

Unit 9

Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 3





Unit 9

Teacher Guide

Skills Strand

GRADE 3

Core Knowledge Language Arts®



Core Knowledge®

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Alignment Chart for Unit 9

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

		Lesson														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Informational Text: Grade 3																
Key Ideas and Details																
STD RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.															
CKLA Goal(s)	Ask and answer questions to demonstrate understanding of a nonfiction/informational text read independently, referring explicitly to the text as the basis for the answers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details a of a nonfiction/informational text read independently by explicitly referring to the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				


Alignment Chart for Unit 9

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Integration of Knowledge and Ideas																
STD RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).															
CKLA Goal(s)	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational text read independently (e.g., where, when, why, and how key events occur)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational text read independently to check and support understanding	✓	✓													
Range of Reading and Level of Text Complexity																
STD RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band, independently and proficiently.															
CKLA Goal(s)	By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band, independently and proficiently															
Reading Standards for Foundational Skills: Grade 3																
Phonics and Word Recognition																
STD RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.															
STD RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.															
CKLA Goal(s)	Identify and use the meaning of the most common prefixes and derivational suffixes			✓	✓						✓					
STD RF.3.3b	Decode words with common Latin suffixes.															
CKLA Goal(s)	Decode words with common Latin suffixes, e.g. <i>-er, -ist, -ian, -y, -al, -ous, -ive, -able, -ible, -tion</i>									✓						
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	✓		✓	✓		✓		✓	✓		✓				

Alignment Chart for Unit 9

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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															
Writing Standards: Grade 3																
Text Types and Purposes: Opinion																
STD W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.															
STD W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.															
CKLA Goal(s)	Use linking words and phrases (e.g., <i>for example, in conclusion, in contrast, in the same way</i>) to connect reasons		✓	✓	✓	✓			✓	✓	✓					
Text Types and Purposes: Informative/Explanatory																
STD W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.															
STD W.3.2b	Develop the topic with facts, definitions, and details.															
CKLA Goal(s)	Develop an informative/explanatory topic with clearly presented ideas, facts, and details													✓		
STD W.3.2c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.															
CKLA Goal(s)	Use linking words, conjunctions, and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information		✓	✓	✓	✓			✓	✓	✓					

Alignment Chart for Unit 9

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Speaking and Listening Standards: Grade 3																
Comprehension and Collaboration																
STD SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.															
STD SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.															
CKLA Goal(s)	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion	✓	✓	✓	✓	✓	✓	✓	✓	✓						
	Make predictions (orally or in writing) prior to and while reading a text independently, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions	✓														
STD SL.3.1d	Explain their own ideas and understanding in light of the discussion.															
CKLA Goal(s)	During a discussion, explain ideas and understanding in relation to the topic	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Language Standards: Grade 3																
Conventions of Standard English																
STD L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															
STD L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.															
CKLA Goal(s)	Use nouns, verbs, and adjectives and explain their functions in sentences							✓								
	Use adverbs and explain their function in sentences							✓								
STD L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.															
CKLA Goal(s)	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified									✓	✓		✓		✓	
STD L.3.1i	Produce simple, compound, and complex sentences.															
CKLA Goal(s)	Produce compound sentences							✓								
	Produce complex sentences							✓								

Alignment Chart for Unit 9

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															
STD L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.															
CKLA Goal(s)	Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words	✓		✓	✓		✓		✓	✓		✓				
Vocabulary Acquisition and Use																
STD L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.															
STD L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).															
CKLA Goal(s)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>)			✓	✓				✓	✓						
STD L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.															
CKLA Goal(s)	Use 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.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).															
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)			✓	✓				✓	✓						



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

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

Introduction to Unit 9

The content of Unit 9 focuses on European exploration. This unit will build upon what students have learned in earlier grades about explorers reaching North America and other places. Students will learn about navigation, where people thought different continents were located, how maps looked, and the journeys of several explorers.

During this unit's spelling exercises, students will review words with spelling patterns of /ue/ spelled 'u', 'u_e', and 'ue' and spelling patterns of /oo/ spelled 'oo', 'ew', 'o', and 'o_e'. Students will also review the spellings patterns of /f/ spelled 'f', 'ff', 'ph', and 'gh'. Students should be familiar with these spelling alternatives as they were taught in Grade 2. Challenge Words have been assigned each week. Content Words will continue. Each week, students will have the option of trying to spell a content-related word on the spelling assessment. In this unit, the Content Words do not 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 using sentence context to determine word meanings and then use a dictionary to see if the 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 and practice the linking words *for example*, *in the same way*, and *in contrast*. Students will also be introduced to comparative and superlative adjectives using the suffixes *-er* and *-est* as well as *more* and *most*. Students will also be introduced to irregular comparative and superlative adjectives.

During the **morphology** portion of the lessons, students will learn the prefixes *pro-* and *anti-* as well as review these prefixes and the suffixes *-ish*, *-ness*, *-able*, and *-ible*. Students will continue to apply knowledge of how prefixes and suffixes change the meaning of root words and how adding affixes can change the part of speech of words.

Unit Overview

Here is an overview of the Unit 9 schedule. Please see the *Tell It Again! Read-Aloud Anthology for European Exploration of North America* 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>The Age of Exploration</i> ," Chapter 1 "The Lure of Spices" (55 mins)	Chapter 2 "Second Sons"	Chapter 3 "Toscanelli's Map"	Chapter 4 "Navigation in the Age of Exploration"	Spelling Assessment: /ue/ Spelled 'u', 'u_e', and 'ue'
25	Spelling: Introduce /ue/ Spelled 'u', 'u_e', and 'ue'	Grammar: Introduce the Linking Words <i>for example</i>	Morphology: Introduce Prefixes <i>pro-</i> and <i>anti-</i>	Grammar: Introduce Linking Words <i>in the same way</i> and <i>in contrast</i>	Chapter 5 "El Castillo de San Marcos"
15	Due to the extended time needed to introduce the unit, there will be no small group/ independent work today.	Extension	Grammar: Introduce the Linking Words <i>in conclusion</i>	Morphology: Practice Prefixes <i>pro-</i> and <i>anti-</i>	Grammar: Practice Linking Words <i>in the same way</i> and <i>in contrast</i>
15			Spelling: Practice /ue/ Spelled 'u', 'u_e', and 'ue'	Spelling: Practice /ue/ Spelled 'u', 'u_e', and 'ue'	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 "Coronado Reports to the King"	Chapter 7 "John Cabot"	Chapter 8 "Henry Hudson"	Chapter 9 "The Fur Trade and Samuel de Champlain"	Spelling Assessment: /oo/ Spelled 'oo', 'ew', 'o', and 'o_e'
25	Spelling: Introduce /oo/ Spelled 'oo', 'ew', 'o', and 'o_e'	Grammar: Build Sentences with Linking Words <i>for example</i>	Morphology: Review Suffixes <i>-ish</i> , <i>-ness</i> , <i>-able</i> , and <i>-ible</i>	Grammar: Introduce Comparative and Superlative Adjectives Using Suffixes <i>-er</i> and <i>-est</i>	Chapter 10 "A History of People in North America"
15	Extension	Extension	Grammar: Practice Linking Words <i>in the same way</i> and <i>in contrast</i>	Morphology: Prefix Review: <i>pro-</i> and <i>anti-</i>	Grammar: Practice Comparative and Superlative Adjectives Using Suffixes <i>-er</i> and <i>-est</i>
15			Spelling: Practice /oo/ Spelled 'oo', 'ew', 'o', and 'o_e'	Spelling: Practice /oo/ Spelled 'oo', 'ew', 'o', and 'o_e'	Spelling: Practice Dictionary Skills

Week Three					
Min.	Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
25	Chapter 11 “Caribbean Words”	Extension	Unit Assessment	Remediation & Enrichment	Spelling Assessment: /f/ Spelled ‘f’, ‘ff’, ‘ph’, and ‘gh’
25	Spelling: Introduce /f/ Spelled ‘f’, ‘ff’, ‘ph’, and ‘gh’	Grammar: Introduce Comparative and Superlative Adjectives Using <i>more</i> and <i>most</i>		Grammar: Introduce Irregular Comparative and Superlative Adjectives	Remediation and Enrichment

Spelling

Students will review sound-spelling patterns throughout the year. In the first two weeks of this unit, there will be follow-up classroom spelling activities two days a week.

In Lessons 1–5, students will review words with spelling patterns of /ue/ spelled ‘u’, ‘u_e’, and ‘ue’. For Lessons 6–10, students will review words with spelling patterns of /oo/ spelled ‘oo’, ‘ew’, ‘o’, and ‘o_e’. Finally, in Lessons 11–15, students will review words with spelling patterns of /f/ spelled ‘f’, ‘ff’, ‘ph’, and ‘gh’.

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

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

Grammar

In grammar, students will be introduced to and practice the linking words *for example*, *in the same way*, and *in contrast*. Students will also be introduced to comparative and superlative adjectives using the suffixes *-er* and *-est* as well as *more* and *most* and be introduced to irregular comparative and superlative adjectives.

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

Morphology

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

Extension

During all three weeks of the unit, we have included three 30-minute periods and one 25-minute period 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 practice identifying and using multiple meaning, content-related words. In Lesson 12, students will respond to a writing prompt for an excerpt from the chapter entitled "A History of People in North America."

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

Reader's Journal asks students to read silently for a designated amount of time and then respond to a writing prompt that you provide from the list found in the Teacher Resources section 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: *The Age of Exploration*

The Reader for Unit 9, entitled *The Age of Exploration*, consists of selections that will further students' understanding of the reasons for European exploration, what exploration was like, and who went exploring. Aspects of navigation and life on a ship are described as well as the journeys of and locations reached by specific explorers. In addition, interactions with native people and lasting contributions as a result of European exploration are described. Later chapters include information about the history of people in North America and the origin of some English words.

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

We define *justify* to mean to show or to prove. Although it is usually related to text evidence, we also use it in reference to *supporting* an argument.

- *Support* refers to supplying details to a position to enhance its strength.
- To *verify* means to make sure something is true.
- To *respond* means to reply or to give an answer.

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

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

Fluency Packet

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

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

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

Vocabulary Cards

Vocabulary Cards will be used again to reinforce the vocabulary listed in the glossary for *The Age of Exploration*. 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, spelling, and grammar skills taught is included in Lesson 13, along with an assessment of silent reading comprehension using “Christopher Columbus, Salesman” and “Bartolomé de Las Casas: Protector of the Native Americans,” two nonfiction selections, and “The Duke and His Guest,” a fiction selection.

You may also want to take periodic measurements of students' fluency levels. You may use either "Christopher Columbus and John Cabot: Parallel Lives," the selection included for fluency assessment, or any of the additional chapters in the Reader for this purpose. Recording and scoring sheets for "Christopher Columbus and John Cabot: Parallel Lives" 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.

Note: Students' mastery of the domain content, *European Exploration of North America*, is assessed using the Listening & Learning Domain Assessment(s).

Pausing Point

Resources are provided in the Pausing Point for additional practice on the specific grammar and morphology skills taught in this unit. 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 that may be useful.

Assessment and Remediation Guide

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

Lesson 1

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Lure of Spices,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Lure of Spices” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to spices in “The Lure of Spices” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Lure of Spices” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “The Lure of Spices” to check and support understanding (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “The Lure of Spices” to explore content under discussion (SL.1.3a)
- ✓ Make predictions prior to reading *The Age of Exploration* based on title and images (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the acquisition of spices (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ue/ spelled ‘u’, ‘u_e’, and ‘ue’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group: “Introduction to <i>The Age of Exploration</i> ” and “The Lure of Spices”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 1.1; optional world map or globe	55
Spelling	Introduce Spelling Words	Individual Code Chart; Worksheet 1.2	25
Take-Home Material	Family Letter; “Introduction to <i>The Age of Exploration</i> ”; “The Lure of Spices”; Glossary for <i>The Age of Exploration</i>	Worksheets 1.2–1.4, PP9	*

Advance Preparation

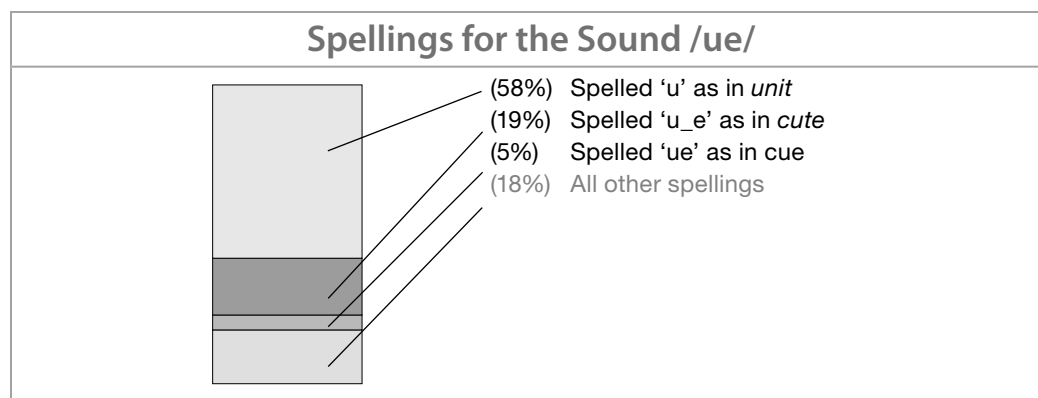
If you wish, you may draw the spelling table on the board or chart paper before beginning this lesson.

'u' > /ue/	'u_e' > /ue/	'ue' > /ue/

Note to Teacher

During this week, students will review spellings of /ue/ spelled 'u', 'u_e', and 'ue'. Students should be familiar with these spellings 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 /ue/ is really a sound combination (/y/ + /oo/) rather than a single phoneme. The spelling alternative 'u' is actually more common than the basic code spelling 'u_e'. However, 'u_e' was chosen as the basic code spelling because 'u' is rarely found in one-syllable words. In addition, 'u_e' is analogous to the other separated digraph spellings taught as basic code spellings ('a_e', 'o_e', and 'i_e'). Finally, 'u' is the basic code spelling for /u/.
- The spelling 'u' is not found in one-syllable words, but it is common in two- and three-syllable words (*future, union, Cuba, utensil*).

- In the initial position, /ue/ is likely to be spelled ‘**u**’ (*unit, united, universe*), but there are also other possibilities (*you, use, Eugene, Yugoslavia*).
- At the end of a word, /ue/ is likely to be spelled ‘**ue**’ (*value, tissue*).
- The spelling ‘**ue**’ is mainly used at the end of words and syllables (*argue, continue*); it is rarely followed by a consonant spelling, except when the consonant spelling is a grammatical ending (*continued, argues*).
- The spelling ‘**u_e**’ always wraps around a consonant spelling and the ‘**e**’ is often the last letter in the word or root (*cute, dispute, confuse*).
- There is a minor spelling for the /ue/ sound that is not being taught here: ‘**ew**’ as in *nephew*. Students have learned *few*, another word with this spelling, as a Tricky Word.

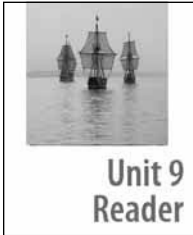
Note to Teacher

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

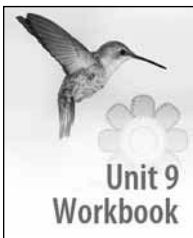
- We define *justify* to mean to show or to prove. Although it is usually related to text evidence, we also use it in reference to *supporting* an argument.
- *Support* refers to supplying details to a position to enhance its strength.

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

Whole Group: Introduction to *The Age of Exploration* and “The Lure of Spices”



Introduction to *The Age of Exploration* and Chapter 1



Worksheet 1.1

Remember to use academic vocabulary when appropriate: *justify, support.*

Introducing the Reader

- Make sure that each student has a copy of the Reader, *The Age of Exploration*.
- Read the title of the Reader with students and tell students that this Reader is nonfiction.
- Have students turn to the Table of Contents.
- Either read several titles from the Table of Contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about the Reader.

Introducing the Chapter

- Tell students that the titles of today’s chapters are “Introduction to *The Age of Exploration*” and “The Lure of Spices.”
- Ask students to turn to the Table of Contents, locate the Introduction, and then turn to the first page of the Introduction.

Previewing the Vocabulary

- As in previous units, we recommend the use of the provided Vocabulary Cards. Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they appear. The page number where the word first appears in “Introduction to *The Age of Exploration*” and “The Lure of Spices” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter. An asterisk after a word indicates the word is also taught in Listening & Learning.
- If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units.

Vocabulary for “Introduction to *The Age of Exploration*”

1. **explorer**—a person who sets out to find new things (**exploration, explorations, explorers, explored, exploring**) (6)
2. **conquistador***—a former warrior, usually from Spain, who took control of something by force (**conquistadors**) (8)
3. **slash**—to make a path by cutting plants (**slashed**) (8)
4. **funding**—money provided for a special purpose (9)

Vocabulary for “The Lure of Spices”

1. **spice**—a substance from a plant that has a specific smell or taste and is used to add flavor to food (**spices**) (10)
2. **precious**—very valuable (10)
3. **scarce**—hard to find (10)
4. **expensive**—costs a lot of money (10)
5. **peppercorn**—a dried berry from a plant that is used to make pepper (**peppercorns**) (12)
6. **grind**—to crush something into small pieces or powder (**ground**) (12)
7. **flavor**—taste (**flavors**) (12)
8. **hull**—the outer covering of a seed or fruit (12)
9. **kernel**—seed (12)
10. **overwhelm**—to take over completely (12)
11. **import**—to bring in from somewhere else (**imported**) (16)
12. **scroll**—a paper rolled up into a tube (**scrolls**) (16)

Guided Reading Supports and Purpose for Reading

Pages 6–9

- Read **page 6** of the “Introduction to *The Age of Exploration*” together.
- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *explorer*, *conquistador*, *slash*, and *funding*. Point out that the words *exploration*, *explorers*, *explored*, *exploring*, *conquistadors*, and *slashed* are used in the Introduction.

- Take a few minutes to read the caption on **page 7** and discuss the image showing Christopher Columbus going ashore on the first land he sighted.
- Remind students that there were no cameras at that time so this is an artist’s illustration of what it may have looked like.
- Turn to **page 8**. Read this page together as a class.
- Spend some time discussing the chart on **page 9**. If you have a world map or globe, it would be good to give students some information about where these countries are located in relationship to where students live.
- Have students turn to Chapter 1, “The Lure of Spices” in the Reader.
- Remind students that this Reader is about explorers who were trying to find a shorter, quicker route to the Far East to get spices.

Pages 10 and 11

- Follow your established procedures to preview the Vocabulary Cards for *precious*, *spice*, *scarce*, and *expensive*. Point out that the word *spices* is used in this chapter.
- Ask students to read **pages 10 and 11** to themselves to learn about something that is scarce and expensive today.
- When students have finished reading, restate the question and ask students to answer. (gold)
- Direct students’ attention to the image on **page 11**.

Pages 12 and 13

- Follow your established procedures to preview the Vocabulary Cards for *peppercorn*, *grind*, *flavor*, *hull*, *kernel*, and *overwhelm*. Point out that the words *peppercorns*, *ground*, and *flavors* are used in this chapter.
- Ask students to read **pages 12 and 13** to find out what peppercorns and cloves are used for. (to add flavor to food)

Pages 14 and 15

- Ask students to read **pages 14 and 15** to themselves to find new facts about peppercorns.
- When students have finished reading, restate the question and ask students to answer. (Answers may vary but should include that

peppercorns cannot be grown in Europe, peppercorns from India are easy to come by, and peppercorns can be purchased in grocery stores today.)

Pages 16 and 17

- Follow your established procedures to preview the Vocabulary Cards for *import* and *scroll*. Point out that the words *imported* and *scrolls* are used in this chapter.
- Ask students to read **pages 16 and 17** to find new facts about other spices. (Answers may vary but should include that cloves and cinnamon cannot be grown in Europe.)

Wrap-Up

- Use the following questions to promote a discussion:

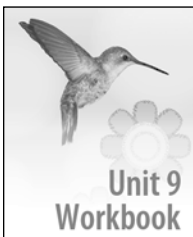
Discussion Questions on “The Lure of Spices”

1. *Literal* What were European explorers looking for? (Answers may vary but should include gold, spices, and a shorter way to the Far East.)
2. *Literal* Why is gold still expensive today? (It is very scarce.)
3. *Literal* How is cinnamon different from other spices? (It is made from the inner bark of a plant.)

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

Spelling

25 minutes



Worksheet 1.2

Introduce Spelling Words

- Tell students that this week, they will review words with the sound of /ue/ spelled ‘u’, ‘u_e’, and ‘ue’.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- | | |
|---------------|---------------------------------------|
| 1. hue | 12. accuse |
| 2. cubical | 13. uniform |
| 3. perfume | 14. mute |
| 4. useful | 15. confuse |
| 5. unify | 16. rescue |
| 6. utensils | 17. fuming |
| 7. continue | 18. issue |
| 8. bugle | 19. Challenge Word: impossible |
| 9. argue | 20. Challenge Word: journal |
| 10. occupy | Content Word: explorer |
| 11. amusement | |

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

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

- | | |
|------------------------------|---------------------------------------|
| 1. h ue | 12. acc <u>u</u> se |
| 2. u bical | 13. u niform |
| 3. u perf <u>u</u> me | 14. u te |
| 4. u seful | 15. u conf <u>u</u> se |
| 5. u nify | 16. u rescue |
| 6. u tensils | 17. u fuming |
| 7. u continue | 18. u ssue |
| 8. u ggle | 19. Challenge Word: impossible |
| 9. u rgue | 20. Challenge Word: journal |
| 10. u ccupy | Content Word: explorer |
| 11. u amusement | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *impossible* and *journal*, are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

- Use the Challenge Words in sentences as examples for students: “It was nearly impossible to get that grass stain out of my shirt.” “Do you keep a journal that you write in daily?”
- 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, *explorer*, does not follow the spelling patterns for this week. *Explorer* is a content-related word as they are studying explorers in *The Age of Exploration*.
- Now, draw the following table on the board:

'u' > /ue/	'u_e' > /ue/	'ue' > /ue/

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

'u' > /ue/	'u_e' > /ue/	'ue' > /ue/
cubical	perfume	hue
unify	useful	continue
utensils	amusement	argue
bugle	accuse	rescue
occupy	mute	issue
uniform	confuse	
fuming		

- Practice the words as follows during the remaining time. Call on a student to read any word on the chart. Then, have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: “Does the sentence make sense?” If the class says, “Yes,” then the student puts a check mark in front of the word and calls another student to come to the front and take a turn. If the class says, “No,” have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out. Tell students this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Worksheet 1.2 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; “Introduction to *The Age of Exploration*”; “The Lure of Spices”; Glossary for *The Age of Exploration*

- Have students take home Worksheet 1.2 to share with a family member, Worksheets 1.3 and 1.4 to read to a family member, and Worksheet PP9 to use as a reference during this unit.

Lesson 2

Grammar

✓ Objectives

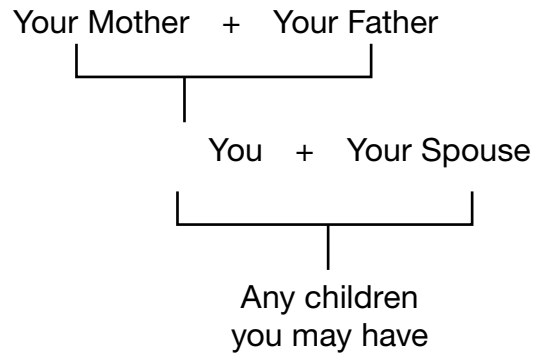
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions to demonstrate understanding of “Second Sons,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Second Sons” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Second Sons”; 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 spices in “Second Sons” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Second Sons” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Second Sons” to check and support understanding (RI.3.7)
- ✓ Independently read “Second Sons” with purpose and understanding (RF.3.4a)
- ✓ Use linking words (e.g., *for example*) to connect reasons (W.3.1c)
- ✓ Use linking words (e.g., *for example*) to connect ideas with categories of information (W.3.2c)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Second Sons” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to being a second son (SL.3.1d)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Silent: “Second Sons”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 2.1; optional Worksheet 2.2	25
Grammar	Introduce the Linking Words <i>for example</i>	board or chart paper; photocopies of Grammar Practice; Worksheet 2.3	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	“Second Sons”	Worksheet 2.4	*

Advance Preparation

If you feel this activity is appropriate for your classroom population, you may want to prepare a simple family tree for students for the Reading lesson. This will not be something that you will use in other lessons. You might want to use yourself as the subject of the family tree. The following is a sample of a simple family tree.



Photocopy the Grammar Practice found on the next page of this Teacher Guide for students. You will need one copy for every three students.

Grammar Practice

Sample Sentence

The ice cream parlor has a wide variety of flavors

(vanilla, chocolate, peppermint stick, strawberry, cookies and cream, butter pecan, etc.)

A possible sentence could be: The ice cream parlor has a wide variety of flavors, for example, butter pecan, vanilla, and chocolate.

1. My painting includes some of my favorite colors

2. The sports camp I attended last summer taught many sports

3. The library has many books about different animals

Sample Sentence

My grandparents travel all over the world

(Last summer, they flew to France and Spain. They are planning a trip to South America.)

Possible sentences could be: My grandparents travel all over the world. For example, last summer, they flew to France and Spain.

1. My brother reads several books each week

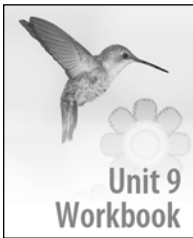
2. Fluffy, my furry dog, knows lots of tricks

3. Our neighbor has hired a crew of workers to remodel his house

Whole Group Silent: “Second Sons”



Chapter 2



Worksheet 2.1

Remember to use academic vocabulary when appropriate: *justify, support*.

You may want to point out that throne can also mean “a chair.”

Introducing the Chapter

- Tell students the title of today’s chapter is “Second Sons.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Take a few minutes to talk about the images in this chapter.

Previewing the Vocabulary

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

Vocabulary for “Second Sons”

1. **inherit**—to receive money, property, and other things when someone dies (**inherits, inherited**) (18)
2. **estate**—everything a person owns (18)
3. **throne**—the power and authority of a king or queen (18)
4. **noble**—a person from a family of high social rank, similar to patricians in ancient Rome (**nobles**) (20)
5. **property**—buildings, land, and livestock that someone owns (20)
6. **impressive**—deserving attention or respect (22)
7. **overrun**—to exist in large numbers (22)

Guided Reading Supports and Purpose for Reading

- Remind students that in the previous lesson, they learned that European explorers were looking for a quick route to the Far East to obtain spices.
- Tell students that today, they will learn about another reason why some explorers set out to discover a new route to the Far East.

- If you feel it is appropriate for your classroom population to make a family tree, have students turn their attention to the board or chart where you drew the family tree. Take a few minutes to explain to them what a family tree is (a visual map of the names of family members and how they are related, e.g., grandparents, parents, children) and that this one is of your family.

Pages 18–25

- Ask students to read **pages 18–25** to themselves to find another reason why European explorers were looking for new trade routes.
- Ask them to look for supporting details to justify their answers.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Second Sons”

1. *Literal* What is another reason that many European explorers searched for trade routes? (They were second sons who would not inherit anything from their fathers so they set out to explore and find their own riches.) What text evidence *justifies* this reason? (Answers may vary.)
2. *Literal* Why did nobles want to keep all of their land together? (They wanted their families to remain powerful.)

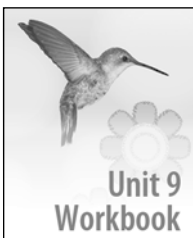
- Ask students to complete Worksheet 2.1 independently.
- An optional assignment for students to create a family tree (Worksheet 2.2) has been provided. Use this at your discretion.

Grammar

25 minutes

Introduce the Linking Words *for example*

- Tell students you will read two sentences aloud. Have them listen first and then vote for the sentence they feel is more informative.
- Tell students they are to vote for the sentence that is more interesting and informative. Ask students to vote by holding up one hand for sentence #1 and two hands for sentence #2.



Worksheet 2.3

- Read the following sentences aloud:
 - Sentence #1: My cousin loves to play games with me in the summer when she visits our home in Vermont.
 - Sentence #2: My cousin loves to play games with me in the summer when she visits our home in Vermont, for example, basketball, soccer, board games, hide and seek, and card games.
- Say, “Vote.” (Students should vote for sentence #2.)
- Ask, “What is the difference between the two sentences?” (Sentence #2 has specific examples of the games my cousin and I play in the summer.)
- Ask, “Why would having specific examples be important?” (give more information and meaning, add clarity, deepen understanding)
- Draw students’ attention to the words *for example*. Point out that these words, when added to a sentence, announce a list of examples to follow.
- Tell students the words *for example* link the examples that follow to the sentence. Tell students that words like *for example* are called linking words for that reason.
- Point out that the first part of the sentence is a complete sentence and could end with a period. When using linking words, such as *for example*, a comma is added, then the words *for example*, then another comma, and finally, the list of examples separated by commas.
- Remind students that when a writer lists words in a series, they are separated by commas. (An example could be: red, blue, and yellow.)
- Divide your class into teams of three students.
- Have students decide which of the three on their team will be the recorder.
- Distribute one copy per team of the Grammar Practice that you copied in advance.
- Note for students that the paper has two parts. Students should look at the sentences on the top half of the paper.
- Tell students that they will complete the sentences by adding lists of examples to each. The recorder for each team will add the team’s examples to the sentences on the paper you distributed.

- Tell students that they will all do the sample sentence together as a class.
- Direct students' attention to the sample sentence. (The ice cream parlor has a wide variety of flavors)
- Ask students for examples of ice cream flavors. (vanilla, chocolate, peppermint stick, strawberry, cookies and cream, butter pecan, etc.)
- Have the teams confer and decide which examples of flavors they wish to include on their paper.
- Remind students of the format for adding the words *for example* to announce that a list follows and the correct usage of commas:
 - Instead of ending your complete sentence with a period, add a comma.
 - Add the words *for example*, followed by a comma.
 - Add the list of examples you wish to include, separating them with commas.
 - Add end punctuation.
- Have the recorder for each team add the comma, the words *for example*, the next comma, and the flavors the team chose to add to the first sentence.
- Call on the recorders from several teams to read their sentences. (An example could be: The ice cream parlor has a wide variety of flavors, *for example*, butter pecan, vanilla, and chocolate.)
- Together, have students brainstorm examples to add to the remaining sentences on the top half of the paper you distributed. Have the recorder of each group record the team's choices for the three sentences by following the procedure for adding linking words and examples.
- After most student teams have finished and a few have offered a completed sentence, tell students that there is another way *for example* can be used to add more information.
- Tell students that at times, a writer chooses to add another complete sentence following the first sentence to show an example, as opposed to a list.

- Read the following to students:
 - My family and I enjoy playing games together. *For example*, last night we played checkers and tonight we will play Bingo.
- Note for students that the second sentence begins with the words *For example*.
- Ask, “If the sentence begins with the words, *for example*, how would you write the letter ‘f’ in *for*?” (with a capital letter)
- Point out to students that a comma follows the words *For example* when they are used at the beginning of a sentence.
- Ask students if the writer could have listed the two games and used the first procedure for adding examples instead of adding a complete sentence. (Yes, but the writer chose to add a complete sentence instead.)
- Direct students’ attention to the paper you distributed and point out the second sample sentence found at the bottom of the paper. (My grandparents travel all over the world)
- Have students read the sample sentences that could be added. (Last summer, they flew to France and Spain. They are planning a trip to South America.)
- When using the words *For example* to add a full sentence that is an example, use the following procedure:
 - Complete the first sentence with a period.
 - Begin the second sentence with the words *For example* followed by a comma.
 - Add the second sentence, followed by an end punctuation mark.
- Have teams complete the three sentences on the bottom of the paper.
- Have students turn to Worksheet 2.3 and complete it independently.

Extend Student Knowledge

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

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

Take-Home Material

"Second Sons"

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

Lesson 3

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Toscanelli’s Map,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Toscanelli’s Map” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Toscanelli in “Toscanelli’s Map” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Toscanelli’s Map” (RI.3.7)
- ✓ Identify and use the meaning of prefixes *pro-* and *anti-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Use linking words (e.g., *in conclusion*) to connect reasons (W.3.1c)
- ✓ Use linking words (e.g., *in conclusion*) to connect ideas with categories of information (W.3.2c)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Toscanelli’s Map” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to Toscanelli (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ue/ spelled ‘u’, ‘u_e’, and ‘ue’ (L.3.2f)
- ✓ Determine the meaning of the new word formed when *pro-* or *anti-* is added to a known 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 *antisocial*) (L.3.5b)

At a Glance	Exercise	Materials	Minutes
Reading Time	Small Group: “Toscanelli’s Map”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 3.1	25
Morphology	Introduce Prefixes <i>pro-</i> and <i>anti-</i>	board or chart paper; Worksheets 3.2–3.5	25
Grammar	Introduce the Linking Words <i>in conclusion</i>	Worksheet 3.6	15
Spelling	Blank Busters	Worksheet 3.7	15
Take-Home Material	“Toscanelli’s Map”	Worksheet 3.8	*

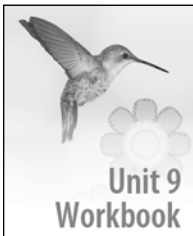
Reading Time

25 minutes

Small Group: “Toscanelli’s Map”



Chapter 3



Worksheet 3.1

Introducing the Chapter

- Tell students that the title of today’s chapter is “Toscanelli’s Map.”
- Ask students to turn to the Table of Contents, locate the title of 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 “Toscanelli’s Map”

1. **whiz**—a person who is extremely skilled at something (26)
2. **voyage**—a long journey, usually by water (30)
3. **convince**—to talk someone into something by giving good reasons (**convinced**) (30)
4. **expect**—to think something will probably happen (**expected**) (32)

Purpose for Reading

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

Remember to use academic vocabulary when appropriate: *justify, support.*

Note to Teacher

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

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have students complete Worksheet 3.1 after they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently and then complete Worksheet 3.1 as they read. Ask students to find out who Toscanelli was and what role he played in the planning and journeys of European explorers. Tell students to be prepared to discuss the chapter after reading.

Guided Reading Supports

Pages 26–33

- Read the title of the chapter together as a group, “Toscanelli’s Map.”
- Follow established procedures to display the image for this chapter and preview the Vocabulary Cards for *whiz*, *voyage*, *convince*, and *expect*. Note for students that *convinced* and *expected* are used in this chapter.
- Ask students to read **pages 26–33** to find out who Toscanelli was and what role he played in the planning and journeys of European explorers.
- When students have finished reading, restate the questions and have students answer. (Toscanelli was a mapmaker who created a map based on where he thought places were in the world. Many European explorers used this map to try to find a new route to the Far East.)

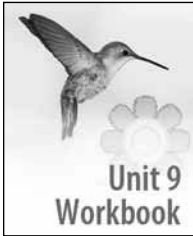
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Toscanelli’s Map”

1. *Literal* How did Europeans know about China? (They had read the book journaling Marco Polo’s trip to the Far East.)
2. *Inferential* What is another solution that may lead to finding a quicker route to the Far East? (Answers may vary.)

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



Worksheets 3.2–3.5

For additional practice, see Pausing Point Worksheet PP6.

Introduce Prefixes *pro-* and *anti-*

- Tell students that in the last few units, they have worked with suffixes, which are added to the end of root words to make new words.
- Then, tell students that in this unit, they will work with prefixes, which are added to the beginning of root words to make new words.
- Tell students that the two prefixes they will study this week are *pro-* and *anti-*.
- Write the prefixes on the board and point out that the prefix *pro-* is pronounced /proe/ and the prefix *anti-* can be pronounced /antie/, /anti/, or /antee/.
- Also, tell students that in previous units, they learned about root words that were English words with prefixes and suffixes added to them. Provide examples. (e.g., *unhealthy*, *nonstick*, *repaint*, *preview*, *actor*, *farmer*, *dangerous*, etc.)
- Then, tell students that not all of the root words they will learn about in this lesson are English root words.

Prefix *pro-*

- Explain to students that *pro-* means “forward” or “before.”
- Tell students that words with the prefix *pro-* can be nouns, verbs, or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *proactive* on the board. Underline the prefix *pro-*.
- Ask students to identify and read the prefix and then read the rest of the word. (*pro-*, *active*) Then, have students read the entire word, *proactive*.
- Ask students what *active* means (relating to doing or behaving) and point out that students learned this word in a previous unit. Also, point out that this is an English root word.
- Tell students that *proactive* is an adjective and means “doing things before something happens” or “looking forward to think about what needs to be done.”

- Share the following sentence with students to demonstrate the meaning of *proactive*:

Dan was *proactive* in getting his homework done before his mother asked him about it.

- Next, write the word *proceed* on the board. Ask students to identify and read the prefix. (*pro-*)
- Ask students what the prefix *pro-* means again. (forward or before)
- Have students read the entire word, *proceed*.
- Note for students that the word *proceed* does not have an English root word. (*Ceed* is not an English root; *Cedere* is a Latin root meaning ‘go’ or ‘surrender’.)
- Discuss the meaning of *proceed* with students. (to move forward) Point out the part of speech. (verb) Ask students what verbs are. (action words)
- Share the following sentence with students to demonstrate the meaning of *proceed*:

We can proceed with our math homework since we finished our math lesson.

- Remind students that *proceed* means to move forward. Ask students if they have ever heard the phrase, *proceed with caution*. Tell them that this phrase means “move forward (or continue) with caution (carefully)”.
- Continue in this manner for the remaining *pro-* cards, 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 when words do not have an English root word, as indicated in the chart. Also, note that the word *proposal* relates to the word *propose* (verb).

Affixed Word	Meaning	English Root Word	Sentence
prologue	(noun) an introduction to a book or play that comes before the book or play starts	none (Latin root <i>logue</i> meaning 'thought')	The narrator recited the <u>prologue</u> to describe the setting of the play before Act I began.
proposal	(noun) something put forward or presented for people to consider	none (Latin root <i>pos</i> meaning 'put')	My dad worked on a <u>proposal</u> for a new project at work.
progress	(noun) movement forward; improvement or development over time	none (Latin root <i>gress</i> meaning 'step')	The builders made <u>progress</u> on the new house last week and the exterior is almost finished.
project	(verb) to throw forward	none (Latin root <i>ject</i> meaning 'throw')	We can <u>project</u> pictures on the whiteboard with the document camera.
propel	(verb) to push or drive forward	none (Latin root <i>pellere</i> meaning 'drive, push')	Mike had to use an oar to <u>propel</u> the canoe forward across the lake.
prophecy	(noun) a prediction of something before it happens	none (Latin root <i>prophetia</i> meaning 'speak before')	One <u>prophecy</u> in Viking myths predicted the gods would die.

Prefix anti-

- Explain to students that *anti-* means against or opposite.
- Tell students that words with the prefix *anti-* can be nouns or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *antifreeze* on the board. Underline the prefix *anti-*.
- Ask students to identify and read the prefix (pronounced /anti/) and then read the rest of the word. (*anti-*, *freeze*) Then, have students read the entire word, *antifreeze*.
- Ask students what *freeze* means (to turn from a liquid to a solid due to a low temperature) and point out that this is an English root word.
- Tell students that *antifreeze* is a noun that means “a substance that works against freezing.”

- Share the following sentence with students to demonstrate the meaning of *antifreeze*:

My dad put more antifreeze in the engine before trying to start the truck, since it was the coldest day so far this winter.

- Point out to students that *antifreeze* helps water in all different kinds of engines to keep from freezing when temperatures are very, very cold; *antifreeze* works against freezing.
- Next, write the word *antidote* on the board. Ask students to identify and read the prefix. (*anti-*)
- Ask students what the prefix *anti-* means again. (against or opposite)
- Have students read the entire word, *antidote*.
- Note for students that while the word *dote* is an English root word, its meaning does not apply to the affixed word *antidote*. So, in this case, the root word is not an English root word. (*Dote* means to lavish attention on, which is not related to the word *antidote*.)
- Discuss the meaning of *antidote* with students. (a substance that works against poison or something bad) Point out the part of speech. (noun)
- Share the following sentence with students to demonstrate the meaning of *antidote*:

The doctor had an antidote for the snakebite so Rob would feel better.

- Remind students that an *antidote* is a substance that works against poison or something bad; it works to prevent poison or something bad from spreading (usually within the body).
- Continue in this manner for the remaining *anti-* cards, 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.

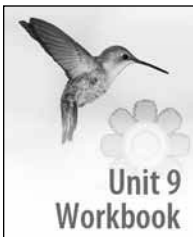
- Note for students when words do not have an English root word, as indicated in the chart. Also, note that the word *anticlimactic* relates to the word *climax* (noun) and the word *antiperspirant* relates to the word *perspire* (verb). For *antibodies*, note that even though the word *bodies* is part of this word, the meaning of *bodies* does not relate to the affixed word, much like with the word *antidote*.

Affixed Word	Meaning	English Root Word	Sentence
anticlimactic	(adjective) the opposite of the most exciting part of a story; disappointing	climactic	The <u>anticlimactic</u> ending to the movie was really disappointing because I expected more.
antiperspirant	(noun) a substance that works against sweating	perspire, with the suffix –ant	I needed to put on some <u>antiperspirant</u> before running the marathon.
antibiotic	(noun) medicine that works against harmful bacteria and cures infections	none (Latin root <i>bio</i> meaning ‘life’)	When my sister got pink eye, the doctor gave her an <u>antibiotic</u> to help clear it up.
antibodies	(noun) substances in the body that fight against disease	bodies (but the meaning does not apply here)	He needed to build up his <u>antibodies</u> before flu season so he wouldn’t get sick.
antisocial	(adjective) the opposite of friendly towards others; does not want to be around people	social	One of the adults at the party was <u>antisocial</u> and didn’t talk to anyone.

- Have students complete Worksheets 3.2–3.5 as teacher-guided activities.

Grammar

15 minutes



Worksheet 3.6

For additional practice, see Pausing Point Worksheet PP1.

Introduce the Linking Words *in conclusion*

- Tell students they will learn another set of linking words in this lesson.
- Tell students that these words are *in conclusion* and they announce that a conclusion is coming.
- Say to students, “In writing a paragraph, name the sentence that wraps up the paragraph and restates the topic sentence.” (concluding sentence)
- Tell students that the words *in conclusion* could be added to the beginning of a concluding sentence to announce that a conclusion is coming.
- Ask if students can hear the similarities in the words *concluding* and *conclusion*. (Both come from the same root word, *conclude*.)
- Ask students what the word *conclude* means. (to end, to wrap up)

- Say to students, “In a previous unit, you learned to summarize. What does it mean to summarize?” (A summary is a group of sentences that includes the important words and/or phrases found in a selection and never includes opinion.)
- Have students recall summarizing the chapters in *Native American Stories*.
- Tell students that they could have included the words *in conclusion* in their summaries.
- Read the following paragraph:

Hamsters are fascinating pets! They run around their wheels all night like they’re trying to escape from something chasing them. They nibble on their food and sip water from their water bottles. When they are worn out, they curl up in tiny balls in a corner of their cages and fall asleep. They usually sleep all day. Hamsters are such interesting animals to watch.

- Ask, “Which sentence is the concluding sentence?” (the last one, *Hamsters are such interesting animals to watch.*)
- Tell students that the linking words *in conclusion* could be added to the last sentence to read: *In conclusion, hamsters are such interesting animals to watch.*
- Point out to students that a comma is needed after the words *in conclusion*.
- Turn to Worksheet 3.6 and complete it as a teacher-guided activity.

Spelling

15 minutes

Blank Busters



Worksheet 3.7

- Tell students that they will practice writing their spelling words for the week.
- Tell students to turn to Worksheet 3.7. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, or *-ly*.

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

- Ask students to read the statement in **number 1** silently and fill in the blank. When students have completed **number 1**, call on one student to read **number 1** aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week’s spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to **number 2** and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don’t get it right, they will not be penalized.

Take-Home Material

“Toscanelli’s Map”

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

Lesson 4

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Navigation in the Age of Exploration,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Navigation in the Age of Exploration” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to navigation in “Navigation in the Age of Exploration” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Navigation in the Age of Exploration” (RI.3.7)
- ✓ Identify and use the meaning of prefixes *pro-* and *anti-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Use linking words (e.g., *in the same way, in contrast*) to connect reasons (W.3.1c)
- ✓ Use linking words (e.g., *in the same way, in contrast*) to connect ideas with categories of information (W.3.2c)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Navigation in the Age of Exploration” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to navigation (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ue/ spelled ‘u’, ‘u_e’, and ‘ue’ (L.3.2f)
- ✓ Determine the meaning of the new word formed when *pro-* or *anti-* is added to a known 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 *antisocial*) (L.3.5b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Silent: “Navigation in the Age of Exploration”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 4.1	25
Grammar	Introducing the Linking Words in the same way and in contrast	board or chart paper; Worksheet 4.2	25
Morphology	Practice Prefixes pro- and anti-	Worksheet 4.3	15
Spelling	Word Sort	Worksheet 4.4	15
Take-Home Material	“Navigation in the Age of Exploration”	Worksheet 4.5	*

Reading Time

25 minutes

Whole Group Silent: “Navigation in the Age of Exploration”

Introducing the Chapter

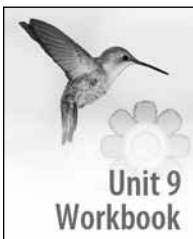
- Tell students the title of today’s chapter is “Navigation in the Age of Exploration.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 4



Worksheet 4.1

Vocabulary for “Navigation in the Age of Exploration”

1. **landmark**—an object on land that is easy to see and recognize (**landmarks**) (34)
2. **device**—a piece of equipment that does a specific job (34)
3. **accurate**—correct (34)
4. **keep track**—to continue to be aware of (**keeping track, kept track**) (34)
5. **compass**—a tool used for finding directions with a magnetic pointer that always points north (36)
6. **magnet**—a piece of metal that attracts iron or steel and has a north and south pole; Earth is a magnet. (**magnets**) (36)
7. **magnetic field**—the area around each pole of a magnet that has the power to attract other metals (36)
8. **gadget**—a small tool (**gadgets**) (38)
9. **method**—a way of doing things (40)
10. **dead reckoning**—a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water (40)
11. **hourglass**—a tool for measuring time; It is a glass container with an upper part and lower part connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour. (40)
12. **forerunner**—something that came before (40)
13. **estimate**—(verb) to make a guess based on information you have; (noun) a guess made based on information you have (42)

Guided Reading Supports and Purpose for Reading

Pages 34–43

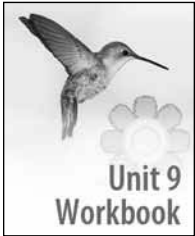
- Tell students to read **pages 34–43** to themselves to find the answer to the question: “What are some of the ways explorers kept track of where they were?” (maps, compass, the stars, quadrant, astrolabe, and dead reckoning)

Wrap-Up

- Use the following questions to promote a discussion.

Discussion Questions on “Navigation in the Age of Exploration”

1. *Inferential* Why wasn't the map that explorers used accurate? (Answers may vary but could include that the mapmaker had not actually traveled to some of the places on the map and was guessing.)
 2. *Literal* Describe dead reckoning. (Answers may vary but could include that a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an hourglass to track how fast and how much of the rope was pulled into the water.)
 3. *Literal* How did a sailor know which direction was north? (Answers may vary but could include that if a sailor could tell where the North Star was, he should have been able to figure out where he was on Earth.)
 4. *Literal* Why does a compass always point north? (Earth has a magnetic field, which is strongest at the poles. Magnets are attracted to the magnetic field of the North Pole.)
- Ask students to turn to Worksheet 4.1 and complete it independently.



Worksheet 4.2

Introduce the Linking Words *in the same way* and *in contrast*

- Tell students they will learn two new sets of linking words in this lesson, *in the same way* and *in contrast*, which are opposites.
- Tell students that they will be comparing and contrasting people, places, things, or activities.
- Tell students that in this lesson, comparing is finding out what is the same between two things or activities and contrasting is finding out what is different between the two.
- Ask two students to come forward. Have students say what characteristics or traits they notice that are the same between two children (we'll call them Bill and Betty) and what characteristics are different. Have students focus on specific traits such as eye color, hair color, and clothing.
- Place their ideas on the board in a chart.

Possible examples could be:

Bill	Betty
boy	girl
brown hair	blond hair
blue eyes	blue eyes
wearing blue jeans	wearing blue jeans
wearing striped sweater	wearing a pink blouse

- Ask, “Do you see characteristics that both Bill and Betty possess?” (yes: eye color, wearing blue jeans)
- Underline these matching characteristics on each side of the chart.

Bill	Betty
boy	girl
brown hair	blond hair
<u>blue eyes</u>	<u>blue eyes</u>
<u>wearing blue jeans</u>	<u>wearing blue jeans</u>
wearing striped sweater	wearing a pink blouse

- Remind students that when comparing two people, or two of anything, we are looking for characteristics that are the same.
- Remind students we will use the words *in the same way* when describing the characteristics they have in common.

- To compare Bill and Betty using the characteristics listed on the board that are the same (and are underlined), have students create a sentence describing Bill, using only the underlined (matching) characteristics.

Bill has blue eyes and is wearing blue jeans.

- Have students create a second sentence about Betty’s characteristics using the words *in the same way* to show that, when comparing Bill and Betty, these are the characteristics they have in common.

Bill has blue eyes and is wearing blue jeans. *In the same way*, Betty has blue eyes and is wearing blue jeans.

- Ask, “Do you see characteristics that are different?” (yes: hair color, boy/girl, sweater/blouse)
- Tell students to place an X in front of the characteristics that are different.

Bill	Betty
X boy	X girl
X brown hair	X blond hair
<u>blue eyes</u>	<u>blue eyes</u>
<u>wearing blue jeans</u>	<u>wearing blue jeans</u>
X wearing striped sweater	X wearing a pink blouse

- To contrast Bill and Betty using the characteristics listed on the board that are different (and have an X written in front of them), have students create a sentence describing Bill, using only the characteristics that do not match Betty’s.

Bill is a boy with brown hair who is wearing a striped sweater.

- Have students create a second sentence about Betty’s characteristics using the words *in contrast* to show that, when contrasting Bill and Betty, these are the characteristics they have that differ.

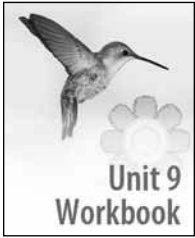
Bill is a boy with brown hair who is wearing a striped sweater. *In contrast*, Betty is a girl with blond hair who is wearing a pink blouse.

- Have students turn to Worksheet 4.2 and complete it as a teacher-guided activity.

Note to Teacher

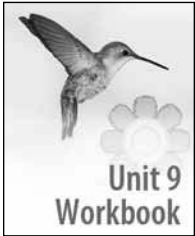
Collect completed Worksheet 4.2 for use in the next Grammar lesson.

Practice Prefixes *pro-* and *anti-*



Worksheet 4.3

- Tell students that you will give them two word choices, which have the prefixes *pro-* or *anti-*. Then, you will read a statement and students must decide which of the word choices the statement demonstrates.
 - *Proceed* or *prologue*? He stopped to read the first few pages at the beginning of the book that provided information to set up the story. (*prologue*)
 - *Antibiotic* or *antibodies*? The doctor gave me medicine for my infection. (*antibiotic*)
 - *Project* or *propel*? A sail fills with wind and the boat moves forward. (*propel*)
 - *Freeze* or *antifreeze*? The dog's bowl was full of water last night and this morning it is full of ice. (*freeze*)
 - *Progress* or *prophecy*? The line to get into the concert finally started moving and we got closer to the door. (*progress*)
 - *Active* or *proactive*? I made my bed and put my toys away before Mom came home from work so I could ask if I could watch a movie after dinner. (*proactive*)
 - *Social* or *antisocial*? Even though I felt a cold coming on, I made sure to say hello to everyone who came to the party. (*social*)
- Have students complete Worksheet 4.3 independently.



Worksheet 4.4

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

Word Sort

- Tell students they will sort words with the sound of /ue/ spelled 'u', 'u_e', and 'ue'.
- Have students turn to Worksheet 4.4.
- Ask students to identify the vowel patterns. ('u' > /ue/, 'u_e' > /ue/, and 'ue' > /ue/)
- Have students independently read the words in the box below the headers and circle the vowels that have the /ue/ 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 and review the worksheet answers with students.

Take-Home Material

"Navigation in the Age of Exploration"

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

Lesson 5

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “El Castillo de San Marcos,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “El Castillo de San Marcos” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the fort at San Marcos in “El Castillo de San Marcos” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “El Castillo de San Marcos” (RI.3.7)
- ✓ Use linking words (e.g., *in the same way, in contrast*) to connect reasons (W.3.1c)
- ✓ Use linking words (e.g., *in the same way, in contrast*) to connect ideas with categories of information (W.3.2c)
- ✓ Demonstrate preparedness for a discussion, having read or studied “El Castillo de San Marcos” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to the fort at San Marcos (SL.3.1d)
- ✓ 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 Silent: “El Castillo de San Marcos”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 5.2	25
Grammar	Practice Using Linking Words <i>in the same way</i> and <i>in contrast</i>	Worksheet 5.3	15
Spelling	Practice Dictionary Skills	dictionaries; copies of Word Meanings page, if needed; 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.

Write the following sentence for use during the Spelling lesson and keep it covered until the lesson:

Can a child exasperate his or her sibling?

If there are not enough print or online dictionaries, photocopy the Word Meanings on the next page for use with Worksheet 5.4.

Note: Use photocopies only if necessary.

Word Meanings

exasperate—*verb*: to make angry; to annoy (**exasperated**; **exasperating**)

sibling—*noun*: one of two or more individuals who share one or both parents (**siblings**)

skedaddle—*verb*: to run away quickly (**skedaddled**; **skedaddling**)

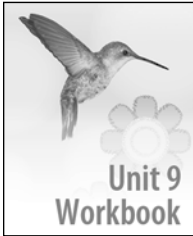
monstrosity—*noun*: a monster or something ugly (**monstrosities**)

chisel—*noun*: a metal tool used to cut or shape stone, wood, or metal *verb*: to cut or shape using a chisel (**chisels**; **chiseled**; **chiseling**)

contrast—*verb*: to compare to show differences *noun*: a difference showing two unlike things (**in contrast with**)

nutrient—*noun*: substance that encourages health and growth of a living thing (**nutrients**)

10 Spelling Assessment



Worksheet 5.1

For additional practice, see worksheets in Sections IV-H and IV-I 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 *united* they would write that word under the header ‘u’ > /ue/.
- 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. useful | 12. unify |
| 2. fuming | 13. perfume |
| 3. argue | 14. bugle |
| 4. hue | 15. uniform |
| 5. occupy | 16. continue |
| 6. rescue | 17. confuse |
| 7. cubical | 18. accuse |
| 8. utensils | 19. Challenge Word: impossible |
| 9. issue | 20. Challenge Word: journal |
| 10. mute | Content Word: explorer |
| 11. amusement | |

- 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. Explorers wanted to find many spices in the Indies.
2. We occupy this classroom together.

- 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 Silent: "El Castillo de San Marcos"

Introducing the Chapter

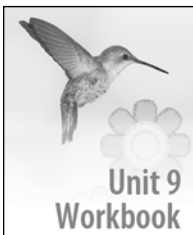
- Tell students that the title of today's chapter is "El Castillo de San Marcos."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 5



Worksheet 5.2

Vocabulary for “El Castillo de San Marcos”

1. **fort**—a large building constructed to survive enemy attacks (**forts**) (44)
2. **establish***—to start something that is meant to last a long time (**established**) (44)
3. **continuously**—without stopping (44)
4. **occupied**—lived and worked in (44)
5. **destroy**—to completely ruin so that it no longer exists (**destroyed**) (44)
6. **wreck**—to destroy, ruin (**wrecked**) (44)
7. **bastion**—a raised gun platform in a fort (**bastions**) (45)
8. **fossil**—a bone, shell, or other remains of a plant or animal from millions of years ago that has formed rock (**fossils**) (48)
9. **shatter**—to suddenly break into many small pieces (48)
10. **moat**—a deep ditch, usually filled with water, dug around a fort or castle to prevent enemy attacks (50)
11. **ravelin**—a small building you must pass through first in order to enter a fort or castle (50)
12. **fortress**—a strong fort (50)

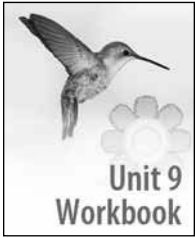
Guided Reading Supports and Purpose for Reading

Pages 44–51

- Ask students to turn to Worksheet 5.2.
- Tell students that as they read this chapter, they should record five facts about “El Castillo de San Marcos.”
- As students read silently, you should circulate throughout the room, lending assistance as needed.

Wrap-Up

- Use the facts recorded by students on Worksheet 5.2 to promote a discussion.
- Have students complete the remainder of Worksheet 5.2 independently.

Practice Using Linking Words *in the same way* and *in contrast*

Worksheet 5.3

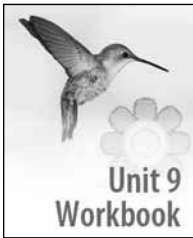
- Ask students to describe the manner in which you compared and contrasted two students and two balls in a previous lesson.
- Tell students that there is a graphic organizer they can use to organize information to help in comparing and contrasting.
- Say, “It’s called a Venn diagram.”
- Have students turn to Worksheet 5.3 and ask if they remember ever using a Venn diagram before. (They were used in Unit 2 to compare and contrast animals.)
- Distribute previously completed and collected Worksheet 4.2 to students for use in completing Worksheet 5.3.
- Guide students in transferring the information from Worksheet 4.2 to Worksheet 5.3.
- Once Worksheet 5.3 is filled in, ask students to describe why certain information was placed where it was.
- Ask, “To compare information on a Venn diagram, which information should you use?” (the information included in the overlapping space on the diagram)
- Ask, “When comparing, which words are used to signal that this is a comparison?” (the words *in the same way*)
- Ask, “To contrast information on a Venn diagram, which information should you use?” (the information in the outside parts of the circles that do not overlap)
- Ask, “When contrasting, which words are used to signal that this is a contrast?” (the words *in contrast*)
- With the remaining time, have students create sentences orally using the information on the Venn diagram and the words *in the same way* and *in contrast*.

Practice Dictionary Skills

Note to Teacher

Pair up students to discuss word meanings and share a print or online dictionary. Only if there are not enough dictionaries, pass out the photocopies now that you prepared in advance.

- Tell students that you will ask them a question.
- Say, “Sometimes you are asked a question and you don’t understand the meaning of all the words, so it is hard to answer.”
- Tell students that the question you are going to ask will have two words that students may not know the meaning of, so they will first need to think about how the words are used in the sentence. Once they think they have an idea of what the words mean, they will look up the words using a print or online dictionary or the photocopy of word meanings to determine the correct definition of the words for the sentence.
- Uncover the sentence you placed on the board or chart paper in advance and read the question aloud, pointing to the underlined words:
Can a child exasperate his or her sibling?
- Ask, “Do you know the meaning of the underlined words? What do you think *exasperate* might mean in this sentence?” (Answers may vary.)
- Ask, “What do you think *sibling* might mean in this sentence?” (Answers may vary.) Say, “Let’s look them up in the dictionary (or on the photocopy) to see if you’re right.”
- Have students find the word *exasperate*. Ask, “What part of speech is *exasperate*?” (verb)
- Ask, “What is the meaning of *exasperate*?” (to make angry or to annoy)
- Have students find the word *sibling*. Ask, “What part of speech is *sibling*?” (noun)
- Ask, “What is the meaning of *sibling*?” (A sibling is one of two or more individuals who share one or both parents.) Provide an example for students: brother/sister, stepbrother/stepsister.



Worksheet 5.4

- Say, “Now that you know the definitions of *exasperate* and *sibling*, answer the question in a complete sentence.” [Yes, a child can exasperate (annoy) a sibling (brother/sister, stepbrother/stepsister).]
- Now, ask students to *justify* their answer. (Answers may vary but should include words found in the dictionary definitions for *exasperate* and *sibling*.)
- Have students turn to Worksheet 5.4 to complete as a teacher-guided activity, using the same format as above.

Spelling Analysis Chart

													Name
													1. useful
													2. fuming
													3. argue
													4. hue
													5. occupy
													6. rescue
													7. cubical
													8. utensils
													9. issue
													10. mute
													11. amusement
													12. unify
													13. perfume
													14. bugle
													15. uniform
													16. continue
													17. confuse
													18. accuse
													19. Challenge Word: impossible
													20. Challenge Word: journal
													Content Word: explorer

Spelling Analysis Directions

Unit 9, Lesson 5

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

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

Lesson 6

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Coronado Reports to the King,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Coronado Reports to the King” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Coronado in “Coronado Reports to the King” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Coronado Reports to the King” (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Coronado Reports to the King” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to Coronado (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /oo/ spelled ‘oo’, ‘ew’, ‘o’, and ‘o_e’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group Silent: “Coronado Reports to the King”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 6.1	25
Spelling	Introduce Spelling Words	Individual Code Chart; Worksheet 6.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	Family Letter; “El Castillo de San Marcos”; “Coronado Reports to the King”	Worksheets 6.2–6.4	*

Advance Preparation

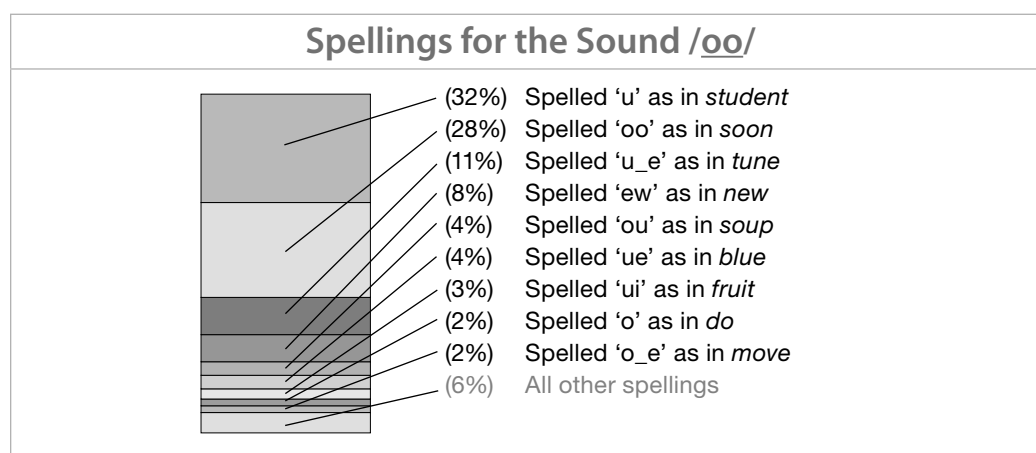
If you wish, you may draw the spelling table on the board or chart paper before beginning this lesson.

'oo' > /oo/	'ew' > /oo/	'o' > /oo/	'o_e' > /oo/

Note to Teacher

During this week, students will review /oo/ spelled 'oo', 'ew', 'o', and 'o_e'. Students should be familiar with these spellings 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:

- This is a very difficult sound to spell correctly.
- The sound /oo/ is rarely found at the beginning of a word. However, in those few instances where it is, it is almost always spelled 'oo' (*oops*, *oozing*).
- 'ew' (*new*, *Andrew*) and 'ue' (*blue*, *due*) are the spellings most commonly found at the ends of words; 'oo' (*too*, *zoo*) and 'u' (*Peru*, *flu*) may also appear in the final position.
- 'ew' (*new*, *flew*) is only rarely followed by consonants (*newt*). In the medial position, several spellings for /oo/ occur. The most common are 'oo' (*food*, *soon*), 'o_e' (*prove*, *move*), 'u_e' (*tune*, *tube*), and 'u' (*super*, *truly*).

- The spelling ‘o_e’ is replaced by ‘o’ when a suffix beginning with a vowel is added: *move* > *mover*, *prove* > *proving*.
- ‘o_e’ appears in just three common base words (*move*, *prove*, *lose*) but also in numerous derivative forms (*approve*, *disprove*, *remove*, *unmoved*).
- This sound shares several of its spellings with /oo/, /ue/, and /u/.

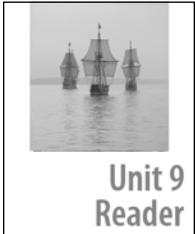
Note to Teacher

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

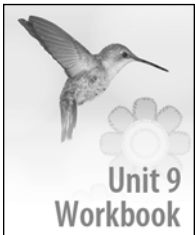
- To *verify* means to make sure something is true.
- To *respond* means to reply or to give an answer.

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

Whole Group Silent: “Coronado Reports to the King”



Chapter 6



Worksheet 6.1

Remember to use academic vocabulary when appropriate: *verify, respond*.

Introducing the Chapter

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

Previewing the Vocabulary

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

Vocabulary for “Coronado Reports to the King”

1. **plain**—a large, flat area of land with no trees (**plains**) (52)
2. **distant**—far away (54)
3. **boast**—to brag (**boasted**) (54)
4. **vast**—very great in size or amount (54)
5. **league**—a distance between 2.4 and 4.6 miles (**leagues**) (54)
6. **tan**—to turn animal skin into leather using a specific process (56)
7. **barbarous**—wild, sometimes violent (58)
8. **royal**—relating to a king or queen (58)
9. **lordship**—authority and power of a lord or high-ranking person (58)
10. **copper**—a reddish-brown mineral found in the earth (58)
11. **vicero**y—a person sent by the king to rule a colony (58)
12. **prune**—a dried plum (**prunes**) (60)
13. **mulberry**—a dark purple berry (**mulberries**) (60)
14. **humble**—respectful, not thinking you are better than others (60)
15. **vassal**—a person who is loyal and serves a lord or king (60)

Guided Reading Supports and Purpose for Reading

Pages 52–61

- Ask students to read **pages 52–61** to themselves to find out if Coronado found cities with streets paved with gold. (no)

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Coronado Reports to the King”

1. *Evaluative* Respond to the following question: “Do you think that the native people would have taken Coronado to their gold?” (Answers may vary.)
2. *Evaluative* How would this selection be different if Coronado had discovered gold? (Answers may vary.)

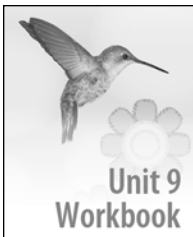
- Ask students to turn to Worksheet 6.1 and complete it independently.

Spelling

25 minutes

Introduce Spelling Words

- Tell students that this week, they will review the sound /oo/ spelled ‘oo’, ‘ew’, ‘o’, and ‘o_e’.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.



Worksheet 6.2

- | | |
|---------------|-------------------------------------|
| 1. remove | 12. kangaroo |
| 2. whoever | 13. balloon |
| 3. dewdrop | 14. toothache |
| 4. strewn | 15. newborn |
| 5. groove | 16. improve |
| 6. disapprove | 17. chewing |
| 7. shrewd | 18. Challenge Word: country |
| 8. undo | 19. Challenge Words: through |
| 9. booth | 20. Challenge Word: threw |
| 10. lose | Content Word: discovery |
| 11. movement | |

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

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

- | | |
|-----------------------|-------------------------------------|
| 1. <u>re</u> move | 12. kangaroo |
| 2. wh <u>o</u> ever | 13. ballo <u>o</u> n |
| 3. <u>dew</u> drop | 14. <u>tooth</u> ache |
| 4. <u>stre</u> wn | 15. <u>new</u> born |
| 5. <u>groo</u> ve | 16. <u>impro</u> ve |
| 6. <u>disappro</u> ve | 17. chewing |
| 7. shrewd | 18. Challenge Word: country |
| 8. undo | 19. Challenge Words: through |
| 9. booth | 20. Challenge Word: threw |
| 10. <u>lose</u> | Content Word: discovery |
| 11. <u>mov</u> ement | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *country*, *through*, and *threw*, are also part of their spelling list and are words used very often. *Country* does not follow the spelling patterns for this week and, although *through* makes the sound /oo/, the spelling ‘ough’ > /oo/ is so rare that it is not listed on the Individual Code Chart. The Challenge Word *threw* does follow the spelling pattern ‘ew’ > /oo/. These three Challenge Words will need to be memorized.
- Explain to students that *through* and *threw* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. Use the Challenge Words in sentences as examples for students: “Many people have fought for their *country*.” “Nancy walked *through* the city and *threw* a nickel into the large fountain.”
- 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, *discovery*, does not follow the spelling patterns for this week. *Discovery* is a content-related word as explorers hoped to make a *discovery* when they traveled.
- Now, draw the following table on the board:

‘oo’ > / <u>oo</u> /	‘ew’ > / <u>oo</u> /	‘o’ > / <u>oo</u> /	‘o_e’ > / <u>oo</u> /

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

- As you have done in previous lessons, ask students to tell you which words to list under the remaining headers for /oo/. Briefly explain the meaning of each word.

'oo' > /oo/	'ew' > /oo/	'o' > /oo/	'o_e' > /oo/
groove	dewdrop	whoever	remove
booth	strewn	undo	disapprove
kangaroo	shrewd		lose
balloon	newborn		movement
toothache	chewing		improve
	threw		

- Practice the words as follows during the remaining time. Call on a student to read any word on the chart. 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; “El Castillo de San Marcos”; “Coronado Reports to the King”

- 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

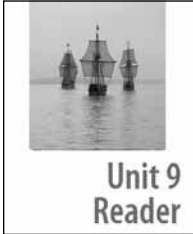
✓ Objectives

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.

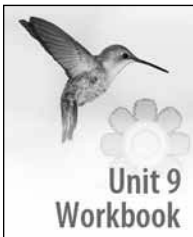
- ✓ Ask and answer questions to demonstrate understanding of “John Cabot,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “John Cabot” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to John Cabot in “John Cabot” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “John Cabot” (RI.3.7)
- ✓ Use linking words (e.g., *for example*) to connect reasons (W.3.1c)
- ✓ Use linking words (e.g., *for example*) to connect ideas with categories of information (W.3.2c)
- ✓ Demonstrate preparedness for a discussion, having read or studied “John Cabot” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to John Cabot (SL.3.1d)
- ✓ Use adjectives and explain their function in sentences (L.3.1a)
- ✓ Use adverbs and explain their function in sentences (L.3.1a)
- ✓ Produce compound sentences (L.3.1i)
- ✓ Produce complex sentences (L.3.1i)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: “John Cabot”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 7.1	25
Grammar	Build Sentences with Linking Words <i>for example</i>	board or chart paper; Worksheets 7.2, 8.4	25
Extension	Multiple Meanings of Words	Worksheets 7.3, 7.4	30
Take-Home Material	“John Cabot”	Worksheet 7.5	*

Small Group Silent: “John Cabot”



Chapter 7



Worksheet 7.1

Introducing the Chapter

- Tell students the name of today’s chapter is “John Cabot.”
- 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 “John Cabot”

1. **substantially**—great in size, value, or importance (62)
2. **equator**—an imaginary line around the middle of Earth that is equally far from both the North Pole and South Pole (62)
3. **charter**—a formal document that gives rights to a person or group of people; Kings often issued charters to explorers so explorers would search for land and treasure on behalf of the king. (62)
4. **claim**—to say something belongs to you (**claims, claimed**) (62)
5. **attempt**—an act of trying (64)
6. **shortage**—when there is not enough (64)
7. **shallow**—not deep (64)
8. **expedition***—a long trip made for a specific purpose (**expeditions**) (64)
9. **landmass**—a large, continuous area of land, such as a continent (64)
10. **territory**—a large area of land with defined boundaries (66)
11. **ashore**—on land (66)
12. **page**—a boy servant (**pages**) (68)
13. **bilge pump**—a device used to remove water from the bottom part of a ship (68)
14. **hardtack**—hard bread that has been baked many times (68)
15. **spoil**—to become rotten and not able to be eaten (70)
16. **weevil**—a small beetle (**weevils**) (70)
17. **scurvy**—a disease caused by not eating enough fruits or vegetables with vitamin C, leading to spongy gums, loose teeth, skin spots, and sometimes death (70)
18. **watch**—the time that someone is on duty to guard or protect something (72)

Purpose for Reading

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

Remember to use academic vocabulary when appropriate: *verify* and *respond*.

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 the front side of Worksheet 7.1 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 the front side of Worksheet 7.1 as they read.

Guided Reading Supports

Pages 62–73

- Tell students to read **pages 62–73** to themselves to find out about the route to Asia that Cabot hoped to find. (Cabot thought the best chance of reaching Asia would be to sail around the northern part of the earth, where the distance around would be substantially shorter than the distance at the equator.) Have students find out details of the life as a sailor on a ship in the 1400s and 1500s.

Wrap-Up

- Draw the two groups together again and use the facts written by students to promote a discussion of the chapter.
- Ask students to turn back to Worksheet 7.1 and complete the remainder of it independently.

Grammar

25 minutes

Build Sentences with Linking Words *for example*



Worksheets 7.2, 8.4

For additional practice, see
Pausing Point Worksheet
PP2.

- Tell students you will read two sentences aloud. Have them listen first and then vote for the sentence they feel is more interesting and informative.
- Tell students they should raise one hand to vote for the first sentence and two hands to vote for the second sentence.
- Read the following sentences aloud:
 - Sentence #1: The bird flew.
 - Sentence #2: The happy-go-lucky bird flew high over the tree tops in search of some sort of nibble, for example, a seed, a nut, or a tasty morsel of bread.

- Ask students to vote for the more interesting sentence. (Students should vote for Sentence #2.)
- Ask students why they think Sentence #2 is more interesting and informative. (The sentence has adjectives, adverbs, and a list of examples.)
- Tell students that when writing, sentences should be long enough to be interesting to readers. Interesting sentences also include descriptive words and phrases.
- Remind students they have practiced writing, or building, more interesting sentences by including adjectives, adverbs, and other interesting words in sentences.
- Remind students that adjectives describe nouns and adverbs describe verbs.
- Write the following sentence on the board or chart paper, asking students to read the sentence aloud and then identify the subject (*kitten*) and predicate (*scratched*).

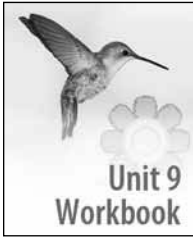
The kitten scratched.

- Tell students that while this sentence is a complete sentence, it is not a very interesting sentence and does not provide much information. Continue by saying that you will show them how they can make a more interesting sentence by adding adjectives and adverbs.
- One way to make the sentence more interesting would be to add an adjective or two to describe the kitten. Ask students to brainstorm words that could be used to describe the kitten, prompting them to think of words to answer the question, “What did the kitten look or sound like?” Write down the suggested adjectives in a list on the board or chart paper. (Examples could be: *furry, sweet, black, shy*)
- Another way to improve this sentence would be to add adverbs to describe the verb. Ask students to brainstorm words that could be used to answer the question. “How did the kitten scratch?” Write these adverbs in a separate list. (Examples could be: *nonstop, softly, noisily*)
- Now, ask students to brainstorm words that could be used to answer the question, “When did the kitten scratch?” Write these adverbs and/or phrases in a separate list. (Examples could be: *all morning, in the middle of the night, always*)

- Now, ask students to brainstorm words that could be used to answer the question, “Where did the kitten scratch?” Write these adverbs and/or phrases in a separate list. (Examples could be: *in the kitchen, outside, in the cat carrier*)
- Remind students that a list of where the kitten scratched could be added to a simple sentence. Remind students that the words *for example* announce that a list is coming.
- Finally, ask students to brainstorm words that could be used to create a list of what the kitten scratched on. (Examples could be: *the new rug, the arms of Father’s chair, the curtains in the living room, the bedspread*)
- Remind students that, should a writer wish to add an additional sentence instead of a list to serve as an example, the writer should end the original, elaborated sentence with a period and begin a second sentence with the words *For example*.
- Examples of more interesting sentences could be:

The furry, black kitten scratched nonstop on almost everything, for example, the new rug and the curtains in the living room.

The shy kitten scratched in the house in the middle of the night on many things. For example, she woke me up last night scratching loudly on my bedspread!
- Ask students to turn to Worksheet 7.2, explaining that they are to use the same process to make more interesting sentences with adjectives, adverbs, and examples using the words *for example*.
- If time permits, have students tear out Worksheet 8.4 and cut the game cards apart for use in Lesson 8. Students should tuck their cut-apart game cards in their Workbook for safe keeping.



Worksheets 7.3, 7.4

Multiple Meanings of Words

- Remind students that words can have multiple definitions or meanings.
- Say, “I can bat the ball with my baseball bat.”
- Ask, “What is the definition of the word *bat* as it is used first in the sentence?” (the act of hitting a ball with a bat)
- Ask, “What is the part of speech for *bat* in this case?” (verb)
- Ask, “What is the definition of the word *bat* as it is used last in the sentence?” (the wooden tool used in baseball to hit the ball)
- Ask, “What is the part of speech for bat in this case?” (noun)
- Point out to students that vocabulary words in the Reader can also have multiple definitions or meanings as well as different parts of speech.
- Tell students that today, they will receive a copy of a dictionary page (Worksheet 7.3) that includes vocabulary words from *The Age of Exploration* and they will notice that each word has multiple definitions. They will also receive a sheet numbered 1–4 that they will cut apart so they can use the numbers to show which definition they have chosen during an oral activity (Worksheet 7.4).
- Say, “I will read eight sentences, each including one of the vocabulary words from the dictionary page and you will determine which definition matches the usage of the vocabulary word. If you think the usage matches definition 1, you will hold up number 1, etc. You will also read what part of speech your choice is.”
- Tell students that once a definition has been matched, they will mark through the definition on their worksheets to show that it has been used.
- Have students tear out Worksheet 7.3 to use and Worksheet 7.4 to cut apart.
- After students have cut apart Worksheet 7.4, read these sentences and allow students to answer.
 1. Father pruned the weeping willow trees in our front yard so we could walk under them. (*prune, definition 1, verb*)

2. My older brother's bowling league is full of great players!
(*league, definition 2, noun*)
 3. The magician in the movie said, "Watch out!" just before he made the castle disappear. (*watch, definition 4, verb*)
 4. You were lucky to get a fancy cupcake. Mine is plain vanilla with white frosting. (*plain, definition 1, adjective*)
 5. The sailor drifted off into the ocean in a gleaming boat with white sails and a red hull. (*hull, definition 1, noun*)
 6. The miners claimed the gold they had found was truly theirs and theirs alone! (*claim, definition 2, verb*)
 7. The play had showy characters, such as princes, princesses, and nobles from the grand castle. (*noble, definition 2, noun*)
 8. The settlers tanned the deer hide so they could make clothing out of it. (*tan, definition 2, verb*)
- Now say, "It's your turn to make sentences. Scan the remaining definitions and raise your hand to make a sentence using a word from the paper to match a remaining definition. The class will determine which definition your usage matches."
 - Continue until time is up or all definitions have been used.

Take-Home Material

"John Cabot"

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

Lesson 8

Morphology

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Henry Hudson,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Henry Hudson” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Henry Hudson in “Henry Hudson” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Henry Hudson” (RI.3.7)
- ✓ Decode words with common Latin suffixes *-ish, -ness, -able, and -ible* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Use linking words (e.g., *in conclusion*) to connect reasons (W.3.1c)
- ✓ Use linking words (e.g., *in conclusion*) to connect ideas with categories of information (W.3.2c)
- ✓ Demonstrate preparedness for a discussion, having read or studied “Henry Hudson” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to “Henry Hudson” (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ue/ spelled ‘u’, ‘u_e’, and ‘ue’ (L.3.2f)
- ✓ Determine the meaning of the new word formed when *-ish, -ness, -able, or -ible* is added to a known 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 *foolish, predictable*) (L.3.5b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Silent: “Henry Hudson”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 8.1	25
Morphology	Suffix Review: <i>-ish, -ness, -able,</i> and <i>-ible</i>	Worksheet 8.2	25
Grammar	Match Me if You Can	Worksheets 8.3, 8.4; dice; game markers	15
Spelling	Blank Busters	Worksheet 8.5	15
Take-Home Material	“Henry Hudson”	Worksheet 8.6	*

Reading Time

25 minutes

Whole Group Silent: “Henry Hudson”

Introducing the Chapter

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

Previewing the Vocabulary

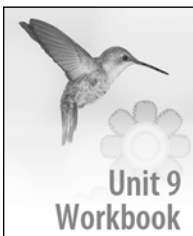
- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the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

Vocabulary for “Henry Hudson”

1. **solid**—firm and hard (74)
2. **iceberg**—a large mass of ice floating in the ocean (**icebergs**) (74)
3. **rebel***—to fight against the person or people in charge (**rebelled**) (74)
4. **maize**—corn (76)
5. **expanse**—a large, open area (78)



Chapter 8



Worksheet 8.1

Guided Reading Supports and Purpose for Reading

Pages 74–79

Remember to use academic vocabulary when appropriate: *verify, respond*.

- Ask students to read **pages 74–79** to themselves to find out all the places that Henry Hudson encountered while trying to find the Northwest Passage. (North America, Manhattan, the Hudson River, and the Hudson Bay)

Wrap-Up

- Use the following questions to promote a discussion.

Discussion Questions on “Henry Hudson”

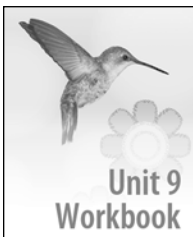
1. *Literal* What was the biggest barrier that Henry Hudson encountered in trying to find the Northwest Passage? (ice) *Justify* your answer with text evidence. (Answers may vary.)
2. *Evaluative* It may seem cruel that Henry Hudson was left behind. Explain the crew’s actions from their point of view. (Answers may vary.)

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

Morphology

25 minutes

Suffix Review: *-ish, -ness, -able, and -ible*

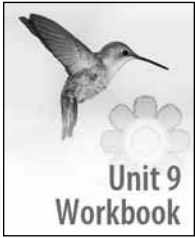


Worksheet 8.2

For additional practice, see Pausing Point Worksheet PP7.

- Tell students that today, they will review the suffixes *-ish, -ness, -able, and -ible*.
- Write the word *fool* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (someone who is ridiculous and acts without good sense or judgment; noun)
- Add the suffix *-ish* to *fool* and have students read the new word.
- Ask students what *foolish* means and what part of speech it is. (having the characteristics of or like someone who is ridiculous and acts without good sense or judgment; adjective)
- Follow the same procedures for the following words: *self, style*.
- Write the word *lonely* on the board.

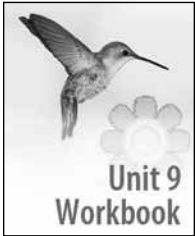
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (without others; adjective)
- Add the suffix *-ness* to *lonely*, first changing the 'y' to 'i', and have students read the new word.
- Ask students what *loneliness* means and what part of speech it is. (in the state or condition of being without others; noun)
- Follow the same procedures for the following words: *happy*, *still*.
- Write the word *predict* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (to correctly guess the outcome in advance; verb)
- Add the suffix *-able* to *predict* and have students read the new word.
- Ask students what *predictable* means and what part of speech it is. (able to be correctly guessed in advance; adjective)
- Follow the same procedures for the following words: *bend*, *enjoy*.
- Write the word *reverse* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (to turn the opposite way or inside out; verb)
- Add the suffix *-ible* to *reverse*, first dropping the final 'e', and have students read the new word.
- Ask students what *reversible* means and what part of speech it is. (able to be turned the opposite way or inside out; adjective)
- Follow the same procedures for the following words: *force*, *flex*.
- Have students turn to Worksheet 8.2 and complete it with a partner.



Worksheets 8.3, 8.4

Match Me if You Can

- Tell students today they will play Match Me if You Can.
- They will practice sentences that compare and sentences that contrast.
- Pair up students.
- Have the partners shuffle together both sets of cards from Worksheet 8.4 that they cut apart in Lesson 7. If students have not cut apart the cards, have them do so now.
- Have students place the game cards face down on the desk near the game board.
- Have students follow these rules to play:
 1. Begin at 'Start'.
 2. Roll a die, move your marker, and take a card.
 3. Read the sentence aloud and state whether the sentence compares or contrasts.
 4. If the sentence on the card (compares or contrasts) matches the space your marker is on (marked compare or contrast), keep the card.
 5. If the sentence on the card does not match the space your marker is on, turn the card face down and place it on the bottom of the pile.
 6. Continue in this fashion until all cards are gone.
 7. The player with the most cards wins.
- Move around the room, offering assistance if necessary.
- If time remains, have students reshuffle the cards and play the game again.



Worksheet 8.5

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

Blank Busters

- Tell students that they will practice writing their spelling words for the week.
- Tell students to turn to Worksheet 8.5. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, *-es*, or *-ly*.
- Ask students to read the statement in **number 1** silently and fill in the blank. When students have completed **number 1**, call on one student to read **number 1** aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to **number 2** and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

Take-Home Material

"Henry Hudson"

- Have students take home Worksheet 8.6 to read to a family member.

Lesson 9

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Fur Trade and Samuel de Champlain,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Fur Trade and Samuel de Champlain” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the fur trade and Samuel de Champlain in “The Fur Trade and Samuel de Champlain” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Fur Trade and Samuel de Champlain” (RI.3.7)
- ✓ Identify and use the meaning of prefixes *pro-* and *anti-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Use linking words (e.g., *in conclusion*) to connect reasons (W.3.1c)
- ✓ Use linking words (e.g., *in conclusion*) to connect ideas with categories of information (W.3.2c)
- ✓ Demonstrate preparedness for a discussion, having read or studied “The Fur Trade and Samuel de Champlain” to explore content under discussion (SL.1.3a)
- ✓ During a discussion, explain ideas and understanding in relation to “The Fur Trade and Samuel de Champlain” (SL.3.1d)
- ✓ Form and use comparative and superlative adjectives (L.3.1g)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ue/ spelled ‘u’, ‘u_e’, and ‘ue’ (L.3.2f)
- ✓ Determine the meaning of the new word formed when *pro-* or *anti-* is added to a known 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 *antisocial*) (L.3.5b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Silent: “The Fur Trade and Samuel de Champlain”	<i>The Age of Exploration;</i> Vocabulary Cards; Worksheet 9.1	25
Grammar	Introduce Comparative and Superlative Adjectives Using Suffixes –er and –est	Worksheet 9.2	25
Morphology	Prefix Review: pro– and anti–	Worksheet 9.3	15
Spelling	Word Sort	Worksheet 9.4	15
Take-Home Material	“The Fur Trade and Samuel de Champlain”	Worksheet 9.5	*

Advance Preparation

Prepare and display the following comparative and superlative adjectives poster:

Comparative and Superlative Adjectives

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

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

Reading Time

25 minutes

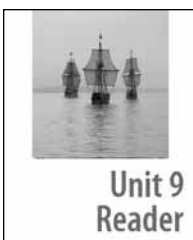
Whole Group Silent: “The Fur Trade and Samuel de Champlain”

Introducing the Chapter

- Tell students the title of today’s chapter is “The Fur Trade and Samuel de Champlain.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 9



Worksheet 9.1

Vocabulary for “The Fur Trade and Samuel de Champlain”

1. **trade**—(verb) to exchange something you have for something someone else has; (noun) the act of exchanging goods (**traders, traded, trading**) (80)
2. **in exchange**—the act of giving something and receiving something of similar value in return (80)
3. **pelt***—an animal skin with fur still on it (**pelts**) (80)
4. **felt**—thick cloth made from wool, fur, or other fibers (80)
5. **trading post**—a place far away from towns where people buy, sell, and trade things (**trading posts**) (82)
6. **fine**—excellent (**finest**) (84)
7. **lush**—covered with healthy, green plants (84)
8. **treaty**—a formal agreement between groups of people, often to stop fighting (**treaties**) (86)
9. **obtain**—to get (**obtained**) (86)
10. **barter**—to trade by exchanging goods and services instead of paying or accepting money for them (86)
11. **income**—money earned, mostly from working (90)

Guided Reading Supports and Purpose for Reading

Pages 80–91

- Tell students to read **pages 80–91** to themselves to find the answer to the question: “Why were beavers so sought after by Europeans?” (Europeans wanted to use beaver pelts to make things and nearly all the beavers in Europe were gone.)

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “The Fur Trade and Samuel de Champlain”

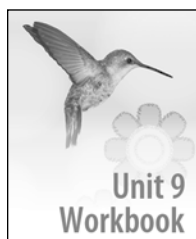
1. *Literal* Why were beaver hats popular in the 1600s and 1700s? (They were very warm and helped people stay warm in cold climates.)
2. *Literal* What were some of the things that the native people wanted to trade for pelts? (Answers may vary but could include hooks, knives, ax blades, kettles, wool blankets, tobacco, guns, gunpowder, or glass beads from Europe.)
3. *Literal* How did the French traders make money? (They sent the pelts back to Europe, where they were sold for a lot of money.)

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

Grammar

25 minutes

Introduce Comparative and Superlative Adjectives Using Suffixes *-er* and *-est*



Worksheet 9.2

For additional practice, see Pausing Point Worksheet PP3.

- Remind students that adjectives are descriptive words that describe nouns or pronouns.
- Tell students that sometimes adjectives are used to compare nouns.
- Draw students' attention to the comparative and superlative adjectives poster you created in advance.

Comparative and Superlative Adjectives

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

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

- Ask students to fill in the blank in the following sentence:

If Fred is 9 years old and Sam is 8 years old, Fred is _____ than Sam.

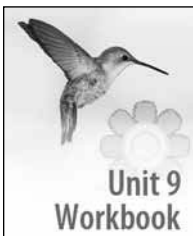
- Say, “If you filled in the blank with the word *older*, you are correct.”
- Tell students that the word *older* is called a comparative adjective because it compares two nouns by showing that one noun is more or greater than the other. Comparative adjectives are formed by adding the suffix *-er* to an adjective. The word *old* becomes *older*.
- Ask students to fill in the blank in the following sentence:
 - If Sally is ten years old, Fred is 9 years old, and Sam is 8 years old, Sally is the _____ child of the three.
- Say, “If you filled in this blank with the word *oldest*, you are correct.”
- Tell students that the word *oldest* is called a superlative adjective because it compares more than two nouns by showing that one noun is the most or greatest. Superlative adjectives are formed by adding the suffix *-est* to the adjective. The word *old* becomes *oldest*.
- Have students fill in the blanks with forms of the word *tall*:
 - My brother is _____. (*tall*)
 - My mother is _____ than my brother. (*taller*)
 - My father is the _____ one in the family. (*tallest*)
- Point out for students that when comparing two people (my brother and mother), the suffix *-er* was added to the word *tall*, and when comparing more than two people (my brother, mother, and father), the suffix *-est* was added to the word *tall*.
- Ask students to name adjectives that end with the letter ‘e’. Examples could be: *safe*, *wise*, *large*, or *cute*.
- Tell students that in order to add the suffixes *-er* or *-est* to an adjective that ends with the letter ‘e’, the ‘e’ is dropped before adding the suffix. (*safe* becomes *safer* or *safest*; *wise* becomes *wiser* or *wisest*; *large* becomes *larger* or *largest*; and *cute* becomes *cuter* or *cutest*)
 - Have students fill in the blanks with forms of the word *wide*:
 - The creek is _____. (*wide*)
 - The river is _____ than the creek. (*wider*)
 - The ocean is the _____ of all three bodies of water. (*widest*)

- Tell students that when a one-syllable adjective that ends with a single vowel and consonant is to be used to compare, the final consonant is doubled before adding the suffixes *-er* or *-est*. Examples could be: *sad* becomes *sadder* or *saddest*; *big* becomes *bigger* or *biggest*; and *hot* becomes *hotter* or *hottest*.
- Have students fill in the blanks with forms of the word *fat*:
 - The piglet is _____. (*fat*)
 - The mother pig is _____ than the piglet. (*fatter*)
 - The father pig is the _____ of the whole pig family. (*fattest*)
- Have students name examples of adjectives that end with the letter ‘y’. Examples could be: *happy*, *funny*, or *silly*.
- Note for students that these adjectives are two-syllable words but that the comparative and superlative forms are made much the same way as one-syllable adjectives, except that the ‘y’ changes to an ‘i’ before adding the suffixes *-er* or *-est*. (*happy* becomes *happier* or *happiest*; *funny* becomes *funnier* or *funniest*; *silly* becomes *sillier* or *silliest*)
- Have students fill in the blanks with the forms of the word *pretty*:
 - The single flower is _____. (*pretty*)
 - The bunch of flowers is _____ than a single flower. (*prettier*)
 - The whole field of flowers is the _____ of all. (*prettiest*)
- Have students turn to Worksheet 9.2 and complete it as a teacher-guided activity.

Morphology

15 minutes

Prefix Review: *pro-* and *anti-*



Worksheet 9.3

For additional practice, see
Pausing Point Worksheet
PP8.

- Tell students that you will read a sentence to them. The sentence contains a word with either the prefix *pro-* or *anti-*. Students must determine if the sentence demonstrates the meaning of the word. If so, students should say “Yes.” If not, students should say “No.”
- Read the following sentence aloud to students:

We can project light onto the wall and use different items to make shadows.

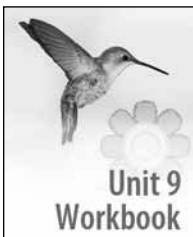
- Ask, “What word has the prefix *pro-* or *anti-* in this sentence?” (*project*)
 - Then ask, “Does this sentence demonstrate the meaning of *project*? Why or why not? (Yes. *Project* means to throw forward and if you project light, you are throwing it forward onto something.)
- Note:** If needed, you may want to read the sentence aloud a second time for students.
- Next, read the following sentence aloud to students:

The anticlimactic ending to the book was full of twists and turns and I couldn’t put the book down!
 - Ask, “What word has the prefix *pro-* or *anti-?*” (*anticlimactic*)
 - Then ask, “Does this sentence demonstrate the meaning of *anticlimactic*? Why or why not?” (No. *Anticlimactic* means the opposite of the most exciting part of the story, or disappointing, so if the ending was full of twists and turns and the person reading the book couldn’t put it down, then that does not demonstrate a lack of excitement or disappointment.)
 - Have students turn to Worksheet 9.3 and complete it as a teacher-guided activity.

Spelling

15 minutes

Word Sort



Worksheet 9.4

- Tell students they will sort words with the sound /oo/ spelled ‘oo’, ‘ew’, and ‘o’ and ‘o_e’.
- Have students turn to Worksheet 9.4.
- Ask students to identify the vowel patterns. (‘oo’ > /oo/, ‘ew’ > /oo/, ‘o’ > /oo/, and ‘o_e’ > /oo/)
- Have students independently read the words in the box below the headers and circle the vowels that have the /oo/ 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. If time allows, review the worksheet answers together as a class.

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

Take-Home Material

“The Fur Trade and Samuel de Champlain”

- Have students take home Worksheet 9.5 to read to a family member.

Lesson 10

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “A History of People in North America,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “A History of People in North America” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the history of people in North America in “A History of People in North America” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “A History of People in North America” (RI.3.7)
- ✓ Form and use comparative and superlative adjectives (L.3.1g)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Use a beginning dictionary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 10.1; optional pens	25
Reading Time	Whole Group Silent: “A History of People in North America”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 10.2	25
Grammar	Practice Comparative and Superlative Adjectives Using Suffixes –er and –est	Worksheet 10.3	15
Spelling	Practice Dictionary Skills	dictionaries; copies of Word Meanings page, if needed; Worksheet 10.4	15

Advance Preparation

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

Display the following comparative and superlative adjectives poster:

Comparative and Superlative Adjectives

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

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

Write the following sentence on the board or chart paper for use during the second Spelling lesson and keep it covered until the lesson:

Who would be more gregarious, a clown or a loner?

If there are not enough print or online dictionaries, photocopy the Word Meanings on the next page for use with Worksheet 10.4.

Note: Use photocopies only if necessary.

Word Meanings

gregarious—*adjective*: sociable; liking companionship (**gregariously, gregariousness**)

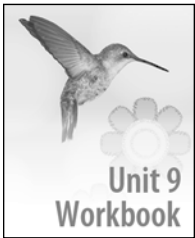
flapjack—*noun*: pancake (**flapjacks**)

subside—*verb*: to sink to a lower level (**subsided, subsiding, subsides**)

offhand—*adjective*: without previous thought or preparation (**offhanded**)

marquee—*noun*: a roof-like structure over a theater that usually posts the name of the movie currently playing

10 Spelling Assessment



Worksheet 10.1

- Have students turn to Worksheet 10.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *news* they would write that word under the header 'ew' > /ue/.
- 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. kangaroo | 12. balloon |
| 2. chewing | 13. remove |
| 3. shrewd | 14. dewdrop |
| 4. lose | 15. disapprove |
| 5. toothache | 16. booth |
| 6. newborn | 17. groove |
| 7. improve | 18. Challenge Word: country |
| 8. movement | 19. Challenge Word: through |
| 9. undo | 20. Challenge Word: threw |
| 10. strewn | Content Word: discovery |
| 11. whoever | |

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

1. The papers were strewn all over the messy desk.
2. Whoever removed the balloons, please bring them back.

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

- 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 Silent: "A History of People in North America"

Introducing the Chapter

- Tell students that the title of today's chapter is "A History of People in North America"
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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

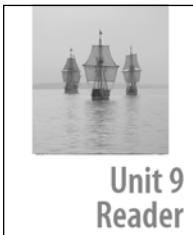
Vocabulary for "A History of People in North America"

1. **raid***—to attack by surprise (**raiding**) (94)
2. **abandon**—to leave somewhere, never to return (**abandoned**) (94)
3. **evidence**—information that helps show if something is either true or not true (96)

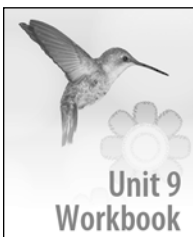
Guided Reading Supports and Purpose for Reading

Pages 92–101

- Tell students to read **pages 92–101** to themselves to find the answer to the question: "Who settled in North America before Columbus arrived?" (the Vikings and the Native Americans)



Chapter 10



Worksheet 10.2

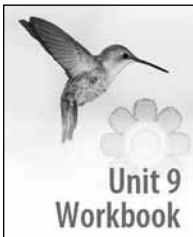
Wrap-Up

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

Grammar

15 minutes

Practice Comparative and Superlative Adjectives Using Suffixes *-er* and *-est*



Worksheet 10.3

- Direct students' attention to the comparative and superlative adjectives poster you prepared and displayed earlier.

Comparative and Superlative Adjectives

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

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

- Remind students that adjectives can be used to compare nouns by adding suffixes.
- Remind students that the suffix *-er* is added to adjectives to make them comparative and the suffix *-est* is added to adjectives to make them superlative.
- Ask, "What is the difference between comparative and superlative adjectives?" (Comparative adjectives compare only two nouns, while superlative adjectives compare more than two nouns.)
- Have students tear out Worksheet 10.3 and fold it in half horizontally so that either the top half of the sheet (with the suffix *-er*) shows or the bottom half of the sheet (with the suffix *-est*) shows.
- Tell students that you will read a series of sentences and students will determine if the comparative or superlative form of the adjective is needed and display the folded worksheet so that the correct suffix faces you.
- Remind students to listen carefully to determine if two nouns are being compared (which calls for the suffix *-er*) or more than two nouns are being compared (which calls for the suffix *-est*).

- Practice the first sentence together:
(*cold*) States in the north have _____ weather than states in the south. (Students should point the top half of the worksheet toward you to show the answer is *colder, comparative*)
- Ask, “Why is the answer the comparative form of the verb?”
(comparing two groups of states)
- Continue this format with the following sentences.

1. (*happy*) Nancy is the _____ child in the whole school! (*happiest, superlative, more than two children in the whole school*)
2. (*bright*) The red paint in the living room is _____ than the red paint in the bedroom. (*brighter, comparative, only two cans of paint*)
3. (*furry*) The brown squirrel is _____ than the black squirrel. (*furrier, comparative, only two squirrels*)
4. (*simple*) The _____ math problem on this worksheet was the very last one! (*simplest, superlative, many math problems on the worksheet*)
5. (*clean*) After taking my muddy shirt out of the washing machine, it was much _____. (*cleaner, comparative, dirty shirt and clean shirt*)

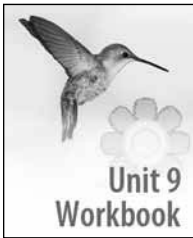
- Ask students to partner with a friend and make up a sentence like the sentences you read aloud.
- After a few minutes, have students raise their hands to come forward and share their sentences. The rest of the class should hold up their worksheets to answer whether comparative or superlative adjectives are needed.
- If students need help, offer the following adjectives for their use: jolly, fine, big, fast, messy, deep, and green, or others you may prefer.
- Continue until time is up.

Practice Dictionary Skills

Note to Teacher

Pair up students to discuss word meanings and share a print or online dictionary. Only if there are not enough dictionaries, pass out the photocopies now that you prepared in advance.

- Remind students of the dictionary activity in Lesson 5 and tell them that today, they will follow the same procedure.
- Tell students that you will ask them a question.
- Say, “Sometimes you are asked a question and you don’t understand the meaning of all the words, so it is hard to answer.”
- Tell students that the question you are going to ask will have one word that students may not know the meaning of, so they will first need to think about how the word is used in the sentence. Once they think they have an idea of what the word means, they will look up the word using a print or online dictionary or the photocopy of word meanings to determine the correct definition of the word for the sentence.
- Uncover the sentence you placed on the board or chart paper in advance and read the question aloud, pointing to the underlined word:
Who would be more gregarious, a clown or a loner?
- Have students turn to Worksheet 10.4.
- Ask, “Do you know the meaning of the underlined word? What do you think *gregarious* might mean in this sentence?” (Answers may vary.)
- Say, “Let’s look up *gregarious* in the dictionary (or on the photocopy) to see if you’re right.”
- Have students find the word *gregarious*. Ask, “What part of speech is *gregarious*? (adjective)”
- Ask, “What is the meaning of *gregarious*?” (sociable, liking companionship)
- Say, “Now that you know the definition of *gregarious*, answer the question in a complete sentence.” (A clown would be more gregarious [sociable] than a loner.)



Worksheet 10.4

- Now, ask students to justify their answer. (Answers may vary but should include words found in the dictionary definition for *gregarious*.)
- Tell students they will complete Worksheet 10.4 independently. Remind them to use the example as a guide. You may wish to walk around the room, providing assistance as needed.

Spelling Analysis Chart

												Name
												1. kangaroo
												2. chewing
												3. shrewd
												4. lose
												5. toothache
												6. newborn
												7. improve
												8. movement
												9. undo
												10. stewn
												11. whoever
												12. balloon
												13. remove
												14. dewdrop
												15. disapprove
												16. booth
												17. groove
												18. Challenge Word: country
												19. Challenge Word: through
												20. Challenge Word: threw
												Content Word: discovery

Spelling Analysis Directions

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

Unit 9, Lesson 10

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

Lesson 11

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Caribbean Words,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Caribbean Words” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Caribbean words in “Caribbean Words” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Caribbean Words” (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /f/ spelled ‘f’, ‘ff’, ‘ph’, and ‘gh’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Silent: “Caribbean Words”	<i>The Age of Exploration</i> ; Vocabulary Cards; Worksheet 11.1	25
Spelling	Introduce Spelling Words	Worksheet 11.2	25
Take-Home Material	Family Letter; “A History of People in North America;” “Caribbean Words”	Worksheets 11.2–11.4	*

Advance Preparation

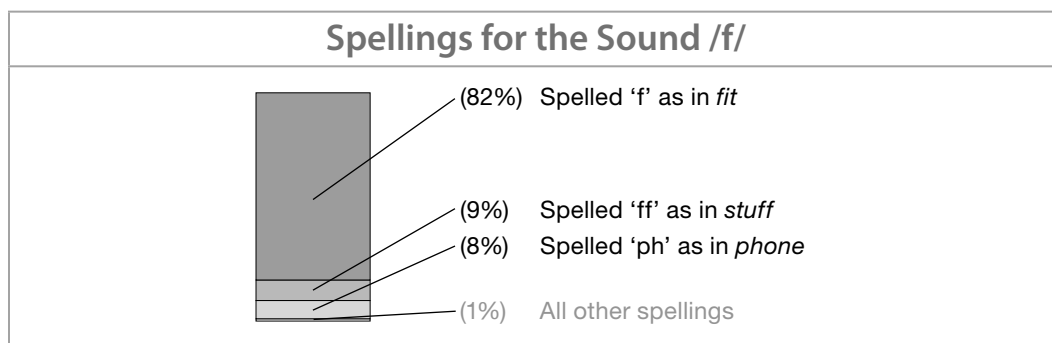
If you wish, you may draw the spelling table on the board or chart paper before beginning this lesson.

'f' > /f/	'ff' > /f/	'ph' > /f/	'gh' > /f/

Note to Teacher

During this week, students will review spellings of /f/ spelled 'f', 'ff', 'ph', and 'gh'. Students should be familiar with these spellings 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:

- 'f' is the most common spelling for the /f/ sound. It is used in the initial position (*fun, fig*), in the final position (*leaf, deaf*), in the initial consonant clusters *fl-* and *fr-* (*flop, fresh*), in the final consonant clusters *-ft, -fth*, and *-lf* (*lift, fifth, elf*), and with separated digraphs (*safe, life*).
- Only 'f' and 'ph' are used at the beginning of words and syllables.
- 'f', 'ff', and 'ph' are used at the end of words and syllables.
- 'ff' is commonly found after "short" vowels written with single-letter spellings; thus we write *stiff* but *deaf*.
- 'ph' is used mainly to spell words borrowed from Greek. It is used in the consonant cluster *-mph* (*lymph*).

- Words with final /f/ tend to keep the spelling they have in the root form, even when suffixes beginning with a vowel sound are added: *leaf* > *leafy*; *oaf* > *oafish*; *stuff* > *stuffy*.
- ‘**gh**’ > /f/ rarely occurs, but when it does, it is at the end of root words (*laugh*, *rough*).

Reading Time

25 minutes

Whole Group Silent: “Caribbean Words”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Caribbean Words.”
- 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 the vocabulary words before they begin reading.

Vocabulary for “Caribbean Words”

1. **steer**—to control the direction of (106)
2. **cheap**—does not cost much (112)
3. **popular**—liked by many people (112)

Guided Reading Supports and Purpose for Reading

Pages 102–113

- Ask students to turn to Worksheet 11.1.
- Tell students that as they are reading this chapter, they should write what they think the answer is to each riddle before they turn the page to see what the answer is.
- As students read silently, you should circulate throughout the room, lending assistance as needed.

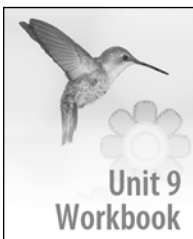
Wrap-Up

- Use Worksheet 11.1 to promote a discussion of the chapter.



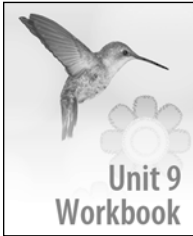
Unit 9
Reader

Chapter 11



Unit 9
Workbook

Worksheet 11.1



Worksheet 11.2

Introduce Spelling Words

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

- | | |
|--------------|-------------------------------------|
| 1. phony | 12. elephant |
| 2. identify | 13. trophy |
| 3. spherical | 14. giraffe |
| 4. laughing | 15. funnel |
| 5. stuffing | 16. phases |
| 6. affect | 17. roughly |
| 7. fairest | 18. Challenge Word: probably |
| 8. phrase | 19. Challenge Word: weather |
| 9. tougher | 20. Challenge Word: whether |
| 10. fare | Content Word: expedition |
| 11. enough | |

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

- | | |
|---------------------|-------------------------------------|
| 1. phony | 12. elephant |
| 2. identify | 13. trophy |
| 3. spherical | 14. giraffe |
| 4. laughing | 15. funnel |
| 5. stuffing | 16. phases |
| 6. affect | 17. roughly |
| 7. fairest | 18. Challenge Word: probably |
| 8. phrase | 19. Challenge Word: weather |
| 9. tougher | 20. Challenge Word: whether |
| 10. fare | Content Word: expedition |
| 11. enough | |

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

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *probably* and *weather/whether*, are also part of the spelling list and are words used very often. None of the Challenge Words follow the spelling patterns for this week.
- Explain to students that *weather* and *whether* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. *Weather* and *whether* have the same sound /e/ but have different meanings. *Weather* means the atmosphere around us: cold or hot, rainy or sunny, and stormy or calm. *Whether* means unsure, or one or the other.
- Use the Challenge Words in sentences as examples for students: “It’s such a beautiful day that I’ll probably go for a walk later.” “Sammy wasn’t sure whether or not the weather would be good for playing basketball outside.”
- 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 test 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.)
- Tell students that the Content Word, *expedition*, does not follow the spelling patterns for this week. *Expedition* is a content-related word that is defined as a long trip made for a specific purpose.
- Now, draw the following table on the board.

'f' > /f/	'ff' > /f/	'ph' > /f/	'gh' > /f/

- Ask students to refer to the spellings for /f/ on **page 1** of the **Individual Code Chart**. Point out that there are four spellings for /f/.
- Ask students which spelling is most frequently used. ('f' > /f/)
- Ask students to tell you which words to list under the 'f' > /f/ header.
- Briefly explain the meaning for each word.

- As you have done in previous lessons, ask students to tell you which words to list under the remaining headers for /f/. Briefly explain the meaning for each word.

'f' > /f/	'ff' > /f/	'ph' > /f/	'gh' > /f/
identify	stuffing	phony	laughing
fairest	affect	spherical	tougher
fare	giraffe	phrase	enough
funnel		elephant	roughly
		trophy	
		phases	

- Practice the words as follows during the remaining time. Call on a student to read any word on the chart. 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 11.2 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; “A History of People in North America”; “Caribbean Words”

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

Lesson 12

Grammar

✓ Objectives

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

- ✓ **Develop an informative/explanatory topic about people who settled in North America before Columbus** (W.3.2b)
- ✓ **Form and use comparative and superlative adjectives** (L.3.1g)

<i>At a Glance</i>	Exercise	Materials	Minutes
Extension	Respond to an Excerpt from "A History of People in North America"	Worksheet 12.1	25
Grammar	Introduce Comparative and Superlative Adjectives Using <i>more</i> or <i>most</i>	Worksheet 12.2	25

Advance Preparation

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

- Using the stars to navigate was a new idea long ago.
- Using a compass to navigate was a newer idea.
- However, using the stars and compass together was the newest idea.

Display the comparative and superlative adjective poster:

Comparative and Superlative Adjectives

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

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

Add the following to the poster:

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

Place the following words on the board or chart paper and cover them until the Grammar lesson:

peaceful

careless

tempting

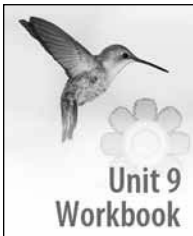
interested

delicious

Extension

25 minutes

Respond to an Excerpt from “A History of People in North America”



Worksheet 12.1

- Ask students to recall facts they have learned about explorers, explorations, and settlements in North America. Answers may include:
 - Many explorations happened between the 1400s and 1600s.
 - Explorers searched for many valuable items during their explorations, like spices, gold, and fur.
 - Spanish and French settlements were built in different parts of North America and fur trade developed between the French and Native Americans.
 - Sailing was not fun in those days and there wasn't much to eat on a ship.
 - Many explorers went through hardships and some explorers died during their travels.
- Tell students that in today's lesson, they will read an excerpt from “A History of People in North America” and respond to a writing prompt related to the excerpt.
- Tell students that in writing a response, they may want to use comparative and superlative adjectives to compare two or more nouns.
- Ask students, “What is a comparative adjective?” (A comparative adjective compares two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.) Say, “For example, a cat is a smart animal. A dog is a smarter animal. Which word is the comparative adjective?” (*smarter*)

- Ask students, “What is a superlative adjective?” (A superlative adjective compares more than two nouns to show that one is greatest or most. The suffix –est is added to adjectives.) Say, “For example, a cat is a smart animal. A dog is a smarter animal. A human is the smartest animal. Which word is the superlative adjective?” (*smartest*)
- Point to the first sentence you wrote on the board in advance and read it aloud.

Using the stars to navigate was a new idea long ago.

- Ask students if there are comparative or superlative adjectives in this sentence. (no)
- Point to the second sentence you wrote on the board in advance and read it aloud.

Using a compass to navigate was a newer idea.

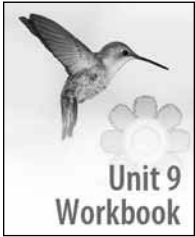
- Ask students if there is a comparative or superlative adjective in the second sentence. (yes) Ask, “Is it a comparative or superlative adjective and which word is it?” (comparative; *newer*)
- Point to the third sentence you wrote on the board in advance and read it aloud.

However, using the stars and compass together was the newest idea.

- Ask students if there is a comparative or superlative adjective in the third sentence. (yes) Ask, “Is it a comparative or superlative adjective and which word is it?” (superlative; *newest*)
- Have students give a few examples of comparative and superlative adjectives using the following adjectives and nouns in complete sentences: fast runner (*faster runner, fastest runner*), fancy dress (*fancier dress, fanciest dress*), and smooth cloth (*smoother cloth, smoothest cloth*).
- Ask students to turn to Worksheet 12.1 and look only at the front of the worksheet.
- Read the excerpt from “A History of People in North America” to students.
- Tell students that after a few oral questions, they will write a response to a writing prompt that is printed on the back of Worksheet 12.1.
- Tell students that when they write, they should skip lines and keep writing until told to stop. Students will have 12 minutes and should write the whole time to try to fill the page.

- Tell students that at the end of 12 minutes, you will ask them to stop. It is acceptable to stop wherever they may be in their writing, even if it is mid-sentence.
- Ask the following verbal warm-up questions:
 - Raise your hand if you remember when many explorations happened.
 - Raise your hand if you remember what explorers searched for during their explorations.
 - Raise your hand if you remember what structures were built in North America by the Spanish and French.
 - Raise your hand if you remember which two groups of people developed the fur trade together.
 - Raise your hand if you remember what sailing was described as long ago.
 - Raise your hand if you remember what happened to some explorers.
- Now, have students turn their worksheet over and read the writing prompt aloud with them.
- Then, have students write for 12 minutes on the lines provided on the worksheet.
- While students write, walk around the room encouraging individual students, pointing out sentences or thoughts students have written that answer the prompt well (has precise details, is on topic, and describes who the two groups were and how the two groups were the same or different using comparative and superlative adjectives). Spend less than a minute with any individual student. Try to speak quietly to as many students as you can in the 12 minutes.
- After 12 minutes, ask students to stop where they are.
- Ask volunteers to share their writing. After a student has shared, listeners should raise their hands to give a positive compliment to the sharer.
- As a closing, point out writing that included many details using comparative and superlative adjectives that you noticed while providing students with positive feedback.

Introduce Comparative and Superlative Adjectives Using *more* or *most*



Worksheet 12.2

For additional practice, see Pausing Point Worksheet PP4.

- Direct students' attention to the comparative and superlative adjectives poster you created and displayed in advance and read it with them.
- **Comparative and Superlative Adjectives**
- **Comparative adjectives** compare two nouns to show that one is greater or more. The suffix *-er* is added to adjectives.
- **Superlative adjectives** compare more than two nouns to show that one is greatest or most. The suffix *-est* is added to adjectives.
- Ask students to give examples of comparative and superlative adjectives they created in earlier lessons.
- Note for students that the examples they have practiced in previous lessons have been adjectives with just one syllable, such as big, deep, cute, and thin before adding the suffixes *-er* and *-est*.
- Remind students that when using two-syllable adjectives that end with the letter 'y', the 'y' changes to an 'i' and then the suffixes *-er* or *-est* are added.
- Tell students that in some cases, when forming comparative and superlative adjectives, the suffixes *-er* and *-est* are not used but rather the words *more* and *most*.
- Tell students that the times when the words *more* and *most* are used are when you begin with some adjectives that have two syllables and all adjectives that have three or more syllables.
- Uncover the words you placed on the board earlier. Note for students that these examples are two- or three-syllable adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, and *-ous*, and require the addition of the words *more* or *most* to form comparative or superlative adjectives.

- Ask students to fill in the blank in the following sentences.

A walk along the beach is peaceful, but when it's a deserted beach, the walk is even _____. (more peaceful, comparative)

However, the _____ walk ever is when I walk on a deserted beach with my faithful pooch, Fluffy. (most peaceful, superlative)

- Ask students why *peacefuller* isn't the correct answer. Have them read the part of the comparative and superlative adjectives poster to you that answers the question. (Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adjectives that end with the suffixes *-ful*, *-less*, *-ing*, *-ed*, or *-ous* or that have three or more syllables.)
- Ask, "Why was the first sentence an example of a comparative adjective and the second sentence an example of a superlative adjective?" (The first sentence compares two walks, while the second sentence compares all walks ever.)
- Follow the above format with the following sentences:

1. At times, most people have been careless, but some people are _____ than others. (more careless, comparative, comparing two groups of people)
2. Seeing a single donut is tempting, but seeing a whole bakery full of donuts, cupcakes, pies, and candies is the _____ of all. (most tempting, superlative, comparing a whole bakery full of sweets)
3. I was interested in reading the author's book, but I was _____ in hearing the author read his book to me. (more interested, comparative, comparing two activities)
4. My attempt to cook spaghetti was delicious, but when Dad cooks spaghetti, it is the _____ meal you'll ever eat! (most delicious, superlative, comparing all the meals you'll ever eat)

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

Lesson 13

Skills Assessment

<i>At a Glance</i>	Exercise	Materials	Minutes
Assessment	Student Skills Assessment	Worksheet 13.1	50
Optional Assessment of Fluency	“Christopher Columbus and John Cabot: Parallel Lives”	Worksheet 13.2	*

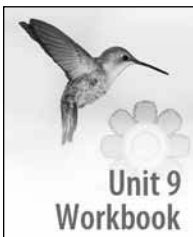
Note to Teacher

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

Assessment

50 minutes

⑩ Student Skills Assessment



Worksheet 13.1

- Have students tear out Worksheet 13.1.
- Tell students they will read three selections printed on Worksheet 13.1 and answer comprehension, morphology, grammar, and spelling questions that follow each selection.

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

Note to Teacher

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

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

Unit Assessment Analysis Chart

Question number →	Skill ↓	Student Name ↓																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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Benchmarks (%)

100%	100%	75%	80%	80%	75%	100%	100%	100%
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Overall Benchmark: 80%

Scoring Guidelines

After you have entered all student scores into the Unit 9 Assessment Analysis Chart, use the following to assist you in determining students who may need additional instruction.

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

Author's purpose (#24)

1. _____
2. _____
3. _____

Grammar (#6, 9, 17, 20, 26, 29)

1. _____
2. _____
3. _____

Literal (#2, 5, 13, 23)

1. _____
2. _____
3. _____

Sequencing (#1)

1. _____
2. _____
3. _____

Words in Context (#4, 12, 22)

1. _____
2. _____
3. _____

Dictionary Skills (#7, 18, 28)

1. _____
2. _____
3. _____

Inference (#3, 11, 14, 21, 25)

1. _____
2. _____
3. _____

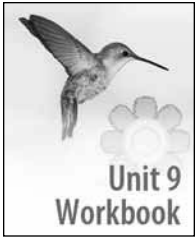
Morphology (#8, 10, 16, 19, 27, 30)

1. _____
2. _____
3. _____

Summary (#15)

1. _____
2. _____
3. _____

Optional Assessment of Fluency



Worksheet 13.2

You may wish to assess students' fluency in reading using any of the supplemental chapters that they have not yet read. Recording and Scoring Sheets have been specifically included for "Christopher Columbus and John Cabot: Parallel Lives."

Instructions for Student Fluency Assessment

Turn to the text copy of "Christopher Columbus and John Cabot: Parallel Lives" at the end of this lesson. This is the text copy students will read aloud.

Ask the student to remove Worksheet 13.2 from his/her Workbook. You will use this worksheet to mark as a running record as you listen to the student read orally.

Tell the student that you are going to ask him or her to read the selection aloud. Explain that you are going to keep a record of the amount of time it takes him or her to read the selection. Please also explain to the student that he/she should not rush but rather read at his/her own regular pace.

Begin timing when the student reads the first word of the selection. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the start time as 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 “Christopher Columbus and John Cabot: Parallel Lives”

1. Which explorers are compared in the article? (Christopher Columbus and John Cabot)
2. What are some similarities between Columbus and Cabot? (both important explorers, lived at the same time, were about the same age, were Italian, studied maps, went on three voyages)
3. What are some differences? (Columbus was a sailor and Cabot was a merchant. They had different views on the best way to reach the Indies. Columbus became famous and Cabot was not.)
4. What did Cabot think was wrong about Columbus’ approach to exploration? (Cabot felt it would be shorter to go north over the top of Earth rather than the longer way around the equator.)
5. Why did Columbus end up famous and Cabot did not? (Columbus met with success in arriving on land that he thought was the Indies, while Cabot never met with success.)

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

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

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

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

it helpful to have a calculator available.

1. First, complete the Words section of Worksheet 13.2.
2. Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole selection, use 467 words total. If the student did not finish the selection, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on Worksheet 13.2.
3. Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes on Worksheet 13.2. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
4. Subtract Uncorrected Mistakes from Words Read to get Words Correct.
5. Next, complete the Time section of the worksheet.
6. Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
7. Next, complete the W.C.P.M. section of the worksheet.
8. Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

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

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of

school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 3 is 107 W.C.P.M.

A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for 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.

Christopher Columbus and John Cabot: Parallel Lives

Christopher Columbus was an important explorer. So was John Cabot. The two men lived at the same time. They were almost the same age. They were rivals, too. Their lives were connected in interesting ways.	12 28 35
Columbus was probably born in 1451. John Cabot may have been born the same year.	49 50
Columbus was Italian. He was born in Genoa. Cabot was also Italian. We are not sure where he was born. He may have been born in Genoa.	65 77
In the 1470s, Columbus worked as a sailor. He sailed to many ports in the Mediterranean. During those years, Cabot worked as a merchant. He lived in Venice, but he traded all around the Mediterranean.	92 105 112
Columbus spent many hours studying maps. In 1485, he came up with a bold plan. He believed he could reach the Indies by sailing west.	127 137
Columbus set out to find a king who would pay for a voyage. He went to see John II, King of Portugal. John said no. Columbus kept trying. He presented his plan to other kings, including Henry VII of England. Finally, he found a sponsor. King Ferdinand and Queen Isabella of Spain agreed to pay for a voyage.	154 169 183 195
Columbus set sail in 1492. He did not make it to the Indies. He ran into North America. But Columbus did not realize this. He believed he had reached the Indies.	212 226
In 1494, Cabot learned about Columbus and his journeys. Cabot had studied maps, too. He thought Columbus had made a mistake. He had sailed west in the middle latitudes, near the equator. But that is where the distance around Earth is greatest. Why sail there? Why take the long way? Why not sail farther north? The distance around the Earth would be much shorter there. It would be a better way of sailing to the Indies.	238 253 267 282 298 302
Cabot had an idea. He thought he could beat Columbus at his own game. He drew up a plan. Then, he went looking for a sponsor, just as Columbus had done.	318 333

Cabot looked for funding in Portugal. He was turned down. He went to Henry VII 348
of England. Henry had turned down Columbus, but he liked the sound of Cabot's plan. 363
He agreed to sponsor a voyage. 369

For the next few years, both men were busy exploring. 379

Columbus made three more voyages for Spain. He explored the Caribbean Sea and 392
the coast of South America. 397

Cabot made three voyages for England. He explored the coast of North America. 410

There were many similarities between these two men. But there was one big 423
difference. Columbus ended up famous. Cabot did not. In fact, for many years, Cabot 437
was almost forgotten. Even today, historians are still digging up facts about Cabot. The 451
world has never forgotten about Christopher Columbus, but it had to be reminded 464
about John Cabot. 467

Lesson 14

Grammar

✓ Objectives

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

- ✓ **Form and use comparative and superlative adjectives** (L.3.1g)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: Remediation and Enrichment	<i>The Age of Exploration</i> ; More Classic Tales	25
Grammar	Introduce Irregular Comparative and Superlative Adjectives	Worksheet 14.1	25

Advance Preparation

Display the comparative and superlative adjectives poster:

Comparative and Superlative Adjectives

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

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

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

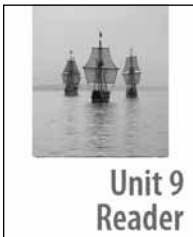
Create and cover a poster entitled “Irregular Comparative and Superlative Adjectives” for use during the Grammar lesson:

Irregular Comparative and Superlative Adjectives		
Word	Comparative	Superlative
good	better	best
bad	worse	worst
much	more	most
little	less	least
far	farther	farthest
many	more	most

Reading Time

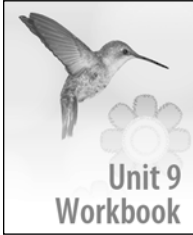
25 minutes

Small Group: Remediation and Enrichment



- When having students work 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* and/or worksheets found in the Pausing Point with these students.
- ★ **Small Group 2:** Ask these students to read a chapter or two of their choice from *The Age of Exploration* or *More Classic Tales*.

10 Introduce Irregular Comparative and Superlative Adjectives



Worksheet 14.1

For additional practice, see Pausing Point Worksheet PP5.

Note to Teacher

Instruction on comparative and superlative adjectives continues in the next unit.

- Direct students' attention to the comparative and superlative adjectives poster you displayed in advance and review it with them.
- Remind students that the suffixes *-er* and *-est* are added to adjectives to show comparison.
- Remind students that the words *more* or *most* are added to some adjectives to show comparison.
- Have students fill in the blanks orally as you read the following sentences.

1. (*quiet*) Tom is a quiet boy but his brother is a _____ boy. (*quieter, comparative*)
2. (*few*) Of all of my sisters in my family, I have the _____ number of dolls. (*fewest, superlative*)
3. (*jolly*) My uncle is a _____ person than my aunt. (*jollier, comparative*)
4. (*adorable*) That brand new puppy is the _____ animal in the whole pet shop! (*most adorable, superlative*)

- Tell students, "Some comparative and superlative adjective forms are irregular and must be simply memorized."
- Uncover the irregular comparative and superlative adjective poster and read it with students.
- Point out that the comparative and superlative forms of the adjectives are different words that do not add either the suffixes *-er* or *-est* or the words *more* or *most*.
- Tell students that the comparative form still compares two nouns, while the superlative form compares more than two nouns.

- Have students fill in the blanks as you read the following sentences, using the words on the poster.

1. (*good*) My sister makes _____ spaghetti. My mom makes _____ spaghetti than my sister. My grandmother makes the _____ spaghetti of all. (*good, better, best*)
2. (*bad*) Wendy had a _____ day at school, that got _____ by noon when she began to feel sick. The _____ thing that happened that day was that she had to go home early and she missed the class birthday party. (*bad, worse, worst*)
3. (*much*) How _____ soup would you like? I have finished my first bowl of soup and would like _____, please. My big brother ate the _____ soup of all of us. (*much, more, most*)
4. (*little*) How _____ water can you drink in a day? I bet I can drink even _____ than that! Our friend drinks the _____ amount of water of anyone I know. (*little, less, least*)
5. (*far*) How _____ away is your school from your house? My school is _____ away than that! The _____ distance we drive is to my cousin's school, which is in a different city. (*far, farther, farthest*)
6. (*many*) How _____ pieces of candy did you get in your bag? My bag is bigger so I think I got _____ pieces of candy than you did. Look at our teacher's bag! She must have gotten the _____ of all! (*many, more, most*)

Note: You may wish to point out to students the difference between the forms of the words *much* and *many*. The difference lies in whether the nouns described are countable or not. The words *many*, *more*, and *most* describe nouns that are countable, e.g., pieces of candy, stripes on a shirt, or cities in a state. The words *much*, *more*, and *most* are used to describe nouns that are not countable. You cannot count how many soups you're speaking about in the sentence, "How much soup would you like?" or "Tommy has more love for sports than I do."

- Turn to Worksheet 14.1 and complete it either as a teacher-guided activity or independently.

Lesson 15

Spelling

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 15.1; optional pens	25
Reading Time	Small Group: Remediation and Enrichment	<i>The Age of Exploration; More Classic Tales</i>	25

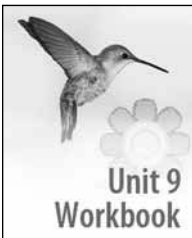
Advance Preparation

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

Spelling

25 minutes

10 Spelling Assessment



Worksheet 15.1

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

- Have students turn to Worksheet 15.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *famous* they would write that word under the header 'f' > /f/.
- 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. elephant | 12. stuffing |
| 2. phases | 13. funnel |
| 3. fairest | 14. identify |
| 4. laughing | 15. affect |
| 5. trophy | 16. phrase |
| 6. tougher | 17. enough |
| 7. giraffe | 18. Challenge Word: probably |
| 8. phony | 19. Challenge Word: weather |
| 9. spherical | 20. Challenge Word: whether |
| 10. roughly | Content Word: expedition |
| 11. fare | |

- 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.

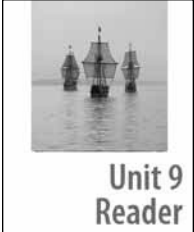
1. He paid a ten dollar fare to ride the ferry across the wide river.
2. My sister is always talking on the telephone.

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

Note to Teacher

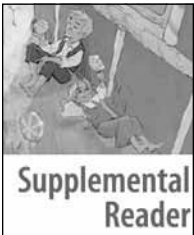
At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

Small Group: Remediation and Enrichment



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

- ★ **Small Group 1:** Work with these students on any weak areas that were exhibited on the assessment. You may wish to use the *Assessment and Remediation Guide* and/or worksheets found in the Pausing Point with these students.
- ★ **Small Group 2:** Ask these students to read a chapter or two of their choice from *The Age of Exploration* or *More Classic Tales*.



Spelling Analysis Chart

														Name
														1. elephant
														2. phases
														3. fairest
														4. laughing
														5. trophy
														6. tougher
														7. giraffe
														8. phony
														9. spherical
														10. roughly
														11. fare
														12. stuffing
														13. funnel
														14. identify
														15. affect
														16. phrase
														17. enough
														18. Challenge Word: probably
														19. Challenge Word: weather
														20. Challenge Word: whether
														Content Word: expedition

Spelling Analysis Directions

Unit 9, Lesson 15

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

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

Pausing Point

Note to Teacher

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

Grammar

Linking Words *in conclusion*

- Worksheet PP1
- Add sentences to the end of paragraphs, correctly using the linking words *in conclusion*

Build Sentences with Linking Words *for example*

- Worksheet PP2
- Build sentences by adding adjectives and adverbs and using the linking words *for example*

Comparative and Superlative Adjectives

- Worksheet PP3
- Write the correct comparative or superlative adjectives in sentences

Comparative and Superlative Adjectives Using *more* and *most*

- Worksheet PP4
- Write the correct comparative or superlative adjectives in sentences

Irregular Comparative and Superlative Adjectives

- Worksheet PP5
- Write the correct comparative or superlative adjectives in sentences

Morphology

Prefixes *pro-* and *anti-*

- Worksheet PP6
- Choose the correct affixed word to complete the sentence; write sentences using affixed words

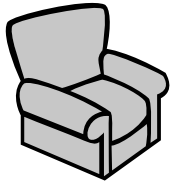
Suffix Review: *-ish*, *-ness*, *-able*, and *-ible*

- Worksheet PP7
- Choose from the root word and affixed word to complete the sentence; identify the part of speech, root word, and meaning of affixed words

Prefix Review: *pro-* and *anti-*

- Worksheet PP8
- Determine if the sentence demonstrates the meaning of the affixed word; write sentences that demonstrate the meaning of the affixed words

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 Recording Chart

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

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	
Number of Questions	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 9:

1. Choose an explorer and write a paragraph explaining why funding for his exploration was a good idea. Add **supporting** details.
2. Determine ways that life for the explorers is different from your life and write a paragraph stating why one would be easier than the other. **Justify** your opinion with **supporting** details.
3. Compare and contrast primogeniture with the manner in which property is distributed among families when parents die nowadays.
4. Select an explorer in the Reader and write an addition to the chapter from your point of view of someone traveling with them.
5. **Respond** to the question, "Would you want to be a page on a ship? Why or why not?"
6. **Respond** to the statement, "No one knows who the first people were who lived in North America." Verify your answer with facts from the Reader and other sources available to you.
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:

Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. After reading this story or chapter, I wonder...
3. Name three things you liked about the story or chapter. Add supporting details as to why.
4. Make a timeline of three to five events in your reading today.
5. Pretend you are a TV reporter who has to interview the main character or person in the story or chapter you read, and write down five questions you would ask.
6. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
7. Pretend you are the main character or a person in the story or chapter you read today and write a diary entry for that person.
8. Tell about something in the story or chapter you read today that is similar to something you have already read.
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 *The Age of Exploration*

A

abandon—to leave somewhere, never to return (**abandoned**)

accurate—correct

ashore—on land

attempt—an act of trying

B

barbarous—wild, sometimes violent

barter—to trade by exchanging goods and services instead of paying or accepting money for them

bastion—a raised gun platform in a fort

bilge pump—a device used to remove water from the bottom part of a ship

boast—to brag (**boasted**)

C

charter—a formal document that gives rights to a person or group of people; Kings often issued charters to explorers so explorers would search for land and treasure on behalf of the king.

cheap—does not cost much

claim—to say something belongs to you (**claims, claimed**)

compass—a tool used for finding directions with a magnetic pointer that always points north

conquistador—a former warrior, usually from Spain, who took control of something by force (**conquistadors**)

continuously—without stopping

convince—to talk someone into something by giving good reasons (**convinced**)

copper—a reddish-brown mineral found in the earth

D

dead reckoning—a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

destroy—to completely ruin so that it no longer exists (**destroyed**)

device—a piece of equipment that does a specific job

distant—far away

E

equator—an imaginary line around the middle of the earth that is equally far from both the North Pole and South Pole

establish—to start something that is meant to last a long time (**established**)

estate—everything a person owns

estimate—(verb) to make a guess based on information you have; (noun) a guess made based on information you have

evidence—information that helps show if something is either true or not true

expanse—a large, open area

expect—to think something will probably happen (**expected**)

expedition—a long trip made for a specific purpose (**expeditions**)

expensive—costs a lot of money

explorer—a person who sets out to find new things (**exploration, explorations, explorers, explored, exploring**)

F

felt—thick cloth made from wool, fur, or other fibers

fine—excellent (**finest**)

flavor—taste (**flavors**)

forerunner—something that came before

fort—a large building constructed to survive enemy attacks

fortress—a strong fort

fossil—a bone, shell, or other remains of a plant or animal from millions of years ago that has formed rock (**fossils**)

funding—money provided for a special purpose

G

gadget—a small tool (**gadgets**)

grind—to crush something into small pieces or powder (**ground**)

H

hardtack—hard bread that has been baked many times

hourglass—a tool for measuring time; It is a glass container with an upper part and lower part connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour.

hull—the outer covering of a seed or fruit

humble—respectful, not thinking you are better than others

I

iceberg—a large mass of ice floating in the ocean (**icebergs**)

import—to bring in from somewhere else (**imported**)

impressive—deserving attention or respect

in exchange—the act of giving something and receiving something of similar value in return

income—money earned, mostly from working

inherit—to receive money, property, and other things when someone dies (**inherits, inherited**)

K

keep track—to continue to be aware of (**keeping track, kept track**)

kernel—seed

L

landmark—an object on land that is easy to see and recognize (**landmarks**)

landmass—a large, continuous area of land, such as a continent

league—a distance between 2.4 and 4.6 miles

lordship—authority and power of a lord or high-ranking person

lush—covered with healthy, green plants

M

magnet—a piece of metal that attracts iron or steel and has a north and south pole; Earth is a magnet. (**magnets**)

magnetic field—the area around each pole of a magnet that has the power to attract other metals

maize—corn

method—a way of doing things

moat—a deep ditch, usually filled with water, dug around a fort or castle to prevent enemy attacks

mulberry—a dark purple berry (**mulberries**)

N

noble—a person from a family of high social rank, similar to patricians in ancient Rome (**nobles**)

O

obtain—to get (**obtained**)

occupied—lived and worked in

overrun—to exist in large numbers

overwhelm—to take over completely

P

page—a boy servant (**pages**)

pelt—an animal skin with fur still on it (**pelts**)

peppercorn—a dried berry from a plant that is used to make pepper (**peppercorns**)

plain—a large, flat area of land with no trees (**plains**)

popular—liked by many people

precious—very valuable

property—buildings, land, and livestock that someone owns

prune—a dried plum (**prunes**)

R

raid—to attack by surprise (**raiding**)

ravelin—a small building you must pass through first in order to enter a fort or castle

rebel—to fight against the person or people in charge (**rebelled**)

royal—relating to a king or queen

S

scarce—hard to find

scroll—a paper rolled up into a tube (**scrolls**)

scurvy—a disease caused by not eating enough fruits or vegetables with vitamin C, leading to spongy gums, loose teeth, skin spots, and sometimes death

shallow—not deep

shatter—to suddenly break into many small pieces

shortage—when there is not enough

slash—to make a path by cutting plants (**slashed**)

solid—firm and hard

spice—a substance from a plant that has a specific smell or taste and is used to add flavor to food (**spices**)

spoil—to become rotten and not able to be eaten

steer—to control the direction of

substantially—great in size, value, or importance

T

tan—to turn animal skin into leather using a specific process

territory—a large area of land with defined boundaries

throne—the power and authority of a king or queen

trade—(verb) to exchange something you have for something someone else has; (noun) the act of exchanging goods (**traders, traded, trading**)

trading post—a place far away from towns where people buy, sell, and trade things (**trading posts**)

treaty—a formal agreement between groups of people, often to stop fighting (**treaties**)

V

vassal—a person who is loyal and serves a lord or king

vast—very great in size or amount

viceroyn—a person sent by the king to rule a colony

voyage—a long journey, usually by water

W

watch—the time that someone is on duty to guard or protect something

weevil—a small beetle (**weevils**)

whiz—a person who is extremely skilled at something

wreck—to destroy, ruin (**wrecked**)

Name: _____

1.1

The Lure of Spices

1. What were European explorers looking for?

European explorers were looking for gold, other precious metals and spices.

2. List your favorite spice from the selection and justify with three reasons why it is your favorite.

Answers may vary.

A. _____

B. _____

C. _____

Name: _____

2.1

Second Sons

1. What is the main idea of the selection?

A second son was not able to inherit anything when his father died so he had to find other ways to make money and gain power, such as being an explorer.

2. If you were not a firstborn son in the 1400s or 1500s, what would you have done when your oldest brother inherited everything your father owned? Justify your answer with three supporting reasons for your decision.

Answers may vary.

A. _____

B. _____

C. _____

3. Do you think primogeniture is fair? Justify your answer with three supporting reasons.

Answers may vary.

A. _____

B. _____

C. _____

Name: _____

3.1

Toscanelli's Map

Match the term by each letter in the left column to the correct phrase in the middle column. Write the page number that justifies your answer.

A. 1474 1. Cipangu C Page 28

B. Toscanelli 2. Math whiz B Page 26

C. Japan 3. Landed in the Caribbean and thought he was close to China F Page 32

D. The Spice Islands 4. Continent south of Europe H Page 26

E. China 5. Cathay Mangi E Page 28

F. Columbus 6. How Europeans knew about China G Page 28

G. *The Travels of Marco Polo* 7. Islands south of Cathay Mangi D Page 28

H. Africa 8. Toscanelli made a map of the world A Page 26

Name: _____

3.3

Prefix pro-: Meaning forward or before

provision—(noun) something provided beforehand	Answers may vary.
project—(verb) to throw forward	Answers may vary.
prologue—(noun) an introduction to a book or play that comes before the book or play starts	Answers may vary.
progress—(noun) movement forward; improvement or development over time	Answers may vary.

Write the correct word to complete each sentence.

propel	proposal	project	provision
provide	progress	propose	prologue

- We needed to provide our own snacks for the field trip.
- I made progress on my Native American project over the weekend and I only have one part left to do.
- Sam needed something to propel a car forward for his science experiment.
- Grandpa said, "I propose we go to the zoo since it is such a nice day out today. What do you think?"

propel	proposal	project	provision
provide	progress	propose	prologue

- My sister was able to project light onto the wall so we could trace shadows on paper.
- Carter was missing one provision for the hike: water.
- Tyra agreed with her mother's proposal that she get all the cookie ingredients out before baking.

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

Answers may vary but should include the word
prologue.

Name: _____

3.5

Prefix anti-: Meaning against or opposite

antibodies—(noun) substances in the body that fight against disease	Answers may vary.
antifreeze—(noun) a substance that prevents (or works against) freezing	Answers may vary.
antidote—(noun) a substance that works against poison or something bad	Answers may vary.
anticlimactic—(adjective) the opposite of climactic; disappointing	Answers may vary.

Write the correct word to complete each sentence.

anticlimactic	antidote	climax	freeze
perspire	antifreeze	antibiotic	antiperspirant

- He needed to put on more antiperspirant after his workout because he was still sweating.
- Grandma put raspberries and water in ice cube trays to freeze so we could put the fruit cubes in our drinks the next day.
- I thought the end of the play was anticlimactic and should have ended with a big celebration instead of just the lights dimming.
- Some Native American tribes know an antidote for when you come in contact with poisonous things, like plants and insects.

anticlimactic	antidote	climax	freeze
perspire	antifreeze	antibiotic	antiperspirant

- The antibiotic the doctor prescribed for my infection was not working so Mom called his office to ask for something else.
- When it is very hot outside in the summer, I perspire a lot and need to drink a lot of water to stay hydrated.
- The climax of the story involved the main character finally finding her family after being lost for a long time.

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

Answers may vary but should include the word
antifreeze.

Name: _____

3.7

Blank Busters

hue	cubical	perfume	useful	unify
utensils	continuc	bugle	argue	occupy
amusement	accuse	uniform	mute	confuse
rescue	fuming	issue		
Challenge Word: impossible				
Challenge Word: journal				
Content Word: explorer				

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*.

- Anthony's sister wears very strong smelling perfume.
- Explorers traveled on the high seas and hoped to discover riches of many kinds.
- My angry brother muted the television so he could finish arguing with me about where I was sitting.
- He was fuming because I occupied the comfy chair.

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- The police rescue dog became confused when he picked up two scents.
- Today, sailors wear a uniform and some may play a bugle.
- His accuser said they saw him take the money off of the park bench.
- The amusement park ride continued for the longest time!
- Did the early explorers write in a journal?
- The rainbow had a soft hue that seemed to drift across the sky.

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

Navigation in the Age of Exploration

- Circle the items used for navigation by European explorers.

maps compass forerunner astrolabe hourglass road sign estimate stars

- Why couldn't explorers use landmarks to guide them?

Explorers could not use landmarks to guide them because they were sailing into unknown waters.

- Describe items your family uses when traveling.

Answers may vary.

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Name: _____

4.3

Prefixes *pro-* and *anti-*

Choose the correct word to complete the sentence and write it on the line.

- I asked my grandmother to proceed with caution because the sidewalk still had icy spots on it.
(propel, proceed)
- In my opinion, the book ended in an anticlimactic way because the mystery was never solved.
(anticlimactic, climactic)
- The doctor said my antibodies must be strong because I am the only one in the family who did not get sick.
(antibodies, antibiotic)
- In the movie, a wizard described a prophecy he believed would come true in the year 2015.
(progress, prophecy)
- When we learned about light, we learned how to project light onto a surface and create shadows.
(project, propel)
- She forgot to pack antiperspirant in her travel bag for the marathon so she will have to buy some when she arrives in the city.
(antibiotic, antiperspirant)
- For the science experiment, our group had to maket something to propel the car we built towards the target.
(propel, progress)

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8. In some ancient civilizations, people used antidotes (antifreezes, antidotes) to help others get well after getting bitten by something bad or poisonous.

Write a sentence using each word listed.

1. *proposal*

Answers may vary.

2. *antisocial*

Answers may vary.

3. *progress*

Answers may vary.

Name: _____

Word Sort

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

‘u’ > /ue/	‘u_e’ > /ue/	‘ue’ > /ue/
<u>unicycle</u>	<u>mule</u>	<u>miscue</u>
<u>Utah</u>	<u>huge</u>	<u>tissue</u>
<u>ukulele</u>	<u>compute</u>	<u>venue</u>
<u>cubicle</u>	<u>commune</u>	<u>disvalue</u>
<u>fumigate</u>	<u>profuse</u>	

queen	unicycle	mule
miscue	huge	Utah
venue	conquer	spun
tissue	venue	guess
compute	disvalue	venue
costume	commune	ukulele
profuse	mutter	Europe
cubicle	suit	quench
	fumigate	

Name: _____

Word Meanings

Follow your teacher's directions to complete this worksheet.

Example: Who would be more **feeble**, your 92-year-old great grandmother or your 10-year-old sister?
feeble old, frail
feeble—part of speech adjective meaning weak; not strong
 My great grandmother would be more feeble than my sister.

1. If you were playing outside and suddenly saw a thunderstorm heading your way, would you **skedaddle**?

skedaddle Answers may vary.

skedaddle—part of speech verb meaning to run away quickly

Sentence: Answers may vary.

2. Which would more likely be a **monstrosity**, a kitten or a dinosaur?

monstrosity Answers may vary.

monstrosity—part of speech noun meaning a monster or something ugly

Sentence: Answers may vary.

3. Would you rather **chisel** away at a piece of bark or the Atlantic Ocean?
chisel Answers may vary.

chisel—part of speech verb meaning to cut or shape using a chisel

Sentence: Answers may vary.

4. Which of the following two pairs of colors would be more in **contrast** with each other: two different shades of green or black and white?

contrast Answers may vary.

contrast—part of speech noun meaning _____

Sentence: Answers may vary.

5. Do you get more **nutrients** from spinach or a chocolate cupcake?

nutrients Answers may vary.

nutrients—part of speech noun meaning substance that encourages health and growth of a living thing

Sentence: Answers may vary.

Name: _____

8.2

Review Suffixes: *-ish, -ness, -able, and -ible*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1. After doing yoga for so long, she is quite _____ and can easily move her body into different positions.	flex	flexible
2. We wanted to show _____ towards our neighbor so we asked if he would like for us to rake the leaves in his yard.	kindness	kind
3. Mom said I had a _____ and would not be going to school or soccer practice.	fever	feverish
4. Dad has his great grandfather's watch, which is a _____ family heirloom that he will pass on to me one day.	valuable	value
5. It was good to see our friend _____ for once after having a tough time over the last few months.	happiness	happy
6. You can easily _____ the sleeves on my new vest and if it is cold outside, I can just keep the sleeves on.	remove	removable
7. The _____ boy grabbed all the shovels in the sandbox and would not let the other children use them.	self	selfish
8. The city added an entrance to the bus station at the back of the building, making the station much more _____ for everyone.	accessible	access

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

- stillness*
Part of Speech **noun** Root Word **still**
Meaning **in the state or condition of being calm**
- snobbish*
Part of Speech **adjective** Root Word **snob**
Meaning **having the characteristics of or like a person who thinks he or she is better than others**
- chewable*
Part of Speech **adjective** Root Word **chew**
Meaning **able to be crushed and grinded with your teeth**
- reversible*
Part of Speech **adjective** Root Word **reverse**
Meaning **able to be turned the opposite way or inside out**
- fitness*
Part of Speech **noun** Root Word **fit**
Meaning **in the state or condition of being healthy**

Name: _____

8.5

Blank Busters

remove	whoever	dewdrop	kangaroo	groove
disapprove	shrewd	newborn	booth	lose
movement	balloon	toothache	strewn	improve
chewing	undo			
Challenge Word: country				
Challenge Word: through				
Challenge Word: threw				
Content Word: discovery				

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, -es, or -ly*.

- The third grade teacher's students worked hard to **improve** their spelling.
- Shania said she saw the cutest, tiny, **newborn** **kangaroo** at the zoo today.
- "**Whoever** left the kitchen a mess better tell me!" Susie hollered after cleaning all day.
- Spain, England, and France were **countries** wanting to claim lands overseas.

- Juan was holding his jaw because he had a horrible **toothache** and hoped he would not **lose** a tooth.
- The **dewdrop** glistened on the rose petal.
- Explorers have traveled across oceans, in the sky, and under water making many new **discoveries**.
- Randy's dad is a **shrewd** businessman, which helps him save a lot of money.
- The papers were **strewn** across Taylor's desk while he was trying to find his math homework.
- Have you ever walked **through** the woods on a brisk, wintry day?

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.**
-
-

Name: _____

9.1

The Fur Trade and Samuel de Champlain

1. Why were traders most interested in beaver pelts?
Traders were most interested in beaver pelts because beaver hats were popular in Europe and people were willing to pay for beaver pelts imported from North America since they couldn't get beaver pelts at home.

2. Who took the lead in the fur trade?
Answers may vary.

3. Make a list of all the things that Champlain described in his journey down the River of the Iroquois.
an island three leagues long; finest pine trees; a large lake with many pretty islands with fine forests and lush meadows; too many birds to count; deer, bears, and other wild animals; many rivers; dense forests of fine trees; mountains with snow on top

4. Why did the Canadian people put a beaver on one of their coins?
The Canadian people put a beaver on one of their coins because the fur trade is an important part of the history of the Canada.

Name: _____

9.2

Comparative and Superlative Adjectives

Write the correct form of the verb in the blank.

- 1. (*high*) A skyscraper is **higher** than my house.
- 2. (*goofy*) That cartoon is the **goofiest** cartoon I've ever seen!
- 3. (*short*) My legs are **shorter** than yours because I'm younger than you are.
- 4. (*jolly*) My grandfather is a **jolly** person who is always laughing.
- 5. (*thin*) The bread on your sandwich is cut in **thinner** slices than the bread on my sandwich.
- 6. (*lucky*) My brothers and I are **lucky** to have such a great family!
- 7. (*red*) That delicious apple is the **reddest** apple in the whole bunch.
- 8. (*rare*) I am told that a purple and orange butterfly is very **rare**.
- 9. (*fuzzy*) My sister likes my sweater better because it's **fuzzier** than hers.
- 10. (*neat*) Why is your bedroom always **neater** than mine?

Write a sentence using the word in parentheses.

1. (*largest*) **Answers may vary.**

2. (*lazier*) **Answers may vary.**

3. (*deepest*) **Answers may vary.**

4. (*bigger*) **Answers may vary.**

Name: _____

9.3

Prefix Review: *pro-* and *anti-*

If the sentence shows an example of the correct meaning of the underlined word, write *yes* on the blank that follows. If the sentence does not show an example of the correct meaning of the underlined word, write *no*.

- I wanted to propel the canoe forward so I sat there with the oars in the boat with me. no
- Dad picked up some antifreeze at the hardware store to pour into the truck's engine because it didn't start up as easily in the middle of the winter with such cold weather every day. yes
- Loki's wife Siguna reminded him of the prophecy that said the gods would die one day. yes
- She was so antisocial that she always invited new students to sit at our lunch table so they wouldn't feel left out. no
- I decided to proceed with the other parts of my project while I waited for the glue to dry on the solar system model I created. yes
- After the play ended, he presented a good prologue that described what happened to the characters in the future. no
- I used the last of my antiperspirant at the gym after the cycling class so I made a note to myself to buy more on the way home. yes

- I like how proactive the group leader was, making sure everyone had the necessary materials and knew where things should go before telling us to start working. yes

Write a sentence for each word like the ones above that you can answer with *yes*.

1. *proposal*

 Answers may vary.

2. *antidote*

 Answers may vary.

3. *progress*

 Answers may vary.

Name: _____

9.4

Word Sort

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

'oo' > /oo/	'ew' > /oo/	'o' > /oo/	'o_e' > /oo/
<u>blooming</u>	<u>Andrew</u>	<u>whoever</u>	<u>disapprove</u>
<u>droop</u>	<u>review</u>	<u>doable</u>	<u>move</u>
<u>proof</u>	<u>crew</u>	<u>redo</u>	_____
<u>cocoon</u>	<u>cashew</u>	_____	_____
<u>spoon</u>	<u>stewed</u>	_____	_____
<u>noodle</u>	<u>newspaper</u>	_____	_____
_____	<u>renew</u>	_____	_____

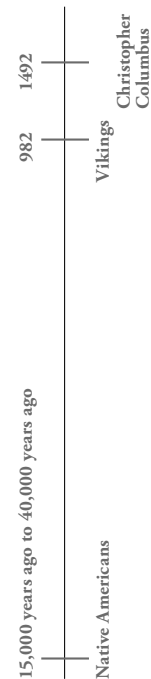
disappr <u>o</u> ve	blo <u>o</u> d	wh <u>o</u> ever	blo <u>o</u> ming
Andr <u>ew</u>	rev <u>ew</u>	dr <u>oo</u> p	cr <u>ew</u>
do <u>o</u> ble	cas <u>hew</u>	cr <u>ui</u> se	pr <u>oo</u> f
mo <u>o</u> ve	gl <u>o</u> ve	to <u>o</u> rn	sto <u>o</u> d
notebo <u>o</u> ok	st <u>ew</u> ed	newsp <u>oo</u> per	gl <u>oo</u> e
smo <u>o</u> ke	co <u>oo</u> on	re <u>ew</u>	sp <u>oo</u> n
red <u>oo</u>	sh <u>oo</u> k	no <u>oo</u> dle	tu <u>oo</u> e

Name: _____

10.2

A History of People in North America

Create a timeline of all the different people who have lived in North America according to this chapter.



Name: _____

10.4

Word Meanings

Use the example as a guide to complete this worksheet.

Example: Who would be more **gregarious**, a clown or a loner?

gregarious: funny, talkative

gregarious: part of speech—**adjective**; meaning sociable, liking companionship

A clown would be more gregarious than a loner.

1. If you were hungry and saw a **flapjack**, would you eat it?

flapjack Answers may vary.

flapjack—part of speech noun meaning pancake

Sentence: Answers may vary.

2. If you had a flood in your house, would you wish for it to **subside**?

subside Answers may vary.

subside—part of speech verb meaning to sink to a lower level

Sentence: Answers may vary.

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3. After returning from a great adventure, would you **regale** your experiences?

regale Answers may vary.

regale—part of speech verb meaning to entertain someone

Sentence: Answers may vary.

4. If you made an **offhand** comment, did you put a lot of thought into it?

offhand Answers may vary.

offhand—part of speech adjective meaning without previous thought or preparation

Sentence: Answers may vary.

5. Would you look at the **marquee** to find out what movie is playing?

marquee Answers may vary.

marquee—part of speech noun meaning a roof-like structure over a theater that usually posts the name of the movie currently playing

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Name: _____

11.1

Caribbean Words

Write your guess before you turn the page.

Page	My Guess	Answer	Was I right?
Page 104	Answers may vary.	hurricane	Answers may vary.
Page 106	Answers may vary.	canoe	Answers may vary.
Page 108	Answers may vary.	barbecue	Answers may vary.
Page 110	Answers may vary.	potato	Answers may vary.

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Name: _____

12.2

Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. (*serious*) My next door neighbor is the most serious person I've ever met.

2. (*magnificent*) What could be more magnificent than the snow-capped Rocky Mountains?

3. (*beautiful*) You are such a marvelous artist! Your painting is more beautiful than anything I could paint.

4. (*impressive*) Just look out your window and you'll see the most impressive landscapes seen anywhere!

5. (*imaginative*) Mr. Smith's newest book is more imaginative than his first book.

6. (*unusual*) The animals that live on the bottom of the ocean floor are the most unusual I've ever seen!

7. (*excited*) Was your little brother more excited than you were when the circus came to town?

8. (*plentiful*) The vegetables from our garden are more plentiful this year than they were last year.

9. (*worried*) I seem to be more worried than you are about our grades on the history test.

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10. (*thoughtless*) The main character in that play is the most thoughtless girl in her whole family.

Write a sentence using the words in parentheses:

1. (*more famous*) Answers may vary.

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

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

Name: _____

1. Using the numbers 1–5, arrange the following events in order.

3 Columbus went back to Portugal and asked for money again.

4 Columbus sent his brother to England to ask for money.

2 Columbus met with John II, the King of Portugal to ask for money.

5 Columbus met with King Ferdinand and Queen Isabella of Spain and closed the deal.

1 Columbus had an idea that he could get to the Indies quickly.

2. Write true or false on the blank following the sentence.

Columbus thought he could sail east to get to the Indies and would arrive in a few weeks. false

3. Why would the king and queen of a country decide to fund an explorer's expedition to an unknown land? _____

Answers may vary but could include to claim the land or become wealthy from gold and spices found there.

4. What do the words **closed the deal** mean in the following sentence from the selection?

Finally, in 1492, Columbus **closed the deal**.

- A. The king and queen said "no sale" to Columbus.
- B. Columbus thought Earth was smaller than other explorers thought.
- C. The King and Queen of Spain agreed to fund his voyage.
- D. Columbus showed his plan to the King of Portugal who sold him land.

5. When Columbus asked King Ferdinand and Queen Isabella for funding the second time, what had changed that allowed them to agree to the funding?

- A. Columbus was a salesman and a navigator.
- B. The war between Spain and the Moors had ended.
- C. The king and queen were interested in Columbus' plan.
- D. The wealthy men of Genoa, Italy convinced the king and queen to fund the voyage.

6. Write the correct word on the blank in the sentence.

The black and white puppy wagged its tail in delight upon seeing his owner. (its, it's)

Name: _____

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

flock 1. *verb* To join together in a group. 2. *noun* A group of animals, usually birds.

Which definition of *flock* is used in the following sentence?

The moviegoers *flock* together at the entrance of the theater. 1

What part of speech is *flock* in this sentence? verb

8. Which of the following words with the prefix *pro-* could be used to describe what Columbus shared with kings and a queen about his idea?

- A. prologue
- B. proposal
- C. progress
- D. prophecy

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

land 1. *verb* To arrive on a runway after flying in the air. 2. *verb* To achieve something you have applied for. 3. *noun* The ground under your feet. 4. *noun* A country.

Which definition of *land* is used in the following sentence?

This great *land* of ours is called the United States of America. 4

What part of speech is *land* in this sentence? noun

19. Circle the correct word to complete the sentence.

My new jacket is (reversible) which means I can wear it outside out or inside out.

20. Write the correct linking words in the blank in the sentence.

The prince wears rich clothing and rides a fearsome stallion.

In the same way the princess wears lavish dresses and flowing scarves and rides a sleek, white steed.
(In the same way, In contrast)

Name: _____

21. Why did the king ask the servant what the duke did for the poor?

Answers may vary but could include that the king wanted to know how the duke treated the poor.

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

It is a great pleasure to **entertain** a man like you in my home!

- A. to make someone feel welcome
 B. to put on a play to an audience
 C. to enslave someone for life
 D. to sing for someone who listens well
23. Why did the king put small pieces of food in the folds of his cloak instead of eating them?
- A. to save the food for later
 B. to teach the duke a lesson
 C. to make the duke laugh
 D. to hide the food because he didn't like the taste of it

24. What is the moral to the story?

- A. Look before you leap.
B. Rich and fancy is not always best.
 C. Don't judge a book by its cover.
D. Good things come in small packages.

25. Why was the king described as wise?

- A. He told a story to the duke.
B. He dressed in rags when he went to the duke's house for dinner.
C. He ate a wonderful feast at the duke's house.
 D. He showed the duke how to treat people kindly.

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

verb: floats **adverb:** higher

Answers may vary.

27. Which of the following words with the suffix *-ness* means "in the state or condition of being without others?"

- A. happiness
B. sadness
C. quickness
 D. loneliness

Name: _____

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

does 1. [doez] *noun* Female deer. 2. [duz] *verb* The singular present tense form of the verb to do.

Which definition of *does* is used in the following sentence?

The *does* gently graze in lush, green fields. 1

What part of speech is *does* in this sentence? noun

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

verb: freezes **adverb:** quickest

Answers may vary.

30. If someone is *antisocial*, the person is

The opposite of friendly towards others, does not want to be around people.

Name: _____

14.1

Irregular Comparative and Superlative Adjectives

Write the correct form of the verb in the sentence.

1. (*good*) When I was in first grade, I was the **best** swimmer in the whole school.
2. (*bad*) My brother had a **worse** day than I did.
3. (*much*) How **much** money did you bring with you today?
4. (*little*) The unhappy child got the **littlest** piece of cake because that was all that was left.
5. (*far*) My aunt and uncle live **farther** away from our house than my grandparents.
6. (*many*) Our neighbors have **more** pets than we have.

Write a sentence using the word in parentheses.

1. (*better*) **Answers may vary.**

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

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3. (*farthest*) **Answers may vary.**

4. (*worst*) **Answers may vary.**

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Name: _____

PP3

Comparative and Superlative Adjectives

Write the correct form of the adjective in the blank.

1. (*long*) A highway is **longer** than the street where I live.
2. (*scary*) That movie is the **scariest** movie I've ever seen!
3. (*dull*) The paint on that house is **duller** than the paint on your house.
4. (*fluffy*) My kitten is a **fluffy** ball of fur that makes me laugh.
5. (*green*) Your yard is much **greener** than mine because you've been watering it.
6. (*angry*) My brothers and I are **angry** with each other!
7. (*fat*) That puppy is the **fattest** puppy in the whole neighborhood.
8. (*fine*) That was the **finest** story I've ever read.
9. (*busy*) My aunt is very **busy** at work.
10. (*great*) You're the **greatest** friend I've ever had!

Write a sentence using the word in parentheses.

1. (*wiggliest*) **Answers may vary.**

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2. (*friendlier*) **Answers may vary.**

3. (*cuter*) **Answers may vary.**

4. (*smartest*) **Answers may vary.**

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Name: _____

PP4

Comparative and Superlative Adjectives Using *more* and *most*

Write the correct form of the adjective in the blank.

1. (*dangerous*) That rocky cliff is the **most dangerous** place to jog I've ever seen.
2. (*exciting*) What could be **more exciting** than a day spent with a famous basketball star?
3. (*skilled*) You are such a marvelous sculptor! You are definitely **more skilled** than I am.
4. (*talented*) My brother is **more talented** at baseball than my sister is.
5. (*comfortable*) Stuffed couches are **more comfortable** than hard wooden chairs.
6. (*satisfying*) The **most satisfying** feeling for me is when I can truly help someone!
7. (*painful*) Getting stung by a bee was **more painful** than I thought it would be.
8. (*important*) "Grammar is the **most important** subject we study," said my grammar teacher.
9. (*energetic*) I seem to be **more energetic** than you are this morning.
10. (*expensive*) What is the **most expensive** meal listed on the menu?

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Write a sentence using the words in parentheses:

1. (*most popular*) **Answers may vary.**

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

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

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Name: _____

PP5

Irregular Comparative and Superlative Adjectives

Write the correct form of the adjective in the sentence.

1. (*good*) You play basketball **better** than I do.
2. (*bad*) My brand new puppy was being **bad** when he chewed up my slippers.
3. (*much*) I am still hungry and I would **more** food, please.
4. (*little*) My friend's older sister is **littler** than she is.
5. (*far*) This is the **farthest** I've ever ridden my bicycle before without a break.
6. (*many*) You have the **most** apple trees in your yard than anyone in the whole neighborhood.

Write a sentence using the word in parentheses.

1. (*best*) **Answers may vary.**

2. (*many*) **Answers may vary.**

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3. (*least*) **Answers may vary.**

4. (*worse*) **Answers may vary.**

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Name: _____

PP6

Prefixes *pro-* and *anti-*

Choose the correct word to complete the sentence and write it on the line.

- She knew that being antisocial
(antisocial, social) at the neighborhood picnic would not help her meet new people so she introduced herself to people at her table.
- Grandma is active
(active, proactive) in her book club, hosting events regularly.
- I did not make as much progress
(propel, progress) on my history project last night as I had hoped but, I still have one more week before it is due.
- Mom said we could freeze
(freeze, antifreeze) some of the meat we bought on sale so we could use it at a later date.
- The prologue
(prophecy, prologue) to the book described the town where the main characters lived so the reader would have context for the beginning of the story.
- After a few days passed, the infection hadn't gotten better so I went to the doctor to see if she could prescribe an antibiotic
(antibiotic, antibodies) to clear it up.
- One proposal
(prophecy, proposal) for the new park includes walking and biking trails, a playground, and a skate park.

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- Without any wind blowing, the sailboat had nothing to propel
(project, propel) it across the bay so it just sat still in the middle of the water.

Write a sentence using each word listed.

- antibodies*

Answers may vary.

- proactive*

Answers may vary.

- prophecy*

Answers may vary.

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Name: _____

PP7

Suffix Review: *-ish*, *-ness*, *-able*, and *-ible*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1. There were no signs of _____ entry at the scene of the robbery so perhaps the robber had a key to get in or the door was unlocked.	<u>forcible</u>	force
2. Are you _____ that the library is being renovated and getting additional space?	awareness	<u>aware</u>
3. She wore a _____ new dress to the holiday party and made quite an impression.	style	<u>stylish</u>
4. The movie we watched last night did not have a _____ ending and I was completely surprised.	<u>predictable</u>	predict
5. I felt _____ after eating too many cupcakes and drinking too much soda at the birthday party.	sickness	<u>sick</u>
6. We need to find some _____ materials to use for the art project that we can easily shape.	bend	<u>bendable</u>
7. His _____ behavior during the baseball game caught the attention of a police officer nearby, who kept a close eye on him.	<u>foolish</u>	fool
8. She was _____ when her friends left after a long weekend visit.	sadness	<u>sad</u>

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

- selfish*

Part of Speech: adjective Root Word: self

Meaning: having the characteristics of or like an individual

- quickness*

Part of Speech: noun Root Word: quick

Meaning: in the state of or condition of being fast

- flexible*

Part of Speech: adjective Root Word: flex

Meaning: able to be moved or easily changed

- believable*

Part of Speech: adjective Root Word: believe

Meaning: able to be accepted as true

- loneliness*

Part of Speech: noun Root Word: lonely

Meaning: in the state or condition of being without others

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Name: _____

PP8

Prefix Review: *pro-* and *anti-*

If the sentence shows an example of the correct meaning of the underlined word, write **yes** on the blank that follows. If the sentence does not show an example of the correct meaning of the underlined word, write **no**.

1. The antibiotic the doctor gave me really helped clear up the sinus infection and I feel much better. yes
2. We made good progress on peeling the potatoes by sitting on the couch and watching TV. no
3. There is no antidote for some spider and scorpion bites so a visit to the hospital is the safest thing. yes
4. He had a proposal for how to solve the factory problem so he sat silently through the meeting and never described his plan. no
5. The doctor gave me more medicine because I had been sick for a while and my antibodies were not strong enough to fight off other infections. yes
6. Some people need a strong antiperspirant prescribed by their doctor because they sweat more than others. yes
7. We needed to proceed with the talent show so the director waited until all participants were there, even if that meant starting late. no

8. When the chain on my bicycle broke, I had no way to propel myself up the hill so I had to get off and walk the bike to the top. yes

Write a sentence for each word like the ones above that you can answer with yes.

1. *anticlimactic*

Answers may vary.

2. *project*

Answers may vary.

3. *prophecy*

Answers may vary.

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