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Item No. 94374TG

Grade 4

Learn at Home Literacy

Teacher Guide

Trusted by teachers for more than 50 years, hand2mind has been classroom tested, with engaging materials that allow students to learn by doing. We believe that hands-on learning engages children, deepens their understanding, and provides them with the confidence they need to reach their fullest potential.

Learn At Home Literacy Teacher Guide, Grade 4
94374TG

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Welcome to Your New Supplemental English Language Arts Materials!

The components included in these kits were specifically chosen to develop reading, writing, speaking and listening skills. These materials were chosen to meet the California Common Core State Standards. The kits support any core curriculum and can be flexibly used according to your schedule, time and school model. You will be able to meet the needs of all students at all levels with these materials. The hands-on nature of the materials will provide an engaging learning experience for your students!

Two of the components, the Coaching Cubes, are meant to offer you flexibility in their use. They can be used with any texts, dependent upon whether you have a fiction or an informational text, can be used for writing or having conversations, and can be used with several content areas. Asking students to cite evidence in their response is embedded into the extensions, as this is important for students to master. With these extensions, students will have practice citing evidence in their responses. Below, please find writing/conversation extensions for your and your student's enjoyment:

Lime Green Cube - Fiction

Coaching Cube Question	**Writing/Speaking Extension**
Where does the story take place?	How do you know this? Have you ever experienced a place like this? Would you want to go to a place like this? Why/why not?
What are the important events in the story?	What makes you think this?
What did the story teach you?	What, in your life, can you relate to this?
Why would you reread or not reread the story?	Why do you feel this? What evidence from the text can you use to support your thoughts?
What is the main idea of the story?	Why is this the main idea?
How does the story begin and end?	What other story does this remind you of? Why? How might you change the ending?

Purple Cube – Informational

Coaching Cube Question	**Writing/Speaking Extension**
Give two details to support the main idea.	Why do you think these support the main idea?
What else would you like to know?	Why would you like to know this? How could this new knowledge help you?
What was the purpose of the text?	Why would the author feel it was important to tell the information?
What did you learn while reading this text?	How did this make you feel? Does this new knowledge make you think of anything else? Why?
Why did the author write this text?	What sentence, phrase or word made you wonder? Why did you wonder?
What was interesting about this text?	How could you use this information in your life? What else does it make you think of?

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How to Use the Cube

1. Each side of the cube has a different prompt you should use to write or talk about your response.

2. Be sure to cite evidence from the text to fully support your response.

3. Throw the cube, choose the question that lands on the top, respond either in writing or talking to the cube.

4. When it's time, repeat step 3.

Root Words Introduction

A root is a word part that contains meaning and not merely sound. Roots are vocabulary multipliers – each root taught helps students discover the meaning of multiple words. There are three categories of roots depending on their placement within a word. A prefix is at the beginning of the word. The base is the core root which provides a word with its basic meaning. The suffix ends the word.

Over 90 percent of all academic vocabulary derives from Latin or Greek roots. When new academic words are added to English, they are often derived from Latin and Greek roots. Learning roots helps students learn content vocabulary and one root can help students unlock the meaning of multiple words. Knowing content vocabulary helps students comprehend and learn social studies, science and math.

Root study promotes independent word learning in all grades. With roots, students learn to make connections among words that are semantically related. Latin and Greek root words follow linguistic patterns that can help students with the meaning, sound, and the spelling of English words.

Vocabulary Ladders Introduction

The Vocabulary Ladders section is systematically divided into the following sections: the teacher notes and answer key, Activity Cards, Ordering Words, Sentence Clues, Sentence Stems and Write About It. Teach essential vocabulary in ten minutes a day with this cluster approach to help students learn many semantically related words at once! This resource provides opportunities for students to explore and expand vocabularies, increase reading comprehension, and improve writing composition. Standards for College and Career Readiness are supported by assisting students' understanding of word relationships and nuances in word meanings. Lessons provided are simple and easy-to-use, activity results can be used for formative assessment.

Introduce the words on the Activity Cards in the left column. Explain that all of the words and definitions on the sheet have to do with a specific theme (e.g., temperature, size), but vary in level of meaning, or nuance. For example, the words chilly and lukewarm both deal with temperature, but they have different meanings. Discuss each word with students.

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Have students cut the words and definitions apart. Caution them to be careful with cards after they are cut out so that they do not lose them. Students can work in small groups, in pairs, or independently. Have them match each word with its definition. Then, have each student put the words in order based on meaning. Allow students to explain their thinking groups after they have ordered the words. Once all students have had opportunities to order the words and share, guide them toward the one reasonably correct way the words have been organized for the lesson. Write the ordered words on the board, a vocabulary-ladder chart, or a word wall for students to revisit throughout the week.

On the Ordering Words pages, students will explain their thinking of their choice of ordering the words. This allows students to consider points of view and helps the teacher better understand student thinking.

The Sentence Clues and Sentence Stems pages offer students opportunities to work independently or in partners, or small groups. Explain to students that although there might be multiple answers, they should carefully review the definitions in order to provide what they feel is an appropriate response. Remind students that they may need to add or change the ending of the chosen word to make it fit the sentence. Common endings include -ed, -ing, and -ly. Students write a response to finish each sentence, making sure it relates to the meaning of the underlined word. Once students have completed the activity sheet, have them share their responses with partners.

The Write About It pages are opportunities to use their acquired vocabulary in a written form. Tell students to include at least two to three words from the Word Bank in their responses. Provide time for students to write thoughtful responses. Instruct them to underline all of the new vocabulary words they use in their writing. Have students read their papers to partners and discuss the similarities and differences between them.

Close Reading with Paired Texts Introduction

Engage students in complex literary strategies as they dive into exploring rich pairs of fiction and nonfiction texts! Each unit incorporates close reading, paired fiction and nonfiction text passages, text-dependent questions, comparing and contrasting text, and hands-on activities to unify each week's worth of lessons. Differentiation and reciprocal teaching strategies and assessment options are also included within each unit to tailor to multiple intelligences and monitor students' progress.

For the teacher, the Unit Overview includes theme summaries, answer keys and other details to help students successfully compare and contrast texts. Other teacher supports offered are step-by-step lessons and teacher think alouds. The student texts offer opportunities for formative assessment and writing in a variety of genres, where students can cite evidence from the texts.

Differentiating Instruction

Some students, such as struggling readers or those learning English, may need additional support. Others may benefit from additional challenge. These ideas may help you differentiate instruction:

- Use visual aids.
- Ask students to sketch or act out words. Others can guess the depicted words.
- Reduce length of activity.
- Pair students. Encourage them to talk about the roots and the activities.
- Challenge students to create new words that contain the root. Others can guess what the made-up words mean.
- Talk students through the necessary process to complete an activity. Your aim should be to scaffold students' thinking, not to provide answers.
- As we point out in individual lesson descriptions, encourage talk.
- Have students keep a personal vocabulary journal in which they list the roots and related words they learn. Encourage students to use their new vocabulary in their oral and written language (e.g., "use at least one word containing the *tract-* root in your journal entry today").
- Put the roots and words derived from the roots on display in the classroom. Keep them on display over the course of several weeks. (You may wish to move some of the displays into the hallway or other sites outside your classroom.)
- Play word games that involve the roots with your students often.

Students who need additional challenge can a) look for words containing the featured root in their content-area texts, b) write riddles for others to solve using several words that contain the root, or c) use an online resource to find additional words containing the root (e.g., http://onelook.com) or to create word puzzles featuring the root (e.g., http://puzzlemaker.com).

Like their peers, English language learners benefit from the focus on meaning using research-based strategies to learn new roots and words. Especially if students' native languages derive from Latin (e.g., Spanish), make comparisons to the native languages whenever possible. (You can look online for resources to assist with this.) When Spanish speakers learn to look for roots within words, they will be able to relate many word roots in English to their counterparts in Spanish. Sharing their knowledge with other classmates will help everyone grow.

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Tips for Implementation

As you think about how you will teach the lessons, refer to the tips below on how to implement each one.

- You can teach the lessons in any order. You may want to coordinate with your curriculum and with your grade-level colleagues.
- Each lesson cycle addresses one root.
- Before beginning a new lesson, read the brief teaching tips and guided practice.
- Talking about the roots is very important for student learning. This approach to vocabulary development goes far beyond mere memorization of specific words (which, according to research, does not work). Students need to learn to think about how roots contribute to meanings. Talking this through can help them develop this realization. So, encourage students to talk, Talk, TALK!!! You will notice that the teacher directions for every Divide and Conquer activity include a brief etymological explanation of all words in the Divide and Conquer list. These explanations will help you guide the in-class discussion. These conversations, which need only take a few minutes, should focus on helping students think deeply about root meanings.

Note: We have suggested discussion questions and included answers for all of the Divide and Conquer activities. The answers are for your use only. They may help you lead discussions and conversations about how the roots contribute to meaning.

- Your direct involvement is needed for the Divide and Conquer activities. This is the process students use to determine meaning. They learn to look for meaningful chunks of words ("divide") and to use this information to "conquer" the meaning of the longer word. To help students see the logic inherent in divide and conquer, you can make an analogy to addition (*trans*port = *trans* [across] + *port* [carry] = carry across) or "if/then" statements: If *trans* means "across" and *port* means "carry," then *transport* means…. "to carry something across an area." Be certain that students say the meaning of the longer word in a way that makes sense: "carry across," not "across carry." After students have divided and conquered, help them see how the roots "add up to" the meaning of the words.
- Students can complete the About the Root and Making Connections activities independently, in pairs, or as homework.
- Each week, display the root(s) and meaning(s) prominently in your classroom.

Prefix *inter-*

***inter-* = "between," "among"**

Standards

Uses phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words

Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area

Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion

Materials

- *About the Root: Prefix* inter- (pages 10–11)
- *Divide and Conquer: Prefix* inter- (page 12)
- *Making Connections: Word Sort* (page 13)

Teaching Tips

- The Latin prefix *inter-* means "between" or "among." It attaches to many whole words that students already know or can easily recognize (e.g., *Internet, interact, interchange)*. It also attaches to bases that are not whole words (e.g., *interrupt, interfere*).
- Many *inter-* words indicate an ongoing communication "between" things. For example, the federal *interstate* highway system facilitates transportation "between" the states. *Inter-* words can also indicate a separation or break "between" things. When we *interrupt* a speaker we break in "between" his or her words.

Guided Practice

About the Root: Prefix *inter-*

1. Write *inter-* and the two phrases below on the board. Tell students that *inter-* means "between" or "among." Ask pairs of students to talk about these phrases. How is "between" or "among" included in the meanings of the phrases?
   - interstate highways
   - intergroup conflict
2. After a couple of minutes, invite students to share their thinking. Stress the "between" or "among" aspects of their comments.
3. Ask students to complete the About the Root pages. They can work individually or with partners. After they have finished, invite whole-group conversation. Students can share answers, talk about the text passage, or generate more words containing the root.

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Prefix *inter-* *(cont.)*

4. After students have discussed the Activate question, invite whole-group conversation. You may wish to have students write down the shared ideas to revisit at a later time.

Divide and Conquer: Prefix *inter-*

5. As you guide students through Divide and Conquer, use questions like these to generate discussion about each of the words:

- Where is the meaning of "between" or "among" in the word _____?
- Where might you see the word _____?
- Can you think of an example of _____?
- Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
- How is the word _____ different from the word _____?
- Does the word have a suffix? (Students respond.) If yes, what does the suffix do? Can you think of other words that have this suffix?

Making Connections: Word Sort

6. To conclude this activity, you might ask partners to compare words with and without *inter-*. How are the pairs of words the same? How are they different? You might also want to invite general sharing.

Words with *inter-*

interact	intermarry
interaction	intermediate
intercolonial	intermission
intercontinental	international
interest	Internet
interfere	interoceanic
interference	Interpol
interglobal	interpose
intergroup	interpret
interject	intersperse
interjection	interstate
interlay	interval
interlope	intervene
interloper	interview

Name: _____ Date: _____

About the Root:
Prefix *inter-*

Activate

Directions: Think about the question below. Discuss it with a partner.

1. The word *Internet* is an abbreviation for inter + network. How does "between" or "among" relate to the Internet?

Respond

Directions: Read the passage on page 11. Then answer the question below.

2. What do you think of the rule prohibiting Interpol's involvement in anything political, military, or religious? Explain your thinking.

_____

_____

_____

_____

_____

_____

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About the Root:

Prefix *inter-* *(cont.)*

Interpol

Interpol is the International Criminal Police Organization. It is an intergovernmental organization that supports international police cooperation. It was established in 1923. Currently 190 countries belong to it. Its headquarters are in France.

Interpol is different from most law enforcement agencies. Interpol officers cannot make arrests. Interpol has no prisons. Instead, the group works to help other law enforcement agencies communicate with each other. Interpol also maintains a huge database that member nations can use to help them solve crimes. In cases of international disasters, Interpol may also send teams to provide assistance.

Interpol's work focuses on public safety, terrorism, and organized crime. Its constitution prohibits Interpol's involvement in anything political, military, or religious.

Name: _____ Date: _____

Divide and Conquer: Prefix *inter-*

Directions: Complete the chart below. If a word does not have a suffix, the chart is marked with *X*. Put the roots together to make a definition for each word. Be sure to use *between* or *among* in your definition. Then, write sentences on a separate sheet of paper using two words from the chart. **Hint**: The suffix in *international* makes it an adjective (describing word).

Word	Prefix Means	Base Means	Suffix Means	Definition
1. interstate			X	
2. interfaith			X	
3. interrupt		*rupt-* = break	X	
4. intermediate		*medi-* = middle	X	
5. international				

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Name: _____ Date: _____

Making Connections:
Word Sort

Directions: Take the *inter-* off the words in the Word Bank. Write the rest of the words where they belong on the chart.

Word Bank

interact	interchanging	interfere	interlude
interaction	intercolonial	intergroup	international
interagency	intercontinental	interject	Internet

Rest of the word is a whole word

_____

_____

_____

_____

_____

_____

_____

_____

_____

Rest of the word is not a whole word

_____

_____

_____

Rest of the word has one syllable

_____

_____

_____

_____

_____

_____

Rest of the word has 2 or more syllables

_____

_____

_____

_____

_____

_____

Prefix *trans-*

***trans-* = "across," "change"**

Standards

Uses a variety of context clues to decode unknown words

Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context

Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion

Materials

- *About the Root: Prefix* trans- (pages 16–17)
- *Divide and Conquer: Prefix* trans- (page 18)
- *Making Connections: Scramble* (page 19)

Teaching Tips

- The Latin prefix *trans-* means "across" or "change." Most students will recognize it from common words like *transport* (to carry goods "across" an area), *transform* (to "change" in form or appearance), and *transfer* (to "change" from one bus or one school to another).
- The ideas of "across" and "change" are related. When we go "across" an area, we "change" places. Because of this, students do not need to differentiate between whether *trans-* means "across" or "change" in each of the individual words they work with.

Guided Practice

About the Root: Prefix *trans-*

1. Write *trans-* on the board. Tell students that it means "change" or "across." Write the two sentences below on the board. Ask partners to rewrite the sentences without using the underlined *trans-* word. Remind them to use "change" or "across" in their new sentences.
   - Radios <u>trans</u>mit sound over airwaves (base *mit-* = send).
   - The Titanic sunk during a <u>trans</u>atlantic voyage.
2. After a couple of minutes, invite students to share their sentences. Ask others in the class to evaluate the sentences. Do the new sentences mean the same thing? Do the new sentences contain either of the words, "change" or "across"?

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Prefix *trans-* *(cont.)*

3. Ask students to complete the About the Root pages. They can work individually or with partners. After they have finished, invite whole-group conversation. Students can share answers, talk about the text passage, or generate more words containing the root.

4. After students have discussed the Activate questions, invite whole-group conversation. You may wish to have students write down the shared ideas to revisit at a later time.

Divide and Conquer: Prefix *trans-*

5. As you guide students through Divide and Conquer, use questions like these to generate discussion about each of the words:

   - Where is the meaning of "across" or "change" in the word _____?
   - Where might you see the word _____?
   - Can you think of an example of _____?
   - Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
   - How is the word _____ different from the word _____?
   - Does the word have a suffix? (Students respond.) If yes, what is it? What does it do? Can you think of other words that have this suffix?

Making Connections: Scramble

6. Students may complete the activity alone or with partners. To conclude, invite sharing. Ask students how each of the unscrambled words contains the idea of "across" or "change."

Words with *trans-*

transact	translate
transatlantic	translation
transcend	translator
transcribe	translocate
transcontinental	transmigrate
transcultural	transmigration
transect	transmit
transfer	transnational
transfigure	transoceanic
transfix	transpire
transform	transplant
transformer	transportation
transformation	transpose
transit	transverse

Name: _____ Date: _____

About the Root:
Prefix *trans-*

Activate

Directions: Think about the questions below. Discuss them with a partner.

1. If *trans-* means "change," what does *transform* mean?
2. If *port-* means "carry" and *trans-* means "across," what happens when things are *trans*ported?

Respond

Directions: Read the passage on page 17. Then answer the question below.

3. Why do you think Lindbergh was called "Lucky Lindy"?

_____

_____

_____

_____

_____

_____

_____

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About the Root:
Prefix *trans-* *(cont.)*

Lucky Lindy

On May 21, 1927, an American named Charles A. Lindbergh completed the first solo nonstop transatlantic flight in history. He flew all the way across the Atlantic Ocean. The 3,610-mile trip took 33 $\frac{1}{2}$ hours. It started on Long Island in New York and ended in Paris, France. His airplane had only one seat and only one engine! He called the plane the "Spirit of St. Louis."

Before this feat, Lindbergh wasn't famous at all. He delivered mail by airplane. When he landed in Paris, though, news of his accomplishment was transmitted throughout the world. He instantly became a world hero. He received the United States Medal of Honor and also honors from many other countries. Lindbergh also became wealthier. He earned a $25,000 prize for being the first person to make a transatlantic flight from the United States to Europe. People called him "Lucky Lindy."

Name: _____ Date: _____

Divide and Conquer: Prefix *trans-*

Directions: Complete the chart below. If a word does not have a suffix, the chart is marked with *X*. Put the roots together to make a definition for each word. Be sure to use *across* or *change* in your definition. Then, write sentences on a separate sheet of paper using two words from the chart. **Hint**: Two words have the same suffix. This suffix makes the words nouns (things or ideas).

Word	Prefix Means	Base Means	Suffix Means	Definition
1. transmit		*-mit-* = send	*X*	
2. transformation		*-form* = form, shape		
3. transgress		*-gress*= step, go	*X*	
4. transition		*-it* = go		
5. transport		*-port* = carry	*X*	

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Name: _____ Date: _____

Making Connections:
Scramble

Directions: Unscramble the words to fill in the blanks.

1. When we take a potted plant out of one flower pot and put it into another, we _____ it. (transalnpt)

2. The patient needed to have a complete blood _____ after the surgery. (transfinosu)

3. When I write "teh" instead of "the," I accidentally _____ my letters. (transeops)

4. When we moved from one school district to another, we had to _____ the credits from all my old courses. (transefr)

5. The ancient Romans used boats to _____ their wares across the Mediterranean Sea. (transoprt)

6. Many countries signed the _____ treaty to control climate change. (transaailnnot)

7. In large cities with heavy traffic, most people take the _____ system to get to work. (transti)

8. If you sneeze without covering your mouth, you can _____ germs to your classmates. (transimt)

9. If I need to change buses while riding across town, I may ask the driver for a _____. (transefr)

10. When a person steps across the line that separates right from wrong and commits an evil deed, he or she is guilty of a _____. (transeginorss)

Prefix *pro-*

pro- = "forward," "ahead," "for"

Standards

Uses phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words

Uses common, grade-appropriate Greek and Latin roots as clues to the meaning of a word

Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion

Materials

- *About the Root: Prefix* pro- (pages 22–23)
- *Divide and Conquer: Prefix* pro- (page 24)
- *Making Connections: Word Skits* (page 25)

Teaching Tips

- The Latin prefix *pro-* means "forward," "ahead," or "for." Many *pro-* words have a directional sense of moving forward or ahead. For example, when we *proceed,* we go ahead. Students who are *promoted* move forward/ahead to the next grade.
- *Pro-* attaches to many Latin bases to generate such academic words as *proposal* (an idea "put forth" for consideration)*, procession* (people moving "forward" in a ceremony), and *progress* (moving "ahead" in development). When attached to intact words with a dash, the prefix *pro-* usually means "for" as "in favor of" (e.g., *pro-peace, pro-environment*). People who are "pro" an idea or cause often take steps to move it "forward," "ahead."

Guided Practice

About the Root: Prefix *pro-*

1. Write *pro-* on the board. Tell students that this prefix means "forward," "ahead," or "for." Write the phrases below on the board. Ask students to talk with partners to figure out where the "forward," "ahead," or "for" is in each underlined word.
   - A <u>pro-school</u> assembly
   - <u>Progress</u> in registering voters (*gress-* means "step")
2. After a couple of minutes, invite students to share their ideas. Stress the "forward," "ahead," or "for" in students' definitions.

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3. Ask students to complete the About the Root pages. They can work individually or with partners. After they have finished, invite whole-group conversation. Students can share answers, talk about the text passage, or generate more words containing the root.

4. After students have discussed the Activate questions, invite whole-group conversation. You may wish to have students write down the shared ideas to revisit at a later time.

Divide and Conquer: Prefix *pro-*

5. As you guide students through Divide and Conquer, use questions like these to generate discussion about each of the words:

- Where is the meaning of "forward," "ahead," or "for" in the word _____?
- Where might you see the word _____?
- Can you think of an example of _____?
- Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
- How is the word _____ different from the word _____?
- Does the word have a suffix? (Students respond.) If yes, what is it? What does it do? Can you think of a form of this word without the suffix? Can you think of other words that have this suffix?

Making Connections: Word Skits

6. Students may complete the activity alone or in pairs. You might conclude with a general discussion—how did students decide about the focus of their skits? How did they use the *pro-* word in their thinking? How did their skits reflect the meaning of *pro-* ("forward," "ahead," "for")?

Words with *pro-*

proactive	project
problem	projectile
pro bono	projection
proceed	projector
process	promote
procession	promoter
product	promotion
production	propel
profession	propeller
professional	proponent
professor	propose
profess	prospect
proficient	prosper
progress	protect
progression	province

Name: _____ Date: _____

About the Root:
Prefix *pro-*

Activate

Directions: Think about the questions below. Discuss them with a partner.

1. Is a *pro-labor* group in favor of workers' rights or against them? How do you know?

2. *Duct- (duc-)* means "lead." *Pro-* means "forward," "ahead," or "for." How do these roots help us get the meaning for manufacturing *production*?

Respond

Directions: Read the passage on page 23. Then answer the question below.

3. Why do you think that the Emancipation Proclamation "gave moral force to the Union efforts"?

_____

_____

_____

_____

_____

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About the Root:

Prefix *pro-* *(cont.)*

The Emancipation Proclamation

January 1, 1863, is an important date in American history. The Civil War had been raging for about three years. President Abraham Lincoln and his government officials needed a way to move the war to conclusion. They decided to issue the Emancipation Proclamation. The word *emancipation* means "liberation" or "freedom." And a *proclamation* is an announcement or public statement.

The Emancipation Proclamation freed slaves in all the Confederate states. It proclaimed, in part, that "all persons held as slaves" within the rebel states "are now and henceforward shall be free." The Proclamation applied to 3.1 of the 4 million slaves in the country. Just as important, it captured the hearts and minds of many citizens. It also gave moral force to the Union efforts to defeat the pro-slavery Confederacy.

The Emancipation Proclamation paved the way for the end of slavery throughout the country. The 13th Amendment to the Constitution, which was adopted in December 1865, ended slavery forever. You can see a copy of the Emancipation Proclamation at the National Archives in Washington, DC.

Name: _____ Date: _____

Divide and Conquer:

Prefix *pro-*

Directions: Complete the chart below. If a word does not have a suffix, the chart is marked with *X*. Put the roots together to make a definition for each word. Be sure to use *for*, *ahead*, or *forward* in your definition. Then, write sentences on a separate sheet of paper using two words from the chart. **Hint**: One word has a suffix. The suffix makes the word an adjective (describing word).

Word	Prefix Means	Base Means	Suffix Means	Definition
1. promote		*mot-* = move	*X*	
2. proclaim		*-claim* = shout, cry	*X*	
3. progressive		*gress-* = step		
4. propel		*pel-* = drive	*X*	
5. pro-war			X	

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Name: _____ Date: _____

Making Connections:
Word Skits

Directions: Work with a partner. Select one of the words from the Word Bank. Write a skit to help others guess your word. Show others your skit to see if they can guess your word.

Word Bank

proceed	progress	promise	propose
proclaim	proceed	propel	provisions

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

Base *terr-*

terr- = "land," "ground," "earth"

Standards

Uses a variety of context clues to decode unknown words

Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area

Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion

Materials

- *About the Root: Base* terr- (pages 28–29)
- *Divide and Conquer: Base* terr- (page 30)
- *Making Connections: Magic Square* (page 31)

Teaching Tips

- The Latin base *terr-* means "land," "ground," or "earth." It is an important base because it appears in several words describing geographical places, landscapes, and materials coming from the ground (e.g., *Mediterranean, Terre Haute, terrace, terrain, territory, terrarium*).
- **Hint**: The base *terr-*, meaning "land," "ground," "earth," should not be confused with the base *terr-*, meaning "fright," "terror," in such words as *terrify, terrible, terrorist*. When students encounter a word based on *terr-*, they should ask, "Is this an 'earth' word or a 'fright' word?"

Guided Practice

About the Root: Base *terr-*

1. Show students a photo of the movie character ET. Ask how many have seen this creature on TV. Now ask what "ET" stands for (or, if they don't know, tell them). Write *extraterrestrial* on the board, and make a slash after *extra-*. Tell students that *extra-* means "outside of." Challenge them to define *extraterrestrial.* After a minute or two, invite sharing. Focus on definitions that relate to being "outside of the earth." Finally, circle the *terr-* in *extraterrestrial* and tell students that this base means "land," "ground," or "earth."

2. Ask students to complete the About the Root pages. They can work individually or with partners. After they have finished, invite whole-group conversation. Students can share answers, talk about the text passage, or generate more words containing the root.

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3. After students have discussed the Activate questions, invite whole-group conversation. You may wish to have students write down the shared ideas to revisit at a later time.

Divide and Conquer: Base terr-

4. As you guide students through Divide and Conquer, use questions like these to generate discussion about each of the words:

- Where is the meaning of "land," "ground," or "earth" in the word _____?
- Where might you see the word _____?
- Can you think of an example of _____?
- Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
- How is the word _____ different from the word _____?
- Three words have suffixes. Which ones are they? Which two have the same suffix? What does this suffix do to the meaning of the word? Can you think of other words that have these suffixes?

Making Connections: Magic Square

5. Students may complete the Magic Square alone or with partners. Before they begin, be sure they understand the directions about how they can check their work.

Words with terr-

extraterrestrial	terrain
nonterritorial	terrarium
Mediterranean	terrestrial
subterranean	Terre Haute
terra	terrier
terra cotta	territory
terra firma	territorial

Name: _____ Date: _____

About the Root:

Base *terr-*

Activate

Directions: The base *terr-* means "land," "ground," or "earth." Discuss with a partner how the underlined words in the sentences below come from this base.

1. Our dog is a terrier. If you watched him "work" outside, you would know why his breed was named that.

2. The Louisiana Territory was purchased in 1803 when Thomas Jefferson was president.

Respond

Directions: Read the passage on page 29. Then answer the question below.

3. Why would ancient civilizations settle near a large body of water like the Mediterranean Sea?

_____

_____

_____

_____

_____

_____

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About the Root:

Base *terr-* *(cont.)*

The Mediterranean Sea

The Mediterranean Sea is connected to the Atlantic Ocean by the Strait of Gibraltar. Most of the rest of this large body of water is enclosed by land. This is where the sea gets its name. It is in the middle (*medi-*) of the lands (*terr-*) that were controlled by the ancient Romans.

Several ancient civilizations were located on the Mediterranean Sea. The water became an important travel route for ancient people. Traveling the water allowed people to trade goods with one another. They also learned about different cultures during their travels.

The Mediterranean Sea was also the site of warfare. The ancient Romans lived in Italy, which juts into the middle of the Mediterranean Sea. The Romans set out to conquer all of the territory that touched this huge body of water. They wanted to conquer France, Spain, Libya, Egypt, Arabia, Greece, and the Middle East. The Romans called the world they conquered the "Circle of Lands" (*orbis terrarium*).

Name: _____ Date: _____

Divide and Conquer: Base *terr-*

Directions: Complete the chart below. If a word does not have a prefix, the chart is marked with *X*. Put the roots together to make a definition for each word. Be sure to use *land*, *ground*, or *earth* in your definition. Then, write sentences on a separate sheet of paper using two words from the chart. **Hints**: Three words have suffixes. One makes the word a noun (place). The other two make the words adjectives (describing words).

Word	Prefix Means	Base Means	Suffix Means	Definition
1. subterranean	*sub-* = under		X	
2. Mediterranean	*Medi-* = middle		X	
3. territory	X			
4. territorial	X			
5. extraterrestrial	*extra-* = outside of			

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Name: _____ Date: _____

Making Connections:
Magic Square

Directions: Match the words and definitions. Then put the correct number into each box in the magic square below. If your answers are correct, each row and column will add up to the same number. **Hint**: You will not use one of the definitions.

Terms	Definitions
_____ **A.** terrarium	**1.** earth mover
_____ **B.** extraterrestrial	**2.** living or existing outside the planet Earth
_____ **C.** terrier	**3.** burial; the placement of a dead body in the ground
_____ **D.** subterranean	**4.** located under the earth's surface
_____ **E.** terra cotta	**5.** a porch or a leveled surface
_____ **F.** territory	**6.** baked clay used in art
_____ **G.** terrace	**7.** a breed of dog that burrows in the ground
_____ **H.** Mediterranean	**8.** land that belongs to a government or other agency
_____ **I.** internment	**9.** a container for plants and small animals
	10. sea

A:	**B:**	**C:**
D:	**E:**	**F:**
G:	**H:**	**I:**

Magic Number:

_____

Suffixes -(o)logy and -ologist

-(o)logy = "the study of"

-ologist = "one who studies"

Standards

Uses phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words

Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context

Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion

Materials

- *About the Root: Suffixes* -(o)logy *and -ologist* (pages 34–35)
- *Divide and Conquer: Suffixes* -(o)logy *and -ologist* (page 36)
- *Making Connections: Who Am I?* (page 37)

Teaching Tips

- The Greek suffix *-(o)logy* means "the study of." The form *-ologist* means "one who studies" or is an "expert in." These suffixes are often attached to words describing academic subjects (e.g., *biology, psychology, sociology)* and specialists in science and medicine (e.g., *anthropologist, archeologist* [also spelled *archaeologist*]*, cardiologist)*.

Guided Practice

About the Root: Suffixes -(o)logy, -ologist

1. Write *-ology* and *-ologist* on the board. Tell students that these roots are suffixes. Now ask them to guess these questions:
   - If *ge(o)-* means "earth," what is *geology*? What does a *geologist* do?
   - If *psych-* means "mind," what is *psychology*? What does a *psychologist* do?
2. As students offer their responses, rephrase them using "the study of" or "one who studies/expert in." Conclude the conversation by writing these definitions next to the roots.
3. Ask students to complete the About the Root pages. They can work individually or with partners. After they have finished, invite whole-group conversation. Students can share answers, talk about the text passage, or generate more words containing the root.
4. After students have discussed the Activate questions, invite whole-group conversation. You may wish to have students write down the shared ideas to revisit at a later time.

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Divide and Conquer: Suffixes -(o)logy, -ologist

5. As you guide students through Divide and Conquer, use questions like these to generate discussion about each of the words:

- Where is the meaning of "the study of" or "one who studies/is an expert in" in the word _____?
- Where might you see the word _____?
- Can you think of an example of _____?
- Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
- How is the word _____ different from the word _____?
- All the words have suffixes. This activity provides a good opportunity to draw students' attention to suffixes. In your discussions, help students realize that suffixes change parts of speech.

Making Connections: Who Am I?

6. Students can work independently or with partners. To conclude, you might ask pairs of students to divide and conquer a few of the words. Then share as a whole group.

Words with -(o)logy, -ologist

archaeologist	geology
archaeology	meteorologist
biologist	meteorology
biology	methodologist
criminologist	methodology
criminology	mythologist
entomologist	mythology
entomology	psychologist
genealogist	psychology
genealogy	sociologist
geologist	sociology

Name: _____ Date: _____

About the Root:

Suffixes -(o)logy and -ologist

Activate

Directions: Think about the questions below. Discuss them with a partner.

1. The base *bio-* means "life." What is the study of living things called? What is the name for someone who studies living things?

2. The base *ec-* means "house," "environment," or "habitat." What is the study of the environment called? What is another name for a scientist who studies the environment?

Respond

Directions: Read the passage on page 35. Then answer the questions below.

In 1920, women received the right to vote when the 19th Amendment to the Constitution was passed. How do you think this event changed values, norms, and sanctions?

3. Values: _____

4. Norms: _____

5. Sanctions: _____

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About the Root:

Suffixes -(o)logy and -ologist (cont.)

Sociology

Sociology is the study of human social behavior. Some sociologists develop theories about how people live together in societies. Other sociologists study issues that can be directly applied to policies and procedures to support human well-being. All sociologists are interested in how groups affect individuals.

Values, norms, and sanctions are important ideas in sociology. Values describe what is “right” or “beautiful” or “proper.” Norms are based on values. Norms describe how people ought to behave. Sanctions are penalties for people whose behavior is not in line with norms. All of these ideas change over time. That is, something “right” or “proper” at one time might be “wrong” or “improper” at a different time.

As you might guess from this definition, the field of sociology is huge. Here are just a few of the topics that sociologists study: social class, culture, religion, law, crime and criminal behavior, use of the Internet, and many kinds of institutions—medical, military, and others. Nearly anything that affects our lives is part of sociology.

Name: _____ Date: _____

Divide and Conquer:

Suffixes -(o)logy and -ologist

Directions: Complete the chart below. Put the roots together to make a definition for each word. Be sure to use *study of* or *one who studies* in your definition. Then, write sentences on a separate sheet of paper using two words from the chart.

Word	Base Means	Suffix Means	Definition
1. geology	*ge(o)-* = earth		
2. psychologist	*psych-* = mind		
3. criminologist	*crimin-* = crime		
4. biology	*bio-* = life		
5. archaeology	*archae-* = ancient, olden		

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Name: _____ Date: _____

Making Connections:
Who Am I?

Directions: Use the words in the Word Bank to solve each of the riddles below.

Word Bank

anthropologist
(*anthro-* = humankind)

genealogist
(*genea-* = generation)

archaeologist
(*archae-* = ancient things)

psychologist
(*psych-* = mind)

technologist
(*techn-* = mechanical arts)

sociologist
(*socio-* = united, living with others)

1. I study different cultures.
I am interested in human history.
I have 5 syllables.
I start with a vowel.
Who am I?

_____

2. I study groups of people.
I learn about how group norms affect individual behavior.
Society is the focus of my work.
Who am I?

_____

3. I study ancient things.
I may recover ancient artifacts.
I study these artifacts to learn about ancient people.
I have 5 syllables.
Who am I?

_____

4. I study the mind.
I study mental functions and behavior.
I am interested in both animals and people.
Who am I?

_____

5. Create your own riddle on a separate sheet of paper using one of the following words: *Criminologist*, *geologist*, *technologist*, *paleontologist*. Read your riddle to a partner to see if he or she can guess the word.

Prefix *tele-*

tele- = "far," "from afar"

Standards

Uses phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words

Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area

Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion

Materials

- *About the Root: Prefix* tele- (pages 40–41)
- *Divide and Conquer: Prefix* tele- (page 42)
- *Making Connections: New Endings* (page 43)

Teaching Tips

- The Greek prefix *tele-* means "far" or "from afar." Students will recognize it from words such as *telephone* and *television. Tele-* often attaches to bases dealing with sight and sound (e.g., *-scope* = "view," "watch"; *-graph, -gram* = "write"; *vis-* = "see"; *phon-* = "voice," "sound").
- **Note:** The *television* and *telephone* have become such common devices around the world that some *tele-* words refer directly to either the telephone or television:
  - A *telethon* is a "televised marathon," which runs for many hours and raises money.
  - A *telemarketer* contacts customers with the telephone.

Guided Practice

About the Root: Prefix *tele-*

1. Write *tele-* on the board. Tell students that this Greek prefix means "far" or "from afar." Ask pairs of students to figure out how these words include the idea of "far" or "from afar." After a few minutes, invite whole-class conversation.
   - telescope
   - telephone
   - television
2. Ask students to complete the About the Root pages. They can work individually or with partners. After they have finished, invite whole-group conversation. Students can share answers, talk about the text passage, or generate more words containing the root.

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Prefix *tele-* *(cont.)*

3. After students have discussed the Activate activity, invite whole-group conversation. You may wish to have students write down the shared ideas to revisit at a later time.

Divide and Conquer: Prefix *tele-*

4. As you guide students through Divide and Conquer, use questions like these to generate discussion about each of the words:

   - Where is the meaning of "far" or "from afar" in the word _____?
   - Where might you see the word _____?
   - Can you think of an example of _____?
   - Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
   - How is the word _____ different from the word _____?

Making Connections: New Endings

5. To conclude, you might ask students to work in groups to share their sentences. They can also share their ideas about what the words have to do with "far" or "from afar."

Words with *tele-*

telecast	telenergy
telecommunication	telephone
telecommute	teleplay
teleconference	telerobotics
telegram	telescope
telegraph	telescopic
telegraphy	telethon
telemarketer	television
telemechanic	televise
telemeter	televised

Name: _____ Date: _____

About the Root:
Prefix *tele-*

Activate

Directions: Think about the bases below. Work with a partner to create a word that includes these bases with *tele-.* Discuss what each word means.

1. *vis-* = "see"
2. *-scope* = "watch," "look at"
3. *phon-* = "voice," "sound"

Respond

Directions: Read the passage on page 41. Then answer the question below.

4. How do you think telephones changed the way people lived in the 1880s and 1890s?

_____

_____

_____

_____

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About the Root:

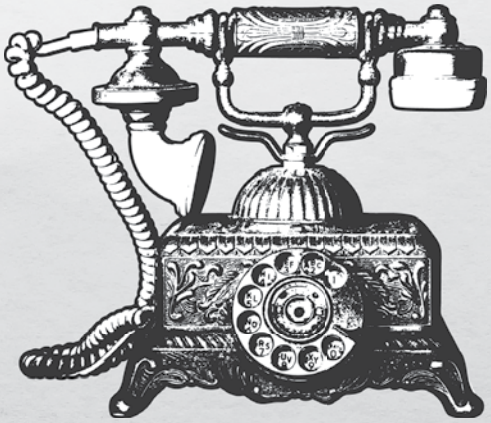
Prefix *tele-* *(cont.)*

Invention of the Telephone

Telephones and telegraphs are related. They are wire-based electrical systems. In fact, when Alexander Graham Bell invented the telephone in the 1870s, he was actually trying to improve on the telegraph.

Telegraphs can send and receive only one sound (or note) at a time. This is why the Morse code, a series of shorter and longer sounds, was used to send telegrams. Bell hypothesized that several sounds (or notes) could be sent along a line at the same time as long as the sounds differed in pitch. He was right, of course, and his tests led to the invention of the telephone.

At the same time that Bell was experimenting, Elisha Gray, another American inventor, was also testing ideas about telephones. In fact, each man submitted a patent application for a telephone—on the same day. Bell's application came in a few hours earlier than Gray's. This is why we associate the invention of the telephone with Alexander Graham Bell.



Name: _____ Date: _____

Divide and Conquer:
Prefix *tele-*

Directions: Complete the chart below. Put the roots together to make a definition for each word. Be sure to use *far* or *from afar* in your definition. Then, write sentences on a separate sheet of paper using two words from the chart.

Word	Prefix Means	Base Means	Definition
1. telescope		*scop-* = watch, look at	
2. telegram		*gram-* = write, draw	
3. telephone		*phon-* = sound	
4. televise		*vis-* = see	
5. telegraph		*graph-* = write, draw	

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Name: _____ Date: _____

Making Connections:
New Endings

Directions: Work with a partner. Change the endings on the words below to make new words. Make sure the new words contain *tele-* (e.g., *telethon)*. Then write a sentence that uses both words. (Example: *We watched all 10 hours of the charity telethon on our new television.*)

1. televise

new word: _____

sentence: _____

_____

2. telecast

new word: _____

sentence: _____

_____

3. telephone

new word: _____

sentence: _____

_____

Tele- means "far." Talk to a partner: What do the words in bold have to do with "far"? Write your answers on a separate sheet of paper.

4. **telephoto** lens

5. **telethon** to raise money for a charity

6. **telecommuting** to a job

Bases *graph-* and *gram-*

***graph-* and *gram-* = "write," "draw"**

Standards

Uses phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words

Uses common, grade-appropriate Greek and Latin roots as clues to the meaning of a word

Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion

Materials

- *About the Root: Bases* graph- *and* gram- (pages 46–47)
- *Divide and Conquer: Bases* graph- *and* gram- (page 48)
- *Making Connections: Who Am I? Scramble* (page 49)

Teaching Tips

- The Greek bases *gram- and graph-* mean "write," "draw." Students will recognize it from words such as *biography* (the "written" story of someone's life), *graphic* (a "drawing"), or *grammar* (the rules of "written" language). *Graphite* is the carbon used in lead pencils which enable us to "write," and a *gram* describes the "written" notch marking a unit of weight on a scale. With the addition of *-y*, *graph-* is commonly used for words that have to do with "the process of writing or recording," as in common words like *biography* or *geography*.
- According to Etymology Online, *gram-* first appeared in the word *telegram* (1850s) and was not used in other words until the 1970s. If you share this information with students, this is a good opportunity to underscore that our language is constantly changing.

Guided Practice

About the Root: Bases *graph-* and *gram-*

1. Write *graph-* and *gram-* on the board. Tell students that these roots mean "write," and "draw." Ask partners to consider these words. Ask them to develop definitions using "write," "written," or "draw."
   - auto**graph** (*auto-* = "self")
   - computer **graphics**
   - **graphic** novel
   - mono**gram** (*mono-* = "one")

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Bases *graph-* and *gram-* *(cont.)*

2. Ask students to complete the About the Root pages. They can work individually or with partners. After they have finished, invite whole-group conversation. Students can share answers, talk about the text passage, or generate more words containing the root.

3. After students have discussed the Activate questions, invite whole-group conversation. You may wish to have students write down the shared ideas to revisit at a later time.

Divide and Conquer: Bases *graph-* and *gram-*

4. As you guide students through Divide and Conquer, use questions like these to generate discussion about each of the words:

   - Where is the meaning of "write" or "draw" in the word _____?
   - Where might you see the word _____?
   - Can you think of an example of _____?
   - Does _____ have more than one meaning? If so, how are those meanings the same? How are they different?
   - How is the word _____ different from the word _____?
   - Does the word have a suffix? (Students respond.) If it does, what is it? How does it add to the word's meaning? Can you find another word on the list with the same suffix? How are these words alike?

Making Connections: Who Am I? Scramble

5. Students may work alone or with partners. Conclude with general sharing that focuses on the meaning of the root.

Words with *graph-* or *gram-*

aerogram	geography
aerograph	graph
audiogram	grapheme
autobiography	graphics
autograph	graphite
bibliography	hologram
biography	mammogram
calligraphy	mimeograph
choreograph	monograph
chronogram	monogram
cryptography	oceanography
demographer	orthography
diagram	paragraph
diagraph	parallelogram
epigram	photograph

Name: _____ Date: _____

About the Root:

Bases *graph-* and *gram-*

Activate

Directions: Think about the questions below. Discuss them with a partner.

1. *Mono-* means "one." Which of these might be a scientific *monograph*? Tell why.

   a. a history of scientific inventions

   b. a long book about insects and reptiles

   c. a detailed book about wolves

2. *Bio-* means "life." Use this definition and the meaning of *-graph* to create a definition for *biography.*

Respond

Directions: Read the passage on page 47. Then answer the question below.

3. Echocardiography is one of the most commonly used diagnostic tests in medicine. Why do you think this is so?

_____

_____

_____

_____

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About the Root:

Bases *graph-* and *gram-* *(cont.)*

Sonograms

Sonograms are images based on an ultrasound. It takes three steps to change sounds to images. First, sounds are sent into the body, causing sound waves. Second, echoes from the sound waves are captured. Finally, these echoes are interpreted visually.

Sonograms have been used in medicine since the 1950s. They help doctors visualize the inside of a person's body. Sonograms are commonly used during pregnancy. Doctors use the images of the baby to check its size and development.

Echocardiograms are special kinds of sonograms. They are sonograms of the heart. Using the results of an echocardiogram, doctors can learn a lot about the heart. They can determine its size and shape. They can also estimate the heart's pumping capacity and how well blood flows. They can even see if the heart has been damaged, such as during a heart attack. The location and extent of tissue damage appears on the echocardiogram.

Sonogram showing a baby inside its mother's body.

Name: _____ Date: _____

Divide and Conquer:

Bases *graph-* and *gram-*

Directions: Complete the chart below. Each word has two bases. The first is provided. If a word does not have a suffix, the chart is marked with *X*. Put the roots together to make a definition for each word. Be sure to use *write*, *written*, or *draw* in your definition. Then, write sentences on a separate sheet of paper using two words from the chart. **Hint**: Two words have the same suffix. This suffix makes the words nouns (things or ideas).

Word	First Base Means	Second Base Means	Suffix Means	Definition
1. geography	*ge(o)-* = world, earth			
2. cardiogram	*cardi-* = heart		X	
3. autograph	*auto-* = self		X	
4. diagram	*dia-* = through, across		X	
5. bibliography	*bibli-* = book			

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Name: _____ Date: _____

Making Connections:
Who Am I? Scramble

Directions: Unscramble the letters to make a word that fits the description.

1. I am a scientist who studies mapped regions of the earth. I am a _____. (aeegghoprr)
2. I am a scientist who studies the sea. I am an _____. (aaceeghnpoorr)
3. I study living populations. I use statistics in my work. (Hint: *demo-* means "people.") I am a _____. (adeeghmoprr)
4. I am an author. I write about other people's lives. I am a _____. (abeghioprr)
5. I study secret writings, especially codes. (Hint: *crypto-* means "secret" or "hidden.") I am a _____. (aceghopprrrty)
6. I create dances for shows. I plan and arrange patterns and movements for dancers. (Hint: *choreo-* means "dance.") I am a _____. (aceeghhooprrr)
7. I take pictures of people and things. Much of my work is now digital. I am a _____. (aeghhoopprrt)
8. I work in video production. I record moving images and sound on videotape or disk. I am a _____. (adeeghioprrv)
9. I create visual material for printing or display. For example, I might create an ad for a magazine or the web. I am a _____ _____. (acghipr airstt)
10. I have very fancy handwriting. It is decorative and elegant. (Hint: *calli-* means "beauty.") I am a _____. (aaceghillprr)

Additional Practice Activities

Use the activities below to provide extra practice, to share with parents, or to differentiate instruction.

Card Games

The following card games can offer practice with roots:

Concentration (or Memory)

Select eight to ten words containing a root or base. Make double sets of word cards for each (or put the word and its definition on separate cards). Shuffle the cards and put them facedown on a table. Players take turns trying to make matches. The player with the most cards wins the game.

Go Fish

Select four to six bases. For each, create a set of four words (see Appendix E for related words). Students use these to play "Go Fish."

Word War

Provide words containing several roots and related terms written on cards. Play the card game "war" with them. Each player turns up a card. The person whose card a) comes first in alphabetical order, b) has more letters, or c) has more syllables wins the round as long as he or she can say both words and their meanings. If the words are similar, players draw again and the same rules as before apply. The player who wins this "war" takes all of the cards. A player who gets all of his or her partner's cards wins the game.

Word Games

The following word games can offer practice with roots:

List-Group-Label or Word Webs

Provide a root. Ask students to brainstorm words containing the root. Write these on the board or chart paper. Then ask small groups to work with the words by:

- listing related terms and providing labels for them.
- developing a graphic, such as a web, that shows how the words are related.

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Research

Effective Vocabulary Instruction

Although there is no single scientifically endorsed way to teach vocabulary to all students, there are central principles that can guide teachers in creating effective instruction (Brabham et al. 2012; Nagy 1988; Stahl 1986). These principles are:

1. **Meaningful Clusters**—Organize words into meaningful clusters in which the words to be taught are related in some useful way. Words can be clustered by relation to theme or topic (*volcano*, *lava*, *magma*), word derivation (*bicycle*, *bifocals*, *biannual*), or essential meaning (*big*, *large*, *enormous*). Since words in a cluster are related, students can make connections among words within each cluster.

2. **Meaningful Use**—Have students engage in meaningful use of the words by exploring the words in multiple reading and writing activities.

3. **Repeated Encounters**—To learn words deeply, students need to encounter the words repeatedly in various texts and practice using them in oral and written language.

Throughout the years, we have used these three principles and have found them to be quite successful. We have added our own two principles to make vocabulary instruction even more successful. These principles include:

4. **Regular and Consistent Routine**—Vocabulary instruction should follow a regular and consistent routine so that students are well aware of the procedures for word learning, and their time is spent in exploring words rather than learning new procedures.

5. **Brief Instruction**—Formal vocabulary instruction should be brief. In order to provide adequate instruction in all required areas, time is of the essence. Formal vocabulary instruction, then, should take approximately 15 minutes per day. Keep in mind, however, that time may also be devoted to the study of word decoding and spelling in addition to vocabulary. Also, we feel that informal vocabulary instruction and learning can and should take place throughout the school day—during reading and writing as well as in content-area instruction.

We have attempted to incorporate these fundamental principles into a novel approach to vocabulary instruction called *Vocabulary Ladders*.

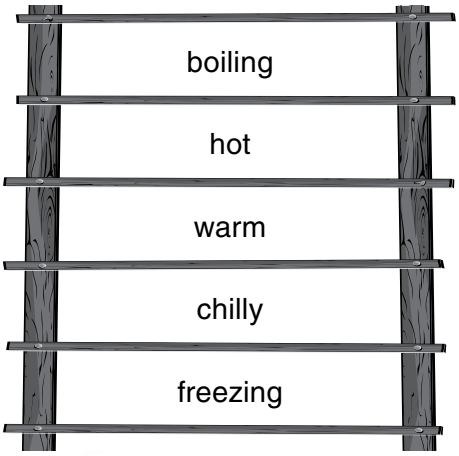
Research

What Are Vocabulary Ladders?

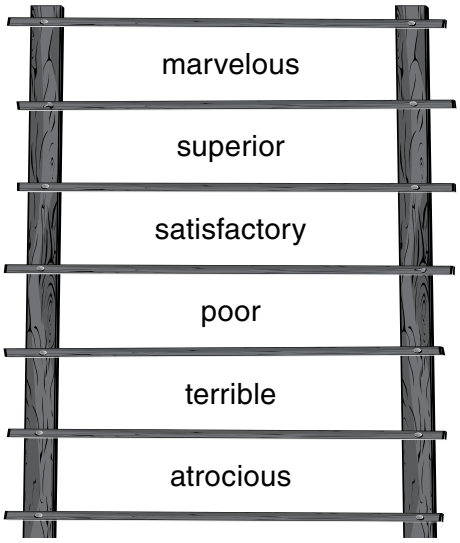
> **The skill of determining nuance in words is a key component to the new Common Core State Standards.**

Vocabulary Ladders (VL) is a cluster approach to teaching many words at once. The words in a VL are semantically or meaningfully related to one another (much like in a thesaurus). Unlike many vocabulary lists, we have included many words that students are already familiar with so that the focus of each lesson is not on learning a large number of new vocabulary words but understanding the nuances of the words they may have already encountered. Think of the words that you might find in an entry of a thesaurus. All of the words have similar essential meanings. However, they may all differ in degree (*miniscule* vs. *small*) or nuance (*cute* vs. *beautiful*). The skill of determining nuance in words is a key component to the new Common Core State Standards. So not only can the words within a semantic cluster be grouped together but they can also be organized according to their degree of essential meaning or level of nuance. These connections can also merge into opposite meanings at the other end of the spectrum. Through this approach, students not only learn groups of related words but they also are given opportunities to explore the shades of meaning that exist within each cluster. Ten minutes of VL instruction three to four days a week leads to deepening students' understanding of words they may be familiar with and expanding the sheer size of their vocabularies. Regular work with VL will help students understand and use the relative degree of meaningful difference between words in an engaging way. Below are two examples of vocabulary ladders that we have used in our instruction with students:

Temperature



Quality of an Object



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Behavior

Teacher Note

For detailed instructions on how to implement the components of this lesson, see pages 4–5.

Objective

Students will analyze words related to behavior, from **worst** to **best**.

Materials

- *Vocabularv Ladders* template
- *Activity Cards*
- *Ordering Words*
- *Sentence Clues*
- *Sentence Stems*
- *Write About It!*

Additional Words

Introduce students to additional words such as *polished* and *affable* as you work through the lesson.

Answer Key

Vocabulary Ladders

Word	Definition
evil	being very bad or wicked
nasty	being unpleasant or mean
inconsiderate	careless when it comes to someone's thoughts or feelings
civil	polite in a way that is formal or cold
pleasant	behaving in a positive way that makes others enjoy your company
cooperative	works well with other people
courteous	respectful and considerate

Ordering Words

Check that students can explain why the words are ordered the way they are.

Sentence Clues

1. The (nasty/evil) witch plotted to kidnap and eat the children.
2. When working as a team, it is important that everyone is (cooperative) with one another.
3. The two girls disliked each other, but acted (civil) to each other when they were put in the same classroom.
4. Christina is so (courteous/pleasant) because her mother taught her the importance of having good manners.
5. Amad was being (inconsiderate) when he left the younger kids out and didn't pick them to be on his team.

Sentence Stems

Check that student responses reflect the meaning of the underlined word in each sentence frame.

Write About It!

Check that responses include the new vocabulary terms used in the correct way.

Vocabulary Ladders

Directions: Match the cut out words and definitions. Then, glue them in the correct order on the ladders.

Words	Definitions

 © Shell Education

Name: _____ Date: _____

Activity Cards

Directions: Cut apart and match the words and definitions below. Then, glue them onto the *Vocabulary Ladders* activity sheet in order, from **worst behavior** to **best behavior**.

civil	works well with other people
cooperative	respectful and considerate
courteous	behaving in a positive way that makes others enjoy your company
evil	polite in a way that is formal or cold
inconsiderate	careless when it comes to someone's thoughts or feelings
nasty	being very bad or wicked
pleasant	being unpleasant or mean

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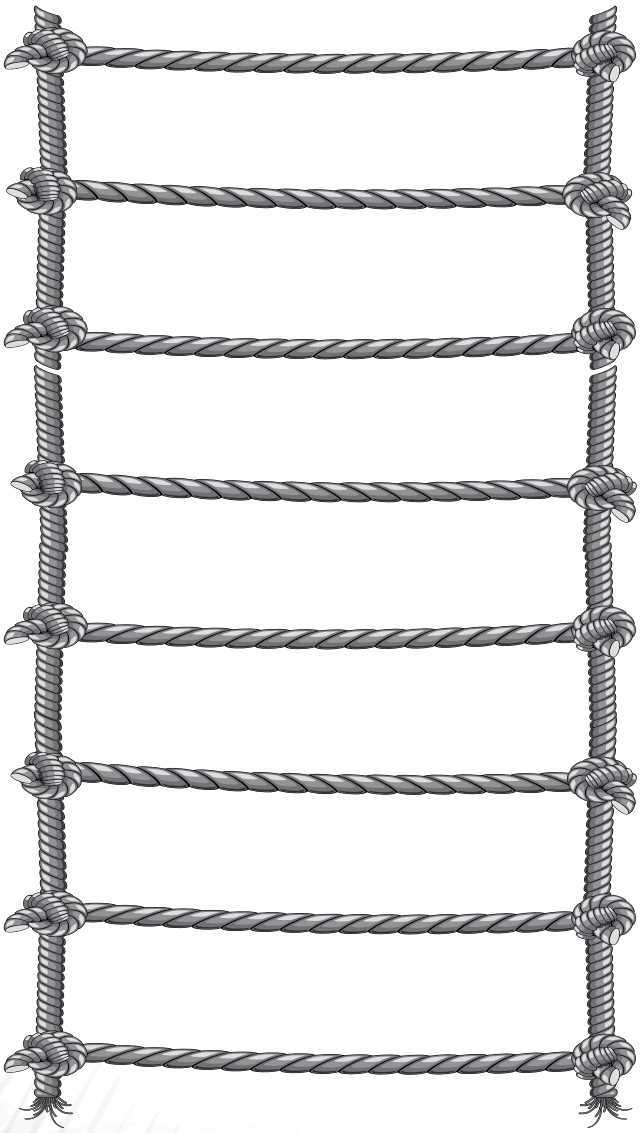
Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from **worst behavior** to **best behavior**, on the ladder. Then, explain why you put them in the order you chose.

Word Bank

civil	cooperative	courteous	evil
inconsiderate	nasty	pleasant	



Explain why you ordered the words the way you did. You may use example sentences to help explain your thinking.

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Name: _____ Date: _____

Sentence Clues

Directions: Choose the best word from the Word Bank to complete each sentence. **Note:** You may need to add or change the ending of a word to make it fit the sentence.

Word Bank

civil cooperative courteous evil
inconsiderate nasty pleasant

1. The _____ witch plotted to kidnap and eat the children.
2. When working as a team, it is important that everyone is _____ with one another.
3. The two girls disliked each other, but acted _____ to each other when they were put in the same classroom.
4. Christina is so _____ because her mother taught her the importance of having good manners.
5. Amad was being _____ when he left the younger kids out and didn't pick them to be on his team.

YOUR TURN!

Directions: Create a fill-in-the-blank sentence on a separate sheet of paper for at least one of the words in this lesson. Use the sentences in the activity above as examples. Notice how a part of each sentence provides a clue about which word fits best. Have a partner fill in the missing word. Then, discuss why that word works best.

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Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.

1. _____ is a pleasant person because _____

_____

_____ .

2. Two ways to be courteous are _____

_____

_____ .

3. I've had to act civil towards someone that I was actually mad at when

_____

_____ .

4. Three evil book characters I've read about are _____

_____

_____ .

5. Members of a team have to work cooperatively in order to _____

_____

_____ .

Name: _____ Date: _____

Write About It!

Directions: Read the prompt. Then, write a response. Underline the new vocabulary words you use in your response.

Sometimes people get too competitive when playing or watching sports. Write a short argument that encourages people to demonstrate good sportsmanship. Try to use as many of your new vocabulary words from the Word Bank as possible in your writing.

Word Bank

civil	cooperative	courteous	evil
inconsiderate	nasty	pleasant	

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Temperature

Teacher Note

For detailed instructions on how to implement the components of this lesson, see pages 4–5.

Objective

Students will analyze words related to temperature, from **hot** to **cold**.

Materials

- *Vocabularv Ladders* template
- *Activity Cards*
- *Ordering Words*
- *Sentence Clues*
- *Sentence Stems*
- *Write About It!*

Additional Words

Introduce students to additional words such as *torrid* and *arctic* as you work through the lesson.

Answer Key

Vocabulary Ladders

Word	Definition
scorching	extremely hot, capable of burning
sweltering	uncomfortably hot and humid
tepid	slightly warm
lukewarm	mildly warm
nippy	sharply cold
chilly	moderately cold
glacial	icy cold

Ordering Words

Check that students can explain why the words are ordered the way they are.

Sentence Clues

1. During the Ice Age, temperatures were (glacial).
2. Doug realized it was (nippy/chilly) outside, but it was too late to retrieve his jacket.
3. Since the soup was (lukewarm/tepid), the unhappy diner sent it back to the kitchen.
4. Emma was dehydrated and decided that she had better end her hike soon because of the (sweltering/scorching) weather conditions.
5. The (tepid/lukewarm) waters in the Gulf of Mexico are a popular place for many sea creatures to raise their young.

Sentence Stems

Check that student responses reflect the meaning of the underlined word in each sentence frame.

Write About It!

Check that responses include the new vocabulary terms used in the correct way.

Vocabulary Ladders

Directions: Match the cut out words and definitions. Then, glue them in the correct order on the ladders.

Words	Definitions

 © Shell Education

Name: _____ Date: _____

Activity Cards

Directions: Cut apart and match the words and definitions below. Then, glue them onto the *Vocabulary Ladders* activity sheet in order, from **hot** to **cold**.

chilly	sharply cold
glacial	uncomfortably hot and humid
lukewarm	slightly warm
nippy	icy cold
scorching	extremely hot, capable of burning
sweltering	moderately cold
tepid	mildly warm

 © Shell Education

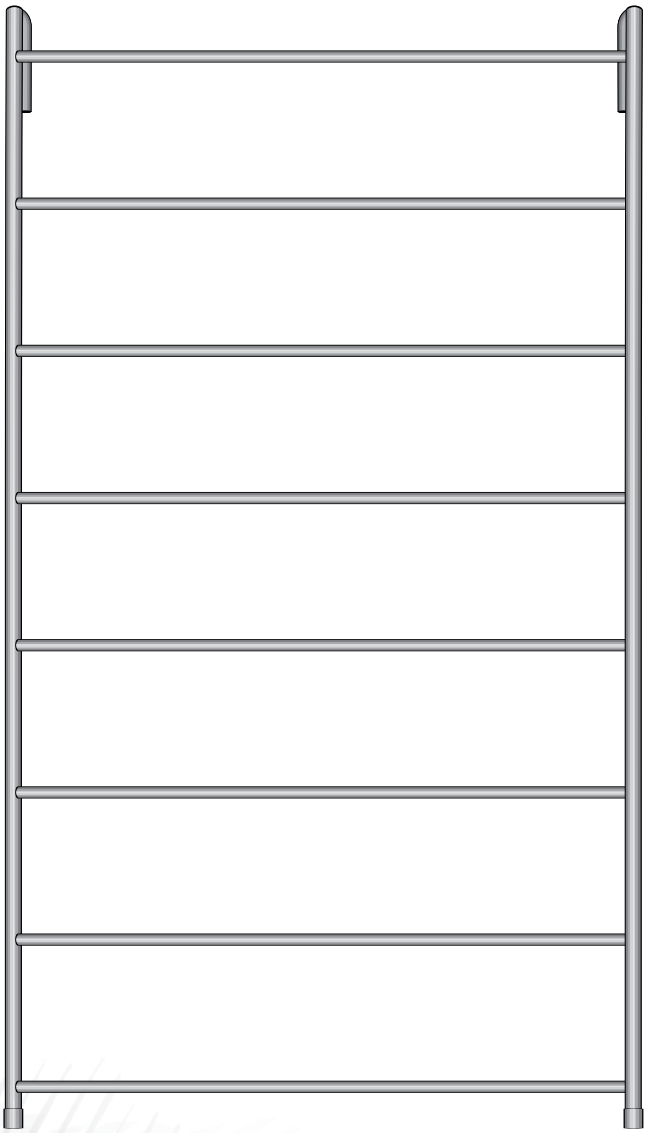
Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from **hot** to **cold**, on the ladder. Then, explain why you put them in the order you chose.

Word Bank

chilly	glacial	lukewarm	nippy
scorching	sweltering	tepid	



Explain why you ordered the words the way you did. You may use example sentences to help explain your thinking.

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Name: _____ Date: _____

Sentence Clues

Directions: Choose the best word from the Word Bank to complete each sentence. **Note:** You may need to add or change the ending of a word to make it fit the sentence.

Word Bank

chilly	glacial	lukewarm	nippy
scorching	sweltering	tepid	

1. During the Ice Age, temperatures were _____.
2. Doug realized it was _____ outside, but it was too late to retrieve his jacket.
3. Since the soup was _____, the unhappy diner sent it back to the kitchen.
4. Emma was dehydrated and decided that she had better end her hike soon because of the _____ weather conditions.
5. The _____ waters in the Gulf of Mexico are a popular place for many sea creatures to raise their young.

Directions: Create a fill-in-the-blank sentence on a separate sheet of paper for at least one of the words in this lesson. Use the sentences in the activity above as examples. Notice how a part of each sentence provides a clue about which word fits best. Have a partner fill in the missing word. Then, discuss why that word works best.

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Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.

1. Three animals that live in glacial environments are _____

   _____

   _____ .

2. To cool off on sweltering days, I enjoy _____

   _____

   _____ .

3. After being in nippy weather, I like to warm up by _____

   _____

   _____ .

4. Three fun things to do when it is chilly outside are _____

   _____

   _____ .

5. When giving a baby a bath, I need to use tepid water because _____

   _____

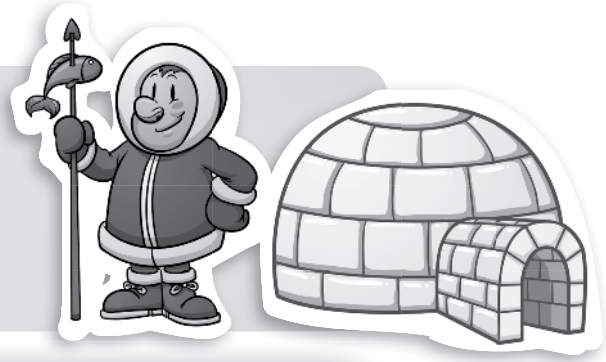
   _____ .

Name: _____ Date: _____

Write About It!

Directions: Read the prompt. Then, write a response. Underline the new vocabulary words you use in your response.

Consider what it might be like to live in Alaska or Hawaii. Which one do you think you would prefer, and why? Try to use as many of your new vocabulary words from the Word Bank as possible in your writing.



Word Bank

chilly	glacial	lukewarm	nippy
scorching	sweltering	tepid	

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Range of Mood

Teacher Note

For detailed instructions on how to implement the components of this lesson, see pages 4–5.

Objective

Students will analyze words related to mood, from **bad mood** to **good mood**.

Materials

- *Vocabulary Ladders* template
- *Activity Cards*
- *Ordering Words*
- *Sentence Clues*
- *Sentence Stems*
- *Write About It!*

Additional Words

Introduce students to additional words such as *irritable*, *elated*, *blah*, and *blue* as you work through the lesson.

Answer Key

Vocabulary Ladders

Word	Definition
angry	feeling mad, or losing your temper
grouchy	showing others you are in a bad mood by acting negatively
grumpy	being irritated
composed	being calm and confident; well organized
upbeat	cheerful with a positive attitude
peppy	lively and energetic
ecstatic	a feeling of joy and delight

Ordering Words

Check that students can explain why the words are ordered the way they are.

Sentence Clues

1. When he found that someone had scratched his new car, my uncle was so (angry) that his face turned red.
2. Not getting enough sleep, or catching the flu, could make anyone (grouchy/grumpy).
3. Bree bounded toward her grandparents at the airport, (ecstatic) to see them.
4. The mood in our classroom was (upbeat/peppy) because of the party we had planned for the afternoon.
5. On the outside, Zach was (composed), but on the inside he was nervous about the spelling bee.

Sentence Stems

Check that student responses reflect the meaning of the underlined word in each sentence frame.

Write About It!

Check that responses include the new vocabulary terms used in the correct way.

Vocabulary Ladders

Directions: Match the cut out words and definitions. Then, glue them in the correct order on the ladders.

Words	Definitions

 © Shell Education

Name: _____ Date: _____

Activity Cards

Directions: Cut apart and match the words and definitions below. Then, glue them onto the *Vocabulary Ladders* activity sheet in order, from **a bad mood** to **a good mood**.

angry	lively and energetic
composed	a feeling of joy and delight
ecstatic	cheerful with a positive attitude
grouchy	being calm and confident; well organized
grumpy	feeling mad, or losing your temper
peppy	showing others you are in a bad mood by acting negatively
upbeat	being irritated

 © Shell Education

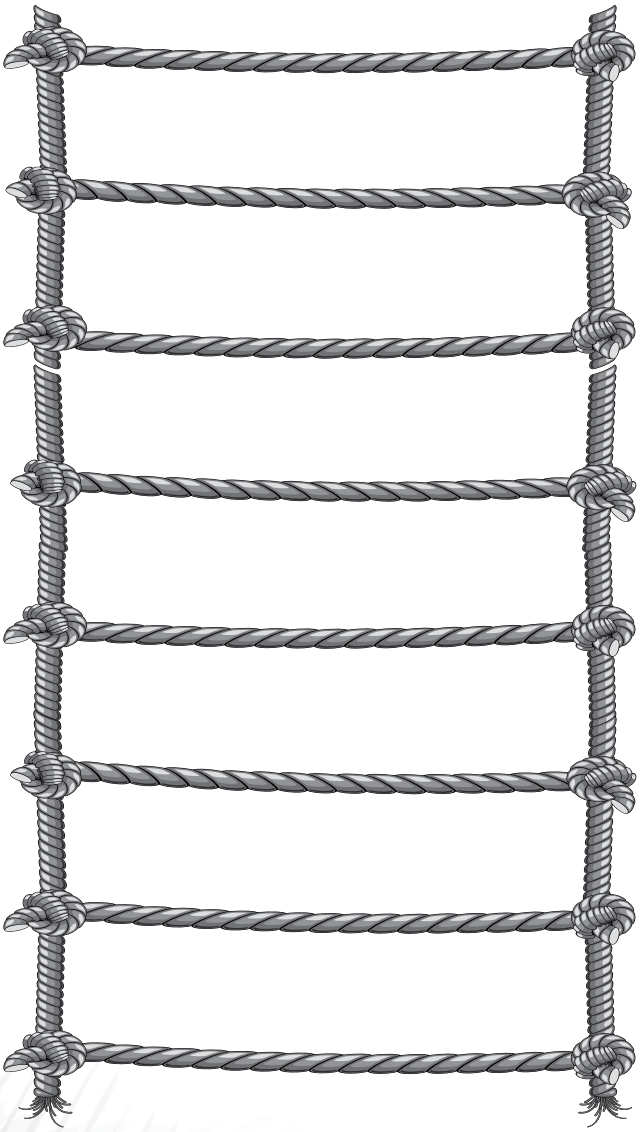
Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from **a bad mood** to **a good mood**, on the ladder. Then, explain why you put them in the order you chose.

Word Bank

angry	composed	ecstatic	grouchy
grumpy	peppy	upbeat	



Explain why you ordered the words the way you did. You may use example sentences to help explain your thinking.

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Name: _____ Date: _____

Sentence Clues

Directions: Choose the best word from the Word Bank to complete each sentence. **Note:** You may need to add or change the ending of a word to make it fit the sentence.

Word Bank

angry	composed	ecstatic	grouchy
grumpy	peppy	upbeat	

1. When he found that someone had scratched his new car, my uncle was so _____ that his face turned red.
2. Not getting enough sleep, or catching the flu, could make anyone _____.
3. Bree bounded toward her grandparents at the airport, _____ to see them.
4. The mood in our classroom was _____ because of the party we had planned for the afternoon.
5. On the outside, Zach was _____, but on the inside he was nervous about the spelling bee.

Directions: Create a fill-in-the-blank sentence on a separate sheet of paper for at least one of the words in this lesson. Use the sentences in the activity above as examples. Notice how a part of each sentence provides a clue about which word fits best. Have a partner fill in the missing word. Then, discuss why that word works best.

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Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.

1. Although the fire alarm was sounded, my teacher remained composed because _____

   _____ .

2. Three things that make me feel upbeat are _____

   _____

   _____ .

3. Two peppy people I know are _____

   _____

   _____ .

4. I can be grouchy when _____

   _____

   _____ .

5. One thing I remember getting angry about is _____

   _____

   _____ .

Name: _____ Date: _____

Write About It!

Directions: Read the prompt. Then, write a response. Underline the new vocabulary words you use in your response.

Think about an important event in your life such as a piano recital or a basketball game. Describe your moods before, during, and after the event. Explain what caused your feelings. Try to use as many of your new vocabulary words from the Word Bank as possible in your writing.

Word Bank

angry	composed	ecstatic	grouchy
grumpy	peppy	upbeat	

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Encouragement

Teacher Note

For detailed instructions on how to implement the components of this lesson, see pages 4–5.

Objective

Students will analyze words related to encouragement, from **a little** to **a lot** of.

Materials

- *Vocabulary Ladders* template
- *Activity Cards*
- *Ordering Words*
- *Sentence Clues*
- *Sentence Stems*
- *Write About It!*

Additional Words

Introduce students to additional words such as *exalt* and *cajole* as you work through the lesson.

Answer Key

Vocabulary Ladders

Word	Definition
commend	to acknowledge someone formally
praise	to give great approval or admiration
applaud	to clap for in recognition
cheer	to shout support or encouragement
root (for)	to support a contestant or team
acclaim	to honor, sometimes with cheers and applause
hail	to welcome or greet; salute

Ordering Words

Check that students can explain why the words are ordered the way they are.

Sentence Clues

1. When the show ends, the audience will (applaud/cheer) the fine performance.
2. Many book series have achieved widespread (acclaim).
3. Many military families gather to (hail/cheer) soldiers as they return home from duty in dangerous places.
4. The teacher (commended/praised) her students for being so well behaved when they had a substitute.
5. Beth is at the stadium every week, (rooting) for her favorite football team.

Sentence Stems

Check that student responses reflect the meaning of the underlined word in each sentence frame.

Write About It!

Check that responses include the new vocabulary terms used in the correct way.

Vocabulary Ladders

Directions: Match the cut out words and definitions. Then, glue them in the correct order on the ladders.

Words	Definitions

 © Shell Education

Name: _____ Date: _____

Activity Cards

Directions: Cut apart and match the words and definitions below. Then, glue them onto the *Vocabulary Ladders* activity sheet in order, from **a little encouragement** to **a lot of encouragement**.

acclaim	to welcome or greet; salute
applaud	to honor, sometimes with cheers and applause
cheer	to give great approval or admiration
commend	to shout support or encouragement
hail	to clap for in recognition
praise	to support a contestant or team
root (for)	to acknowledge someone formally

 © Shell Education

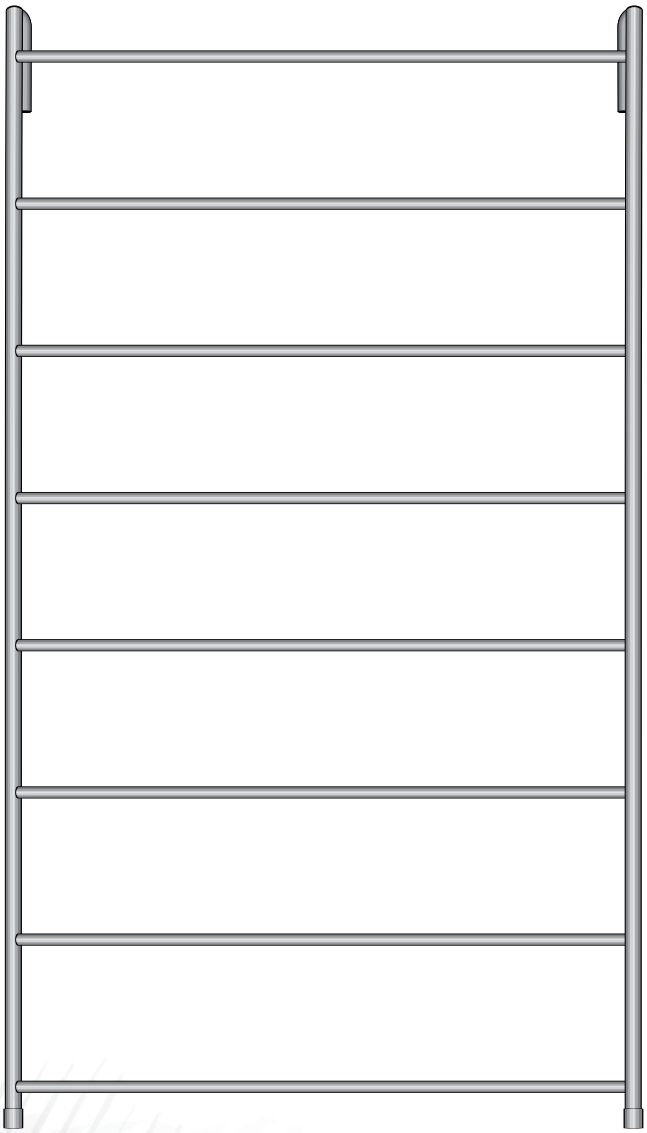
Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from a **little encouragement** to **a lot of encouragement**, on the ladder. Then, explain why you put them in the order you chose.

Word Bank

acclaim	applaud	cheer	commend
hail	praise	root (for)	



Explain why you ordered the words the way you did. You may use example sentences to help explain your thinking.

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Name: _____ Date: _____

Sentence Clues

Directions: Choose the best word from the Word Bank to complete each sentence. **Note:** You may need to add or change the ending of a word to make it fit the sentence.

Word Bank

acclaim	applaud	cheer	commend
hail	praise	root (for)	

1. When the show ends, the audience will _____ the fine performance.
2. Many book series have achieved widespread _____.
3. Many military families gather to _____ soldiers as they return home from duty in dangerous places.
4. The teacher _____ her students for being so well behaved when they had a substitute.
5. Beth is at the stadium every week, _____ for her favorite football team.

YOUR TURN!

Directions: Create a fill-in-the-blank sentence on a separate sheet of paper for at least one of the words in this lesson. Use the sentences in the activity above as examples. Notice how a part of each sentence provides a clue about which word fits best. Have a partner fill in the missing word. Then, discuss why that word works best.

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Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.

1. My favorite teams to root for are _____

   _____

   _____ .

2. Someday I would like to receive acclaim for _____

   _____

   _____ .

3. My teacher praises our class when _____

   _____

   _____ .

4. The advertisement hailed the new car because _____

   _____

   _____ .

5. A few places you might hear cheering are _____

   _____

   _____ .

Name: _____ Date: _____

Write About It!

Directions: Read the prompt. Then, write a response. Underline the new vocabulary words you use in your response.

Tell about an event where someone was there to encourage you. Describe how you felt. Try to use as many of your new vocabulary words from the Word Bank as possible in your writing.

Word Bank

acclaim	applaud	cheer	commend
hail	praise	root (for)	

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Effective Tips for Close Reading Lessons

To make the most out of close reading lessons, be sure to include the following:

1. **Text Focus**

   Throughout the lessons, keep the main focus on the text itself by examining how it is organized, the author's purpose, text evidence, and reasons why the author chose certain words or visuals.

2. **Think Alouds**

   Model close reading using teacher think alouds to help make thinking visible to students. For example, before asking students to find words to clarify, demonstrate by choosing a word from the text and showing different ways to clarify it.

3. **Cooperative Learning**

   Students' comprehension increases when they discuss the reading with others. Ask partners or groups to "turn and talk" during every step of the lesson.

4. **Scaffolding**

   Some students need extra support with comprehension or fluency. Use the suggestions on pages 123–124 that include sentence frames, ways to reread the text, props, gestures, and other ideas to reach every learner and make the lessons engaging.

5. **Metacognition/Independence**

   Name the rereading steps for students throughout the lessons. This will help them remember how to read closely when they encounter rigorous texts on their own. For example, before questioning say, "Now let's reread the text to find evidence as we ask and answer our questions."

Adapted from Lori D. Oczkus (2010)

Close Reading and Differentiation

The close reading lessons in this resource are filled with many options for scaffolding to meet the needs of all students, including English language learners and struggling readers. The lessons offer a variety of stopping points where the teacher can choose to think aloud and provide specific modeling, coaching, and feedback. Understanding your students' background knowledge and interests will help you decide whether you should read the informational texts first or grab students' interests by starting with the fictional texts. Throughout the lessons, vocabulary is addressed in a variety of creative ways that will help students who struggle to better understand the text. Sentence frames, such as *I think I will learn _____ because_____* or *I didn't get the word _____, so I _____,* provide students with a focus for their rereading tasks and discussions with peers. Creative options for rereading the texts to build fluency and comprehension give students who need more support lots of meaningful practice.

Lesson Plan Overview

Teacher Pages

The lessons have overview pages that include summaries of the themes students will focus on and and answer keys. Each lesson include two Teacher Notes charts, one for the nonfiction text and one for the fiction text. Both charts follow the same structure as below. **Note:** You will find some teacher modeling suggestions in the right hand columns of the charts. Prior to implementing the lessons, provide students with copies of the texts to mark throughout the lessons, and project larger versions of the texts for the class to see so that you can model important steps in the close-reading process. You can find digital copies of the texts at **http://www.shelleducation.com/paired-texts/**.

Lesson Steps	Purpose
Ready, Set, Predict!	In this section, students will: • skim the text • anticipate the topic • think about the author's purpose • think about text organization
Go!	In this section, students will: • read the text independently • anticipate the topic • think about the author's purpose • think about text organization • listen to the teacher read the text aloud • reread the text for various purposes • focus on various aspects of fluency
Reread to Clarify	In this section, students will: • work independently, in pairs, or in small groups to reread the text and identify words or phrases they want to clarify • use various clarifying strategies such as sounding out, studying word parts, visualizing content, and rereading
Reread to Question	In this section, students will: • work independently, in pairs, or in small groups to reread the text and ask and answer questions about the text • use text evidence to answer questions that are self-generated or asked by the teacher
Reread to Summarize and Respond	In this section, students will: • work independently, in pairs, or in small groups to reread the text and summarize the main ideas and details • evaluate the text • share text evidence to support their summaries of the text

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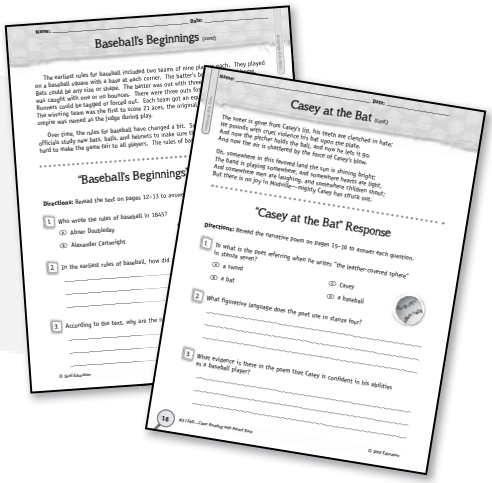
Lesson Plan Overview *(cont.)*

Student Pages

After reading each pair of fiction and nonfiction texts, the lesson plan continues with opportunities for comparing the two texts and creative follow-up options that can be conducted with the whole class, small groups, partners, or as independent work in a center.

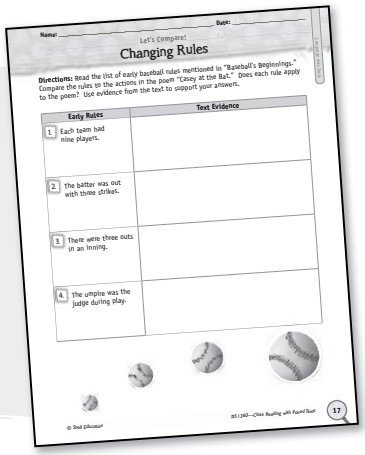
Response Pages

Each text has a follow-up activity page where students use their knowledge of the text to answer text-dependent questions.



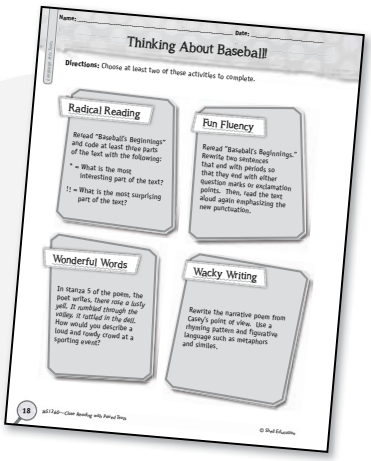
Comparing the Texts

This activity page offers creative reasons for students to reread both texts and synthesize information from both to accomplish a task. A few examples include: writing a news account, writing a poem, filling in a graphic organizer, or making a game.



All About the Content

This activity page offers four activities that students can choose from that focus on their comprehension of the paired texts. The activities have the same focus in each lesson: reading, fluency, word study, and writing.



Baseball

Theme Summary

It's one, two, three strikes you're out at the old ball game! Students will read and respond to one of the most well-known poems about baseball and read a nonfiction text about the history of America's favorite pastime. This pair of texts is sure to be a home run!

Answer Key

"Baseball's Beginnings" Response (Page 91)

1. D. the Knickerbocker Baseball Club
2. The first team to score 21 aces, or runs, won the game.
3. The rules of baseball are still changing to keep the players safe and the game fair.

"Casey at the Bat" Response (Page 94)

1. D. a baseball
2. The poet uses figurative language in stanza four when he writes, *tore the cover off the ball* and *Flynn a-hugging third*.
3. The poet uses words and phrases such as *a sneer curled Casey's lip* and *haughty grandeur* to describe Casey's confident nature.

Let's Compare! Changing Rules (Page 95)

Students' answers should include the following text from the poem:

1. *the Mudville nine*
2. *"Strike one," the umpire said. . . . and the umpire said, "Strike two." . . . the air is shattered by the force of Casey's blow . . . mighty Casey has struck out.*
3. *Cooney died at first (1), and Barrows did the same (2), mighty Casey has struck out (3)*
4. *"Strike one," the umpire said.*

Standards

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Materials

- *Baseball's Beginnings*
- *"Baseball's Beginnings" Response*
- *Casey at the Bat*
- *"Casey at the Bat" Response*
- *Let's Compare! Changing Rules*
- *Thinking About Baseball!*
- pencils
- highlighters

Comparing the Texts

After students complete the lessons for each text, have them work in pairs or in groups to reread both texts and complete the *Let's Compare! Changing Rules* activity page (page 95). Finally, students can complete the *Thinking About Baseball!* matrix (page 96). The activities allow students to work on the important literacy skills of reading, writing, vocabulary, and fluency.

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Nonfiction Text Teacher Notes

Baseball's Beginnings

	Lesson Steps	Teacher Think Alouds
Ready, Set, Predict!	• Share the title of the text with students. Ask them to use prior knowledge to quickly list what they already know about baseball. • Instruct students to turn to partners and share their lists.	"Before I begin to read a text, I stop and think of all the things I already know about the topic of the text. This helps me to better understand what I am about to read."
Go!	• Provide the text to students and display a larger version. Have them silently read the text to begin to understand the content and to box words they want to know more about. • Read the text aloud as students follow along. • Review how punctuation affects how the text is read. Then, reread the first two paragraphs aloud to students, emphasizing the punctuation.	"Do you notice how I pause for commas? Do you hear how my voice goes higher at the end of the sentence with a question mark? Do you sense the excitement in my voice when I reach an exclamation point?"
Reread to Clarify	• Ask students to reread the text in small groups to clarify. Instruct them to circle at least five words or sentences they find challenging. • Have groups discuss the tricky or confusing words and any strategies they used to clarify the words using the following: *The word/sentence _____ is tricky, so I _____* (e.g., *reread, read on*).	"The word *cadet* is tricky, so I look it up in the dictionary. It says, 'a student at a military school.' This helps me understand another tricky word, *academy*. West Point Military Academy must be a type of school."
Reread to Question	• Tell students to reread to question. Explain that good writers use evidence to support the points they make in a text. Provide students with paper. Have them draw simple baseball diamonds with four plates (home, first, second, and third). At home plate, have students write questions about the text such as *Why does the author think that Doubleday did not invent baseball?* Ask students to write three pieces of evidence from the text, one at each base, to answer the questions. • Have students respond to the question and prompts on page 91.	
Reread to Summarize and Respond	• Ask students to reread the text to summarize. Invite them to share anything new they learned about baseball from reading the text. • Have students add these items to the lists they made at the beginning of the lesson.	

Name: _____ Date: _____

Baseball's Beginnings

Take a bat, a ball, a glove, and a warm summer day. Put them all together, and you've got the great game of baseball!

But baseball hasn't always existed. Who invented the game? Who wrote the rules? As far as we know, games with sticks, balls, and bases have been played for centuries. Baseball seems to have grown naturally from these games. It wasn't invented by just one person. Many people think that it came from the two British games called rounders and cricket. As early as the 1700s, people were playing some form of these games.

People today usually think that Abner Doubleday invented baseball. It's no wonder. After Doubleday died, a man named Abner Graves claimed he saw Doubleday invent the game in 1839. He said that Doubleday made the first baseball diamond in a field in Cooperstown, New York. The trouble is that Doubleday was a cadet at West Point military academy in 1839. He was not in Cooperstown, and he didn't have time for baseball. Also, Doubleday left many journals when he died. He doesn't mention baseball in any of them. A 1911 encyclopedia article about Doubleday doesn't mention baseball, either. A man named Alexander Cartwright is the one who probably did all the things Doubleday was given credit for.

Of course, to be a real game that everyone can play in the same way wherever they go, there must be standard rules. In 1845, an amateur team in New York decided to write the rules of baseball. And that's where the rest of baseball's history begins.

In 1842, a group called the New York Knickerbockers started getting together to play baseball. They were young professionals who liked to play the game. In 1845, they formed the Knickerbocker Baseball Club and decided to write the rules for baseball. Led by Daniel L. "Doc" Adams, they wrote down the rules. This allowed everyone who played baseball to play the game in the same way.

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Name: _____ Date: _____

Baseball's Beginnings *(cont.)*

The earliest rules for baseball included two teams of nine players each. They played on a baseball square with a base at each corner. The batter's base was called home. Bats could be any size or shape. The batter was out with three strikes or if the hit ball was caught with one or no bounces. There were three outs for each side in an inning. Runners could be tagged or forced out. Each team got an equal number of turns at bat. The winning team was the first to score 21 aces, the original name for runs. Later, an umpire was named as the judge during play.

Over time, the rules for baseball have changed a bit. Safety is very important, so officials study new bats, balls, and helmets to make sure they are safe. They also work hard to make the game fair to all players. The rules of baseball are still changing today!

"Baseball's Beginnings" Response

Directions: Reread the text on pages 90–91. to answer each question.

1. Who wrote the rules of baseball in 1845?

   (A) Abner Doubleday
   (B) Alexander Cartwright
   (C) Abner Graves
   (D) the Knickerbocker Baseball Club

2. In the earliest rules of baseball, how did a team win a game?

   _____

   _____

   _____

3. According to the text, why are the rules of baseball still changing today?

   _____

   _____

   _____

Fiction Text Teacher Notes

Casey at the Bat

	Lesson Steps	Teacher Think Alouds
Ready, Set, Predict!	• Provide the text to students and display a larger version. Ask them to do an independent text walk to predict the setting and the problem of the poem. • Have partners respond to the following: *I think the setting/problem is* _____. • Invite students to glance through the format and rhyming pattern of the text.	"A narrative poem tells a story about an event and includes characters, setting, and a plot. This narrative poem has 10 stanzas, or groups of lines. I see that each stanza in this poem has four lines and an AA, BB, rhyming pattern. Knowing this will help me read and better understand the text."
Go!	• Ask students to read the text silently to begin to understand it and to mark words and phrases having to do with baseball with asterisks (*). • Read the text aloud to students. Model fluent reading.	"Now that I know the setting of the poem is a baseball game, I have a better understanding of phrases such as *drive a single* or *safe at second*."
Reread to Clarify	• Have students enjoy reading the poem with partners to clarify. Partners can take turns reading the stanzas until they get to the last stanza, which can be read together. • Ask students to circle words or phrases that help them visualize and clarify the setting. Invite them to share their circled words or phrases with partners.	"The phrase *ten thousand eyes were on him* helps me visualize how large the crowd is at the baseball game."
Reread to Question	• Discuss the use of figurative language in the poem. Have students reread the poem and highlight uses of figurative language (e.g., *metaphors*, *similes*, *personifications*). • Pair students. Ask them to create questions about their highlighted phrases using the following: *Why does the author use the phrase* _____*?* Discuss the answers as a class. • Have students respond to the question and prompts on page 94.	"My question is 'Why does the author use the phrase *Cooney died at first*?' I realize that when the poet writes *Cooney died at first*, he does not mean the player died when he reached base. He means the player was out at first base."
Reread to Summarize and Respond	• Ask students to reread the text to summarize. Tell them to write summaries of the poem using exactly 25 words. Allow students to share their summaries with partners. • Review the close reading strategies by singing the song on page 128.	

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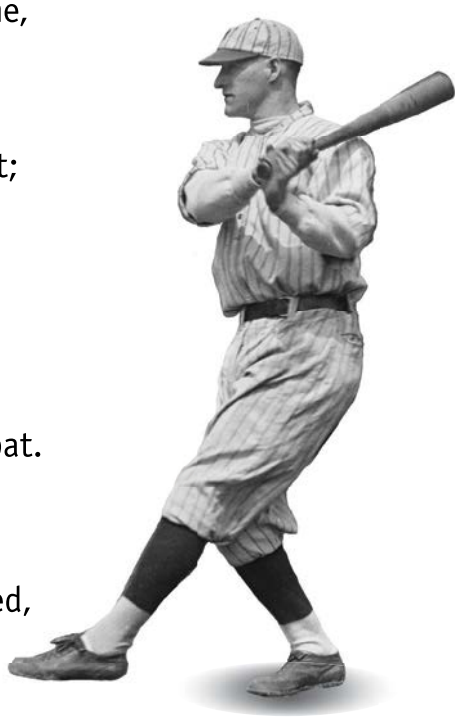
Name: _____ Date: _____

Casey at the Bat

Adapted from a piece by Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day;
The score stood four to two with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.



A straggling few got up to go in deep despair. The rest
Clung to that hope which springs eternal in the human breast;
They thought if only Casey could but get a whack at that—
We'd put up even more money now with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one," the umpire said.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

Name: _____ Date: _____

Casey at the Bat (cont.)

The sneer is gone from Casey's lip, his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville—mighty Casey has struck out.

"Casey at the Bat" Response

Directions: Reread the narrative poem on pages 93–94. to answer each question.

1. To what is the poet referring when he writes "the leather-covered sphere" in stanza seven?

   (A) a sword
   (B) a bat
   (C) Casey
   (D) a baseball

2. What figurative language does the poet use in stanza four?

   _____

   _____

   _____

3. What evidence is there in the poem that Casey is confident in his abilities as a baseball player?

   _____

   _____

   _____

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Name: _____ Date: _____

Let's Compare!

Changing Rules

Directions: Read the list of early baseball rules mentioned in "Baseball's Beginnings." Compare the rules to the actions in the poem "Casey at the Bat." Does each rule apply to the poem? Use evidence from the text to support your answers.

Early Rules	Text Evidence
1. Each team had nine players.	
2. The batter was out with three strikes.	
3. There were three outs in an inning.	
4. The umpire was the judge during play.	

Name: _____ Date: _____

Thinking About Baseball!

Directions: Choose at least two of these activities to complete.

Radical Reading

Reread "Baseball's Beginnings" and code at least three parts of the text with the following:

* = What is the most interesting part of the text?

!! = What is the most surprising part of the text?

Fun Fluency

Reread "Baseball's Beginnings." Rewrite two sentences that end with periods so that they end with either question marks or exclamation points. Then, read the text aloud again emphasizing the new punctuation.

Wonderful Words

In stanza 5 of the poem, the poet writes, *there rose a lusty yell, It rumbled through the valley, it rattled in the dell*. How would you describe a loud and rowdy crowd at a sporting event?

Wacky Writing

Rewrite the narrative poem from Casey's point of view. Use a rhyming pattern and figurative language such as metaphors and similes.

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Immigration

Theme Summary

War, famine, and harassment are some of the reasons immigrants left their homelands for America. They saw America as the land of opportunity. For many immigrants, their first sight of America was the Statue of Liberty. Students will read the sonnet that is displayed at the base of the statue and a nonfiction text about European immigration. It's time to see America through the eyes of immigrants!

Standards

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials

- *European Immigration*
- *"European Immigration" Response*
- *The New Colossus*
- *"The New Colossus" Response*
- *Let's Compare! The New Colossus*
- *Thinking About Immigration!*
- pencils
- highlighters
- index cards

Comparing the Texts

After students complete the lessons for each text, have them work in pairs or in groups to reread both texts and complete *Let's Compare! The New Colossus* activity page (page 101). Finally, students can complete the *Thinking About Immigration!* matrix (page 105). The activities allow students to work on the important literacy skills of reading, writing, vocabulary, and fluency.

Answer Key

"European Immigration" Response (Page 100)

1. D. 27 million
2. The author states that immigrants could be excluded because they were ill, insane, or had spent time in prison. They may have also been excluded if their children were excluded.
3. The author uses words such as *poor*, *horrible*, and *dim* to describe the working conditions for immigrants.

"The New Colossus" Response (Page 103)

1. B. Mother of Exiles
2. The poet describes immigrants as *tired*, *poor*, *homeless*, and *yearning to breathe free*.
3. The poet describes the Statue of Liberty as a *mighty woman*.

Let's Compare! The New Colossus (Page 104)

Students' text additions should explain the life of immigrants in America.

Nonfiction Text Teacher Notes

European Immigration

	Lesson Steps	Teacher Think Alouds
Ready, Set, Predict!	• Provide the text to students and display a larger version. Read the title aloud. • Encourage partners to do quick and quiet text walks and predict how much they know about the topic using the following: *I think my knowledge of this particular topic is _____ because _____.*	"When I skim the text, I look for words I understand and words I don't understand. This helps me determine how much I may know about the topic. For example, I see the word *excluded*. I know that it means 'left out,' so I can tell that something or someone will be left out."
Go!	• Ask students to read the text silently to begin to understand the text and to highlight words they think are interesting. • Read the text aloud as students follow along. Model fluent reading. • Instruct students to reread the text and underline the parts that explain what life was like for immigrants in America.	"Underlining specific parts of the text helps me focus my attention on specific areas and gives me a better understanding of text as a whole. I am going to underline the part that says *Starting a new was hard*. This will help me focus on what was hard or challenging for immigrants."
Reread to Clarify	• Have small groups reread the text to clarify. Ask each group to circle one part of the text that they found confusing and would like to clarify. • Tell groups to discuss the parts they circled using the following: *The part where _____ is confusing, so we _____.*	
Reread to Question	• Pair students. Provide each pair with an index card. Ask partners to reread the text to question. Have them write questions that can be answered using the text. • Group students. Tell them to exchange questions and answer the questions they receive. Students must mark where they find the answers in the text with exclamation points. • Have students respond to the question and prompts on page 100.	"The part where the author writes about *tenements* is confusing, so we read on and learn that tenements are *run-down buildings*."
Reread to Summarize and Respond	• Ask students to reread the text to summarize. Tell them to underline the most important sentence in each paragraph. • Invite students to share the sentences they underlined with partners.	

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Name: _____ Date: _____

European Immigration

Adapted from a piece by Debra J. Housel

Life was rough for many people living in Europe during the late 1800s and early 1900s. The environment was overcrowded and poor; desperate people couldn't find jobs. Some people were harassed because of their beliefs. Wars were ruining lives and land. So, millions of people left Europe. Many people sold all they owned to buy ship tickets. Then, they immigrated to the United States.

About 27 million immigrants arrived in America between 1870 and 1916. Most came from Europe. These people thought that they would have better lives. This was not always the case.

Immigrants came on ships to Ellis Island. It's near the Statue of Liberty in New York Harbor. There, people had to pass medical tests. Inspectors rejected those who were ill, insane, or had been in prison. Most people spent about four hours in the station.

About two percent of the people were excluded. This meant that they could not enter the country. They had to get on ships and go back to where they came from. If a child was excluded, at least one parent had to leave, too. In this way, some families were split up. They sometimes never saw one another again.

Starting a new life was hard. Most immigrants lived in tenements. Greedy landlords owned these run-down buildings. The buildings lacked fresh air and sunlight. Up to 32 families might be crammed into each building. About 4,000 immigrants lived on each city block.

Finding work was easy. But, the pay was poor and the working conditions were horrible. Factory owners set up sweatshops. These dimly lit buildings had no windows. Sometimes, workers could not speak or use the bathroom. They were not given breaks. Most of the workers were women and children. But, they did not dare to complain. If they did not work, they had no money. They would go hungry.

Many immigrants arrived without a cent. The sweatshop owners exploited them. Business owners paid male immigrants less than other workers. Female immigrants earned even less.

Outside of the sweatshops, whole families worked in their apartments. They did piecework for pennies. Piecework included sewing seams or stitching small items together. The immigrants were paid for every piece they completed. They barely made enough to get by.

Name: _____ Date: _____

"European Immigration" Response

Directions: Reread the text on page 99 to answer each question.

1. About how many immigrants arrived in America between 1870 and 1916?

   (A) 4,000
   (B) 27,000
   (C) 32 million
   (D) 27 million

2. What specific information does the author include about why immigrants were excluded from the country?

   _____
   _____
   _____
   _____

3. How does the author describe what working in a factory was like for immigrants?

   _____
   _____
   _____
   _____

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Fiction Text Teacher Notes

The New Colossus

	Lesson Steps	Teacher Think Alouds
Ready, Set, Predict!	• Provide the text to students and display a larger version. Read the title aloud. Then, review the two images on the page. Compare and contrast the two images as a class.	"I scan a page before I begin to read. I look for text features or images that will help me understand what I am about to read. Here I see the Statue of Liberty, so I think this text will be about America."
Go!	• Ask students to read the text independently and use highlighters to highlight words or ideas they want to know more about. • Read the text aloud to students. Model fluent reading. • Discuss how to read the poem fluently to help convey meaning and interest. Model how to read with rhythm.	
Reread to Clarify	• Tell students to reread the text with partners to clarify. Ask them to circle at least two words or phrases they want to clarify. • Invite students to discuss their circled words and phrases using the following: *I don't understand the word/phrase* _____, *so I* _____.	"I don't understand the word *astride*, so I read on. The phrase *from land to land* and the image on the page helps me figure out the word. I see that the statue the poet is talking about has his legs stretched far apart with one leg on each side of the land.
Reread to Question	• Tell students to reread to question. Ask, "Who is speaking in the poem?" Have them keep this question in mind as they read. • Discuss pronouns and punctuation that will help them identify who is speaking and when. Have students identify words in the poem that show the different speakers. Instruct partners to take turns asking one another who is talking in each line. • Have students respond to the question and prompts on page 103.	"In the sixth line of the poem, the poet uses the word *her*. Then, later on she uses quotations. In the quotations, the poet uses the word *me*. This tells me that two different people are speaking."
Reread to Summarize and Respond	• Ask partners to reread the text to summarize. Have them rewrite the poem in their own words. Challenge students to use a rhyming pattern. • Review the close reading strategies by singing the song on page 128.	

Name: _____ Date: _____

The New Colossus

By Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

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Name: _____ Date: _____

"The New Colossus" Response

Directions: Reread the poem on page 102 to answer each question.

1. What name does the poet give the Statue of Liberty?

   (A) the brazen giant
   (B) Mother of Exiles
   (C) the golden door
   (D) a mighty woman

2. How does the poet describe immigrants?

   _____
   _____
   _____
   _____
   _____

3. How does the poet describe the Statue of Liberty?

   _____
   _____
   _____
   _____

Name: _____ Date: _____

Let's Compare!

The New Colossus

Directions: Reread both texts. Use the information from "European Immigration" to help you add to "The New Colossus" poem. Write more lines at the end of the poem that explain the life of immigrants in America.

_____

_____

_____

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Name: _____ Date: _____

Thinking About Immigration!

Directions: Choose at least two of these activities to complete.

Radical Reading

Reread the paragraphs in "European Immigration" and underline the most important sentence in each one. Then, write one or two words in the margin that summarize each paragraph.

Fun Fluency

Find a partner. Have one person practice reading the first four paragraphs of "European Immigration." Have the other person practice reading the last four paragraphs. Then, read your paragraphs out loud to each other. Remember to speak slowly and clearly and to pause between paragraphs.

Wonderful Words

The words *immigrate* and *emigrate* are often confused. *Immigrate* means "into" and *emigrate* means "out of." Discuss the difference between these two words with a partner.

Wacky Writing

Imagine you are an immigrant who just arrived in America. Your first sight is the Statue of Liberty. Write a postcard to a friend back in your homeland. Describe the statue and how you feel upon seeing it for the first time. What does the statue mean to you as an immigrant?

Interdependence of Organisms

Theme Summary

A worm eats a leaf. A bird eats the worm. A cat eats the bird. And so on and so on. Energy is passed from one organism to another. This is what some refer to as the circle of life. It is also known as the interdependence of living things. In this pair of texts, students explore the world of predators and prey.

Answer Key

"Predator or Prey?" Response (Page 109)

1. D. all of the above
2. Camouflage supports the authors' main point that predators and prey need each other to keep an ecosystem in balance because camouflage is one way animals are successful as both predators and prey. Prey can hide, and predators can go unnoticed.
3. Both animals rely on speed. Predators use it to catch prey, and prey use it to get away from predators.

"A Bird, came down the Walk" Response (Page 112)

1. C. an angle worm
2. Answers may include: The author describes the bird's eyes as *frightened beads* that are glancing around rapidly. The bird is being *cautious* because he senses *danger*.
3. Answers may include: The bird flies away when the author offers it a crumb. The author describes the bird flying as if it is rowing away or swimming without splashing.

Let's Compare! Circle of Life (Page 113)

Students' survival guides will vary but should include facts for how birds can survive.

Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Know the organization of simple food chains and food webs.

Materials

- *Predator or Prey?*
- *"Predator or Prey?" Response*
- *A Bird, came down the Walk*
- *"A Bird, came down the Walk" Response*
- *Let's Compare! Circle of Life*
- *Thinking About Interdependence!*
- pencils
- highlighters
- colored pencils
- white paper

Comparing the Texts

After students complete the lessons for each text, have them work in pairs or in groups to reread both texts and complete the *Let's Compare! Circle of Life* activity page (page 113). Finally, students can complete the *Thinking About Interdependence!* matrix (page 114). The activities allow students to work on the important literacy skills of reading, writing, vocabulary, and fluency.

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Nonfiction Text Teacher Notes

Predator or Prey?

	Lesson Steps	Teacher Think Alouds
Ready, Set, Predict!	• Provide the text to students and display a larger version. Have them briefly skim the text. • Ask partners to predict the authors' audience using the following: *I think the authors wrote this for* _____ *because* _____.	"Thinking about the authors' audience can help me figure out the authors' purpose for writing it and can also help me better understand the text."
Go!	• Have students read the text independently to begin to understand it and to circle words they find interesting. • Read the text aloud to students. Have them underline text that points to the authors' audience and purpose for writing.	
Reread to Clarify	• Instruct partners to reread the text to clarify. Ask them to highlight words they want to clarify. • Have partners discuss with other pairs strategies they use to clarify the words (e.g., *sounding out, rereading*). Have these small groups work together to clarify their highlighted words.	"One strategy you can use is to break the word into parts. I have trouble with the word *ecosystem*, so I break the word into two parts, *eco* and *system*. I know that *eco* means 'habitat' or 'environment.' And, I know that *system* means 'a group of things that work together.' I put the two together and am able to understand the word."
Reread to Question	• Tell partners to reread the text to question. Ask them to number the ways in which animals are successful predators and prey in the margins. • List the three ways (*camouflage*, *speed*, and *senses*) on the board. Have students mark sentences that support these ways with asterisks (*) and then create questions about them. Ask partners to quiz one another about predators and prey. • Have students respond to the question and prompts on page 109.	"Authors use evidence to support the points they make in a text. For example, I see *camouflage* mentioned in the second paragraph. I am going to place an asterisk by the line *They use color or physical features to do this* because it tells me how the animals use camouflage."
Reread to Summarize and Respond	• Tell students to reread the text to summarize. Distribute paper to students. Have them draw Venn diagrams, labeling one side *Predator* and the other side *Prey*. Have them fill in their diagrams with information from the text. • Invite students to share their Venn diagrams with partners.	

Name: _____ Date: _____

Predator or Prey?

Adapted from a piece by Jack L. Roberts and Tyler Shook

Predators are animals that hunt, kill, and eat other animals. The hunted animals are called prey. Predators and prey work together to keep an ecosystem in balance. Predators who eat too much prey may run out of food. Predators and prey need each other to survive over time. There are many ways that animals try to be successful as predators or as prey.

Camouflage is how animals blend in with what is around them. They use color or physical features to do this. Their skin, fur, or feathers can blend in so that they can hide. Predators and prey use camouflage. They want to be able to move around without being noticed.

Both predators and prey use their speed. Predators use speed to catch their prey. Prey also use speed to get away from predators.

Some animals have a strong sense of sight, smell, or hearing. This helps them to hunt or to keep from being eaten. They can see, hear, or smell a predator (or prey) that is far away.

All animals must eat to stay alive. Some animals rely on other animals as food. The ways that animals hunt or escape are very important. This is what keeps different species alive!

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Name: _____ Date: _____

"Predator or Prey?" Response

Directions: Reread the text on page 108 to answer each question.

1. Why do predators and prey have to work together?

   (A) They need each other to survive.
   (B) so they don't run out of food
   (C) to keep an ecosystem in balance
   (D) all of the above

2. How does the section on camouflage support the authors' main point?

   _____
   _____
   _____
   _____
   _____

3. Which animals rely on speed, predators or prey? Explain your answer using evidence from the text.

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

Fiction Text Teacher Notes

A Bird, came down the Walk

	Lesson Steps	Teacher Think Alouds
Ready, Set, Predict!	• Provide students with the poem and display a larger version. Read the title aloud. • Ask partners to predict the author's purpose for writing the poem using the following: *I think the author wrote this poem to* (e.g., *inform, entertain, persuade*) _____ *because* _____.	"Before I read a poem, I think about the author's purpose for writing it. Did the author write it to entertain, to persuade, or to inform the reader about a topic? Understanding the author's purpose helps me better understand the poem."
Go!	• Have students read the text independently to get the gist of what the text is about and to circle words that are challenging. • Read the poem aloud to students. • Discuss whether students' ideas about the author's purpose have been confirmed, changed, or made clearer now that they have heard the poem in its entirety. • Tell partners to work together to adjust their previous responses, if necessary.	
Reread to Clarify	• Ask students to reread the poem independently to clarify. Tell them to circle words or phrases they want to clarify. • Draw students' attention to the line, *plashless as they swim*. Divide the class into small groups and have them discuss what the line means. • Invite groups to clarify other words and phrases students circled.	"I don't know the meaning of the word *plashless*. I know the suffix *-less* means 'without.' I look up *plash* in the dictionary. It means 'to break the surface of the water' just like the word *splash*. Now, I understand that the author used the word *plashless* to say 'without splashing.'"
Reread to Question	• Keep students in their groups to reread to question. Ask them to reread the poem and look for the answer to this question: *How does the author compare the sky to the ocean?* • Have students respond to the question and prompts on page 112.	"By rereading to question, I am able to look for specific evidence in the poem. This helps me gain a deeper understanding of the poem."
Reread to Summarize and Respond	• Tell students to reread to summarize. Provide white paper to partners. Have them draw pictures to sequence the events that happen in the poem. • Invite volunteers to share their drawings with the class.	

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Name: _____ Date: _____

A Bird, came down the Walk

Adapted from a piece by Emily Dickinson

A Bird, came down the Walk—
He did not know I saw—
He bit an Angle Worm in halves
And ate the fellow, raw,

And then, he drank a Dew
From a convenient Grass—
And then hopped sidewise to the Wall
To let a Beetle pass—

He glanced with rapid eyes,
That hurried all abroad—
They looked like frightened Beads, I thought,
He stirred his Velvet Head.—

Like one in danger, Cautious,
I offered him a Crumb,
And he unrolled his feathers,
And rowed him softer Home—

Than Oars divide the Ocean,
Too silver for a seam,
Or Butterflies, off Banks of Noon,
Leap, plashless as they swim.

Name: _____ Date: _____

"A Bird, came down the Walk" Response

Directions: Reread the poem on page 111 to answer each question.

1. What does the author see the bird eat raw?

   (A) grass
   (B) a beetle
   (C) an angle worm
   (D) butterflies

2. Why does the author say the bird's eyes looked like *frightened beads*? Why would the bird be frightened?

   _____
   _____
   _____
   _____
   _____

3. What does the bird do when the author offers it a crumb? How does the author describe this?

   _____
   _____
   _____
   _____
   _____

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Name: _____ Date: _____

Let's Compare!

Circle of Life

Directions: Use what you learned from both texts to create a survival guide for a bird. Use text and illustrations in your survival guide.

Name: _____ Date: _____

Thinking About Interdependence!

Directions: Choose at least two of these activities to complete.

Radical Reading

Reread "Predator or Prey?" Highlight five of the words you think would be good in a glossary. Then, create a glossary for this piece of text. Write the words you highlighted in alphabetical order and add definitions.

Fun Fluency

Practice reading the poem, "A Bird, came down the Walk" with a partner. Read every other stanza of the poem with your partner. Practice until the poem sounds seamless. Recite the poem for family and friends.

Wonderful Words

Some animals are predators. Some animals are prey. Some animals are both! Fold a sheet of paper into thirds. Label the first section *Predator*, the second section *Prey*, and the third section *Both*. Set a timer for five minutes. List all the animals you can think of for each of the three sections.

Wacky Writing

Rewrite the poem from the bird's point of view. How does the bird view the human? What is the bird thinking? Share your poem with a partner.

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H1211333711
hand2mind.com
hand2mind®, Inc., Vernon Hills, Illinois
Printed in the United States of America.