyable.

Name: _____

-ible: Suffix Meaning able to be

reversible—(adjective) able to turn the opposite way or inside out	Answers may vary.
flexible—(adjective) able to be moved or easily changed	Answers may vary.
forcible—(adjective) able to make something happen	Answers may vary.
accessible—(adjective) able to get information or get through to something	Answers may vary.

Write the correct word to complete each sentence.

flex	forcible	access	force
accessible	flexible	reverse	reversible

- We watched a little boy at the playground flex his muscles to show how strong he was.
- The ramp made the library accessible to people who could not easily walk up the steps.
- I had to force the gate shut to lock it because it would not stay shut on its own.
- My brother chose to reverse the order in which he did his homework, starting with math today instead of ending with it.

- The door to the office showed signs of forcible entry after the robbery.
- I cannot access the library's catalog online because the Internet is not working.
- My plans for Saturday are flexible and can be easily changed if we need to take care of anything.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word reversible.

Name: _____

Practice: -able and -ible

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

1. These socks are no longer _____ since they have too many holes in them.	wearable	wear
2. Dad bought me some _____ vitamins since the others are hard to swallow.	chew	chewable
3. I can _____ the sleeves of my new jacket if I get too hot.	removable	remove
4. My dad had to _____ the fencepost into the ground when he replaced the broken parts.	force	forcible
5. The librarian put the books on the table before class so they were _____ to everyone.	accessible	access
6. Did you _____ the play last Sunday?	enjoyable	enjoy
7. Rosa was very _____ after taking dance classes for so many years.	flexible	flex
8. The fiction story we read was too funny to be _____.	believe	believable

Write the part of speech and the meaning for each word. Then, write the root word for each word.

1. *bendable*

Part of Speech: adjective Root Word: bend

Meaning: able to be bent

2. *accessible*

Part of Speech: adjective Root Word: access

Meaning: able to be accessed

3. *predictable*

Part of Speech: adjective Root Word: predict

Meaning: able to be predicted

4. *reversible*

Part of Speech: adjective Root Word: reverse

Meaning: able to be reversed

5. *valuable*

Part of Speech: adjective Root Word: value

Meaning: able to be valued

Name: _____

Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ə/ sound. Write the words under each header that match the header's spelling pattern.

e' > /ə/ + /l/ 'a' > /ə/ + /l/ 'e > /ə/ + /l/ 'tion' > /sh/ + /ə/ + /n/

<u>barrel</u>	<u>bridal</u>	<u>mantle</u>	<u>multiplication</u>
<u>tinsel</u>	<u>numeral</u>	<u>ample</u>	<u>direction</u>
<u>chapel</u>	<u>total</u>	<u>knuckle</u>	<u>section</u>
_____	<u>postal</u>	<u>stumble</u>	<u>condition</u>
_____	<u>nasal</u>	_____	_____
_____	_____	_____	_____

less <u>o</u> n	ank <u>e</u>	num <u>e</u> ral	butt <u>o</u> n	condit <u>i</u> on
mant <u>e</u>	multipl <u>i</u> cation	tot <u>a</u> l	jarg <u>o</u> n	stumb <u>l</u> e
rais <u>i</u> n	capt <u>a</u> in	chap <u>e</u> l	post <u>a</u> l	call <u>e</u> d
bar <u>e</u> l	w <u>e</u> ll	knuck <u>e</u> l	direct <u>i</u> on	stend <u>i</u> l
tins <u>e</u> l	brid <u>a</u> l	b <u>a</u> ld	sect <u>i</u> on	nas <u>a</u> l

Name: _____

Practice Grammar Skills

Write the singular possessive noun and what belongs to each singular possessive noun on the appropriate blank.

1. The woolly mammoth's footprints were huge.

Singular Possessive Noun: _____ What belongs to him/her/it?

mammoth's footprints

2. The maple tree's sap trickled into the birch baskets.

Singular Possessive Noun: _____ What belongs to him/her/it?

tree's sap

Write the plural possessive noun and what belongs to each plural possessive noun on the appropriate blank.

1. The kachinas' care for every living thing gave us hope.

Plural Possessive Noun: _____ What belongs to them?

kachinas' care

2. The sled moved swiftly because of the sled dogs' training.

Plural Possessive Noun: _____ What belongs to them?

dogs' training

Rewrite the sentence, changing the underlined phrase to a plural possessive noun.

1. The children belonging to the parents played together all afternoon.

The parents' children played together all afternoon.

2. The green, lush lawns of the neighbors told us spring was here!

The neighbors' green, lush lawns told us spring was here.

Name: _____

10.3

Dictionary Skills

Use the following portion of a dictionary page to answer the questions below.

bow 1. [bow] *verb* To bend the body or head out of respect. 2. [bow] *noun* The front of a ship. 3. [boe] *noun* A knot having two loops and two ends. 4. [boe] *noun* A weapon used to launch arrows. 5. [boe] *noun* A piece of wood holding horsehair stretched between the ends, used for playing a violin.

1. What two pronunciations for the entry word *bow* are shown?
/bow/ /boe/

2. What two parts of speech are listed for *bow* pronounced /bow/?
verb noun

3. Write a sentence using **definition 1** for *bow*.
Answers may vary.

4. Write a sentence using **definition 2** for *bow*.
Answers may vary.

5. Write a sentence using **definition 3** for *bow*.
Answers may vary.

6. Write a sentence using **definition 4** for *bow*.
Answers may vary.

7. Write a sentence using **definition 5** for *bow*.
Answers may vary.

Name: _____

PP1

Salali and Dustu, the Children of the Corn Festival

1. This chapter is told from whose point of view?
Salali's point of view

2. Describe what happens during the Green Corn Festival.
The Cherokees clean their homes, make new clothes, pots, and baskets, apologize to anyone they have offended, give thanks for the sun, receive cleansing washes, and fast. Afterwards, they have a feast.

Page 74, 76

3. Why did Dustu push Elan in the river?
Elan had been calling Dustu names.

Page _____

4. What is missing from the following chart?

1. Salali followed Dustu to help collect small branches for the campfire.
2. _____
3. Dustu said his parents made him apologize for pushing Elan in the river.
4. Dustu asked Salali to promise not to marry Elan.

- A. Grandmother told Dustu and Salali to do some work.
- B. Dustu and Salali attended the ceremony.
- C. Dustu and Salali received their cleansing washes.
- D. Salali asked Dustu what was wrong.

5. Write a summary for this chapter.
The Cherokees prepare for the Green Corn Festival. Salali and Dustu collect small branches for the campfire. They talk about Elan, who Dustu had pushed in the river. Dustu is glum because he was made to apologize to Elan.

Name: _____

PP3

The Hunting of the Great Bear: An Iroquois Tale

- What did the messenger say when he came to the brothers' village?
The messenger asked for help because a great bear had come to live in the forest where they hunted.
 Page 78
- The bear's magic will not work on the brothers if _____.
 A. they hide in a cave first.
 B. they set up camp first.
 C. they find its tracks first.
 D. they climb the mountain first.
 Page 80
- Where did the great bear lead the brothers?
 A. down into the earth
 B. up into the heavens
 C. over into the lake
 D. up into the treetops
 Page 86

- Describe what happens each autumn according to this tale.
Each autumn, the brothers chase the bear across the sky, kill it, and cut up the meat. Blood drips to earth coloring the leaves red. Fat drips from the bear as it cooks, making the grass pale and lifeless.

Page 88

- This chapter is told from whose point of view?
 A. the messenger's
 B. the Great Bear's
 C. the narrator's
 D. the brothers'

Name: _____

PP5

Crow Brings the Daylight: An Inuit Myth

- How did Crow know about daylight?
 A. He traveled back and forth between Earth and the sun.
 B. He traveled back and forth between the east and the west.
 C. He traveled back and forth between the north and the south.
 D. He traveled back and forth between daytime and nighttime.
 Page 90
- Crow was tired after flying for miles and miles through the darkness. What is another word for tired?
 A. excited
 B. angry
 C. weary
 D. quiet
- Describe Crow's plan to get daylight.

Crow flew south and found daylight. He became a speck of dust and landed on a girl who arrived at the family's snow lodge. He floated into the ear of a small boy and spoke, telling the boy to take the ball of daylight outside. Crow grabbed the ball and flew it back to the Inuit people.

- What did Crow tell the Inuit people about daylight when he returned?
Crow told the Inuit people that the ball of daylight would need to rest for six months a year. While it rests, darkness will return.

Page 98

- Compare features of this chapter with features in Chapter 9: "The Hunting of the Great Bear: An Iroquois Tale."

The Hunting of the Great Bear: An Iroquois Tale	Features	Crow Brings the Daylight: An Inuit Myth
Answers may vary.	Characters?	Answers may vary.
Answers may vary.	Setting?	Answers may vary.
Answers may vary.	Told from whose point of view?	Answers may vary.
Answers may vary.	Problem	Answers may vary.
Answers may vary.	Solution?	Answers may vary.

Name: _____

PP7

Plural Possessive Nouns Not Ending in 's' or 'es'

Rewrite each sentence, changing the underlined phrase to plural possessive noun.

Example: The house belonging to Aunt Sally was full of the toys of the children.
Aunt Sally's house was full of the children's toys.

1. My dog sniffed at the houses of the mice.
My dog sniffed at the mice's houses.
2. The straw hats belonging to the men were all on hooks in the closet.
The men's straw hats were all on hooks in the closet.
3. The finished reports of the children hung in the hallway for all to see.
The children's finished reports hung in the hallway for all to see.
4. The auditorium was full of the families of the people.
The auditorium was full of the people's families.

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5. The singing children of the women delighted the audience.
The women's singing children delighted the audience.

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Name: _____

PP8

Practice Possessive Pronouns

Underline the possessive noun in each sentence. Write the sentence replacing the possessive noun with a possessive pronoun from the box.

my your his her its our their

Example: The students' artwork decorated the walls. Their artwork decorated the walls.

1. Rosa's new puppy is named Rosebud.
Her new puppy is named Rosebud.
2. My class's schedule is posted on the wall.
Our schedule is posted on the wall.
3. Many kittens eat kittens' food slowly throughout the day.
Many kittens eat their food slowly throughout the day.

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4. The bicycle's fender is crumpled and needs attention.
Its fender is crumpled and needs attention.
5. [Insert your name with an apostrophe] baseball team won the championship.
My baseball team won the championship.
6. [Insert the name of one friend with an apostrophe] baseball team lost the last game.
Your baseball team lost the last game.
7. Bill's office is furnished beautifully.
His office is furnished beautifully.

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Name: _____

PP9

Suffixes *-ish* and *-ness*

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

selfish	darkness	stylish	sadness	sickness
kindness	foolish	snobbish	quickness	loneliness

1. Lisa showed the state or condition of wanting to help others and do good things to an older woman by getting something for her from a high shelf in the grocery store.

Word: kindness Part of Speech: noun

Suffix: -ness

2. I made a having the characteristics of or like someone who is ridiculous and acts without good sense or judgment decision to volunteer for two things on the same day but they are not near each other so now I don't know how I can possibly do both.

Word: foolish Part of Speech: adjective

Suffix: -ish

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3. Meg went to a new school this year and on the first day, she really experienced state or condition of being without others at lunchtime when she didn't have anyone to sit with.

Word: loneliness Part of Speech: noun

Suffix: -ness

4. When developing camera film, you need a total state or condition of being without light except for a special red light that can be turned on so you can see what you are doing.

Word: darkness Part of Speech: noun

Suffix: -ness

5. The having the characteristics or like an individual behavior of the young child showed that she had not understood her mom's explanation about why sharing toys is important.

Word: selfish Part of Speech: adjective

Suffix: -ish

6. There was a lot of state or condition of being not happy in the team locker room after the game because one of the players had been hurt badly on a play and was taken to the hospital.

Word: sadness Part of Speech: noun

Suffix: -ness

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Name: _____

PP9
continued

7. The having the characteristics of or like the way people act or dress at a particular time decorations at the party showed that the host had put a lot of thought into the event and wanted things to look modern and sophisticated.

Word: stylish Part of Speech: adjective

Suffix: -ish

8. His having the characteristics of or like a person who things he or she is better than others response to the question made it seem like the person asking the question should have known the answer and asked a better question.

Word: snobbish Part of Speech: adjective

Suffix: -ish

9. The state or condition of being ill, not feeling well spread to the rest of the family after the baby finally got better.

Word: sickness Part of Speech: noun

Suffix: -ness

10. State or condition of being fast is important to me when I have to take a sticky bandage off of a wound because I just want the pain to end.

Word: quickness Part of Speech: noun

Suffix: -ness

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Name: _____

PP11

Use the chart on Worksheet PP10 to fill in the blanks.

1. Which two words on the chart relate to food?

chewable edible

2. Which two words on the chart are opposites of each other and relate to light waves?

visible invisible

3. Which words on the chart relate to changing the shape or appearance of something easily?

adaptable manageable reversible

bendable flexible forcible

4. Which word on the chart means there is a chance something will happen?

possible

5. Which word on the chart means able to be accessed/reached or able to get at?

accessible

6. Which two words on the chart are synonyms and relate to enjoying or liking something?

enjoyable likeable

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7. Which word on the chart describes someone or something you can depend on or count on?

dependable

8. Which word on the chart describes something awful?

horrible

9. Which word on the chart describes something that makes sense?

sensible

10. Which word on the chart describes something that is able to be accepted?

acceptable

Bonus: Write two sentences using two different words of your choice from the chart. Circle the words you chose.

1. Answers may vary.

2. Answers may vary.

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