

# Unit 11

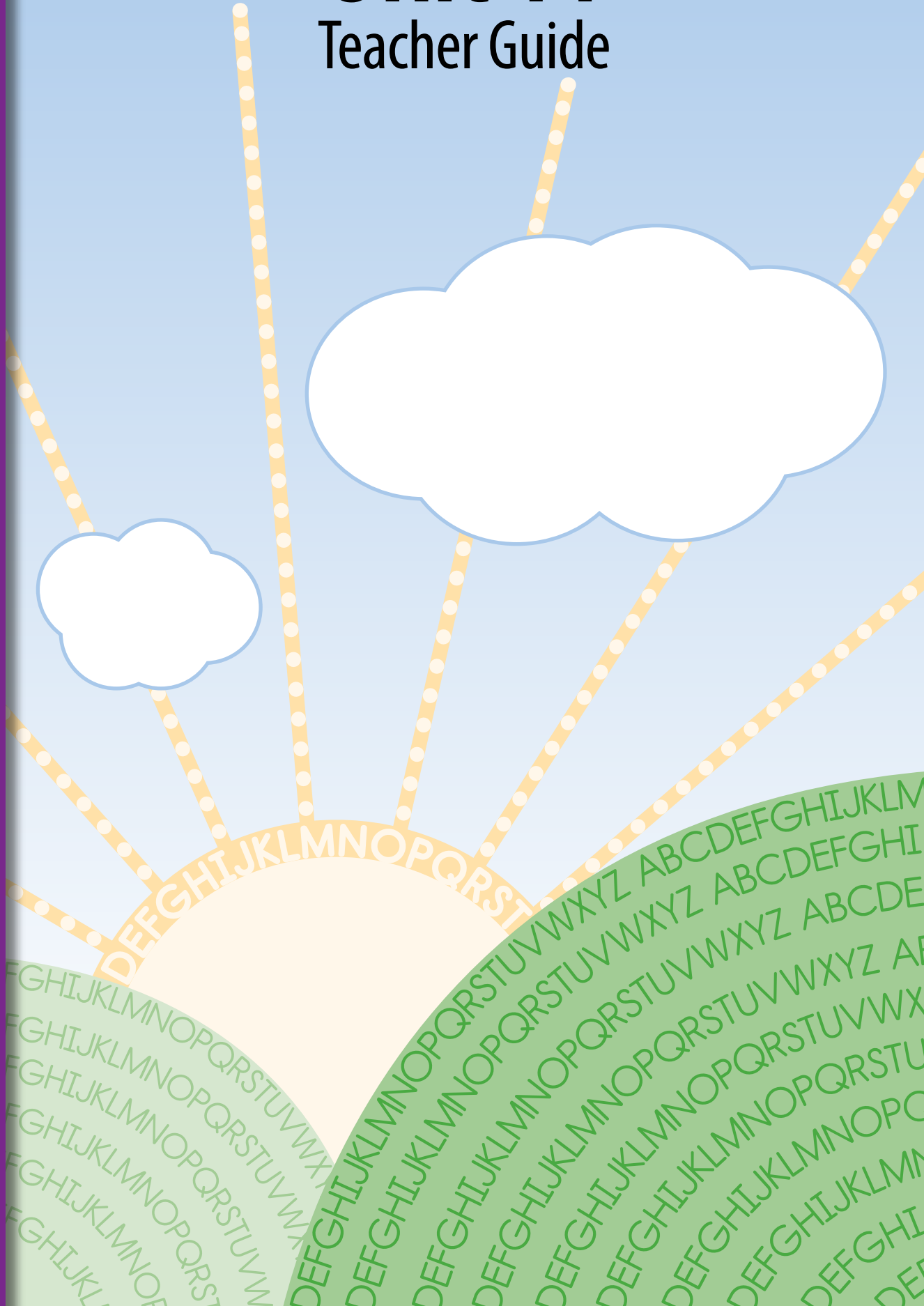
## Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 3







# Unit 11

## Teacher Guide

Skills Strand

**GRADE 3**

Core Knowledge Language Arts®



Core Knowledge®

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# Alignment Chart for Unit 11

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

## Lesson

### Alignment Chart for Unit 11

|  |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|---|----|
| <b>Reading Standards for Informational Text: Grade 3</b> |   |   |   |   |   |   |   |   |   |   |    |
| <b>STD RI.3.1</b>  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   |   |   |   |   |   |   |   |   |   |    |
| <b>CKLA Goal(s)</b>                                      | Ask and answer questions to demonstrate understanding of a nonfiction/informational text read independently, referring explicitly to the text as the basis for the answers  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |    |
|  | Ask and answer questions (e.g., <i>who, what, where, when, why, how</i> ), orally or in writing, requiring literal recall and understanding of the details of a nonfiction/informational text read independently by explicitly referring to the text  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |    |
|  | Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is read independently in a nonfiction/informational text, by explicitly referring to the text, including asking and answering <i>why</i> questions that require recognizing or inferring cause/effect relationships |   |   |   | ✓ |   |   |   |   |   | ✓  |
| <b>STD RI.3.2</b>  | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |   |   |   |   |   |   |   |   |   |    |
| <b>CKLA Goal(s)</b>                                      | Determine the main idea of a nonfiction/informational text read independently; recount the key details and explain how they support the main idea   | ✓ |   |   |   | ✓ |   |   | ✓ | ✓ |    |
| <b>Craft and Structure</b>                               |   |   |   |   |   |   |   |   |   |   |    |
| <b>STD RI.3.4</b>  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.  |   |   |   |   |   |   |   |   |   |    |
| <b>CKLA Goal(s)</b>                                      | Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational text read independently relevant to a Grade 3 topic or subject area   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |    |

Lesson


Alignment Chart for Unit 11

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

**Integration of Knowledge and Ideas**


|                     |   |   |   |   |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|---|---|---|---|
| <b>STD RI.3.7</b>   | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., <i>where, when, why, and how</i> key events occur).                 |   |   |   |   |   |   |   |   |   |
| <b>CKLA Goal(s)</b> | Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational text read independently (e.g., <i>where, when, why, and how</i> key events occur) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                     | Use images (e.g., maps, photographs) accompanying a nonfiction/informational text read independently to check and support understanding   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Range of Reading and Level of Text Complexity**


|                     |   |  |  |  |  |  |  |  |  |  |
|---------------------|---|--|--|--|--|--|--|--|--|--|
| <b>STD RI.3.10</b>  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently. |  |  |  |  |  |  |  |  |  |
| <b>CKLA Goal(s)</b> | By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band independently and proficiently         |  |  |  |  |  |  |  |  |  |

**Reading Standards for Foundational Skills: Grade 3**

**Phonics and Word Recognition**

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

**Fluency**

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



Lesson

Alignment Chart for Unit 11

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

Speaking and Listening Standards: Grade 3

Comprehension and Collaboration

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


Language Standards: Grade 3


Conventions of Standard English

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

**Lesson**

**Alignment Chart for Unit 11**

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

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

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

# Introduction to Unit 11

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The content of Unit 11 focuses on ecology. This unit will build upon what students have learned in earlier grades about animal habitats and taking care of the earth. Students will learn about food chains, the balance of nature, changes to the environment, and protecting the environment. Students will also read a biography of John Muir.

During this unit's **spelling** exercises, students will review words with /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh' for Lessons 1–5. For Lessons 6–10, students will review words with /oi/, /ou/, and /aw/. Challenge Words and Content Words will continue. Students will also write two dictated sentences on the assessment.

Students will also continue to practice **dictionary** skills. During the course of the year, students should have become proficient in interpreting the different pieces of information found in a dictionary entry, such as pronunciation, part of speech, and various meanings. In this unit, students will apply what they already know about finding words in the dictionary. Additionally, students will focus on word meanings and parts of speech found in dictionary entries.

In **grammar**, students will practice subject and object pronouns and comparative and superlative adjectives and adverbs.

During the **morphology** portion of the lessons, students will review the prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*. Students will review how prefixes change the meaning of root words and how adding prefixes can change the part of speech of that word. Students will have opportunities for application of the changed meaning of words during Workbook practice.

## Unit Overview

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### Schedule

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Here is an overview of the Unit 11 schedule. Please see the *Tell It Again! Read-Aloud Anthology for Ecology* for the corresponding Listening & Learning schedule.

| Week One |   |                         |   |  |  |
|----------|---|-------------------------|---|--|--|
| Min.     | Day 1 (Lesson 1)  | Day 2 (Lesson 2)        | Day 3 (Lesson 3)  | Day 4 (Lesson 4)   | Day 5 (Lesson 5)   |
| 25       | Chapter 1 “Living Things and Their Habitats”                          | End-of-Year Assessment  | End-of-Year Assessment  | End-of-Year Assessment   | Spelling Assessment: /aw/ Spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’ |
| 25       | Spelling: Introduce /aw/ Spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’ |                         | Chapter 3 “Producers, Consumers, and Decomposers”   | Chapter 4 “The Balance of Nature”                                    | Chapter 5 “Natural Changes to the Environment”                         |
| 15       | None due to extended time introducing the Reader and spelling         | Chapter 2 “Food Chains” | Morphology: Review Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>multi-</i> , <i>over-</i> , <i>mid-</i> , and <i>under-</i> | Grammar: Practice Subject and Object Pronouns                        | Grammar: Practice Subject and Object Pronouns                          |
| 15       |   |                         | Spelling: Practice /aw/ Spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’  | Spelling: Practice /aw/ Spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’ | Spelling: Practice Dictionary Skills                                   |

| Week Two |  |  |   |   |   |
|----------|--|--|---|---|---|
| Min.     | Day 6 (Lesson 6)                             | Day 7 (Lesson 7)   | Day 8 (Lesson 8)  | Day 9 (Lesson 9)  | Day 10 (Lesson 10)                            |
| 25       | Chapter 6 “Human Changes to the Environment” | Chapter 7 “Environmental Damage Caused by Humans”                    | Chapter 8 “Protecting the Environment”  | Chapter 9 “John Muir”   | Spelling Assessment: /oi/, /ou/, and /aw/     |
| 25       | Spelling: Review /oi/, /ou/, and /aw/        | Grammar: Practice Comparative and Superlative Adjectives and Adverbs | Morphology: Review Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>multi-</i> , <i>over-</i> , <i>mid-</i> , and <i>under-</i> | Grammar: Write a Letter   | Remediation and Enrichment; Chapter of Choice |
| 15       | Extension                                    | Extension  | Grammar: Practice Comparative and Superlative Adjectives and Adverbs  | Morphology: Review Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>multi-</i> , <i>over-</i> , <i>mid-</i> , and <i>under-</i> | Grammar: Review                               |
| 15       |  |  | Spelling: Practice /oi/, /ou/, and /aw/   | Spelling: Practice /oi/, /ou/, and /aw/   | Spelling: Practice Dictionary Skills          |

## End-of-Year Assessment

In this unit, an End-of-Year (EOY) Assessment is provided during the first week on Day 2, Day 3, and Day 4. There are three main group components of the assessment: a written assessment of silent reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components, the oral reading of words in isolation and the fluency assessments, are optional and administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed in one 50-minute block of time and will be administered on Day 2. This should approximate the extended end-of-year assessments that Grade 3 students may take. There are three passages for students to read and 10 questions after each passage for students to answer.

Students should remain seated and be encouraged to work diligently throughout the time allotted for the assessment. You should circulate throughout the room, giving encouragement to students; you should not, however, provide any assistance in reading or explaining any part of the assessment. If students ask for help, simply say in a kind and encouraging voice, “I just want you to do your very best. If you can’t figure something out, then come back to it later.”

The grammar and morphology assessments are meant to be completed during two 30-minute blocks of time on Day 3 and Day 4. Students should again be encouraged to do their very best work and remain seated while all classmates finish.

One optional, oral portion of the End-of-Year Assessment evaluates skills in reading words in isolation. Students will be asked to read words one-on-one as you mark their pronunciation on Worksheet 3.6. Explicit directions for the administration of this assessment are included in Lesson 3 of this Teacher Guide.

The optional fluency assessment is to be administered to students whose progress in fluency needs to be monitored. The procedure established in previous units is to be followed. Instructions for the administration of this assessment are included in Lesson 3 of this Teacher Guide.

After administering the End-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 3 End-of-Year Assessment Summary (Worksheet 2.2), found in each individual student’s Skills Workbook. This summary should be passed on, along with the completed assessments, to students’ teachers for the following school year. If reading folders are kept for each student, this would be an ideal place to file the assessment and EOY Assessment Summary.

## Spelling

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In the first week of this unit, students will review the sound of /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’. In the second week of this unit, students will review the sounds of /oi/, /ou/, and /aw/. There will be follow-up classroom spelling activities each week.

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

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

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

## Grammar

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Grammar continues with a review and expansion of skills introduced in Grades 2 and 3. Students will practice subject and object pronouns and comparative and superlative adjectives and adverbs. Students will also write a letter.

Due to the End-of-Year Assessment, students will have two grammar lessons during Week 1 and two large blocks of grammar instruction and two follow-up lessons during Week 2.

Students will enjoy playing a version of Match Me if You Can to practice grammar concepts already taught. In Lesson 10, students will match a sentence that includes capitalization, punctuation, and/or subject-verb agreement with the words *correct* or *incorrect* on the game board. You will need dice and some kind of game markers or game pieces for students to use as they play this popular game to review morphology. Student pairs will only need one die per pair. Buttons, lima beans, coins, or other small objects may be used as game pieces.

## Morphology

---

Throughout Grade 3, students have studied word parts, such as prefixes, suffixes, and root words during the morphology portion of the lessons. In this unit, students will review the common prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*. In addition, students will play Frisky Beavers to reinforce knowledge of prefixes. You will need dice and some kind of game markers or game pieces for students to use as they play this popular game to review morphology. Student pairs will only need one die per pair. Buttons, lima beans, coins, or other small objects may be used as game pieces. Students have done sufficient word work to be able to apply what they have learned as they encounter unfamiliar words in text and content.

## Extension

---

During the second week of the unit, we have included a total of two 30-minute periods for extension activities. Depending on the needs of your students, please choose from the following activities:

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

In Lessons 6 and 7, extension options have been provided for you to choose from during that time.

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

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

Reader’s Chair is a way for students to practice reading with fluency and expression (prosody). Place a copy of the sign-up sheet, found in the Teacher Resources section at the back of this Teacher Guide, in

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

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

### ***Reader: Introduction to Ecology***

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The nonfiction Reader for Unit 11, entitled *Introduction to Ecology*, consists of selections that will further students’ understanding of habitats and ecosystems, the environment, and food chains. Aspects of ecosystems and the balance of nature are explained as well as producers, consumers, and decomposers in food chains. In addition, how the environment changes both naturally and as a result of human actions is described. Later chapters focus on protecting and preserving the environment and important natural resources. A biography of John Muir is also included.

In this unit, students will focus on two academic vocabulary terms: *decide* and *recommend*. By academic vocabulary, we mean words that support reading comprehension and may appear across a variety



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

- We define *decide* to mean to determine or find out.
- To *recommend* means to suggest as being good.

We encourage you to use both of these words throughout the day so that students may be exposed to them multiple times.

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

## Fluency

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

students. These are some ideas but you will want to make guidelines that work for your students:

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

### Vocabulary Cards

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

### Skills Workbook

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

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

### Student Performance Task Assessments

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

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

## **Pausing Point**

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There is no Pausing Point for this unit except the take-home copy of the glossary.

## **Teacher Resources**

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

## ***Assessment and Remediation Guide***

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

# Lesson 1

## Spelling

### ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Living Things and Their Habitats” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Living Things and Their Habitats” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Living Things and Their Habitats”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to living things and their habitats in “Living Things and Their Habitats” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Living Things and Their Habitats” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Living Things and Their Habitats” to check and support understanding (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Make predictions prior to reading “Living Things and Their Habitats” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use conventional spelling for words with the sound /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’ (L.3.2f)

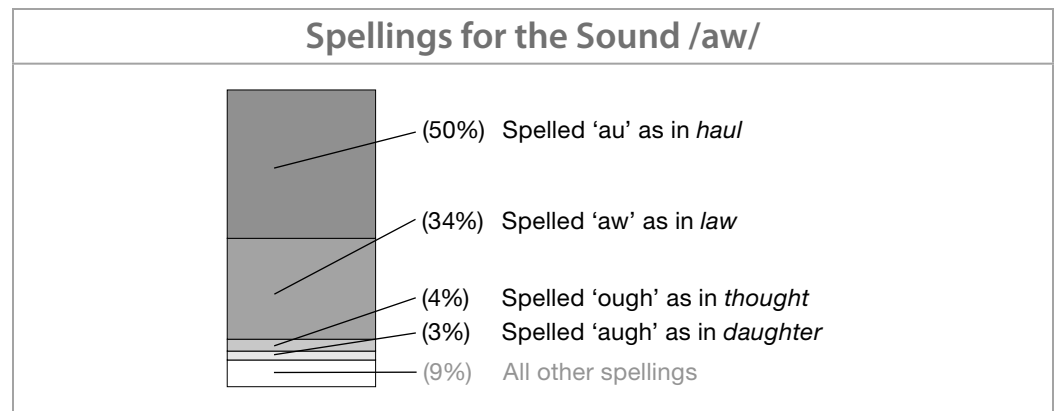
| <i>At a Glance</i>        | <b>Exercise</b>   | <b>Materials</b>   | <b>Minutes</b> |
|---------------------------|---|--|----------------|
| <b>Reading Time</b>       | <b>Whole Group: “Living Things and Their Habitats”</b>  | <i>Introduction to Ecology</i> ; Vocabulary Cards; Worksheet 1.1; pens | 50             |
| <b>Spelling</b>           | <b>Introduce Spelling Words</b>   | board; Individual Code Chart; Worksheet 1.2                            | 30             |
| <b>Take-Home Material</b> | <b>Family Letter; “Living Things and Their Habitats”; Glossary for <i>Introduction to Ecology</i></b> | Worksheets 1.2, 1.3, PP1   | *              |

### Advance Preparation

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

| 'au' > /aw/ | 'aw' > /aw/ | 'al' > /aw/ | 'ough' > /aw/ | 'augh' > /aw/ |
|-------------|-------------|-------------|---------------|---------------|
|             |             |             |               |               |
|             |             |             |               |               |
|             |             |             |               |               |
|             |             |             |               |               |
|             |             |             |               |               |

During this week, students will review spellings of /aw/ spelled 'aw', 'au', 'al', 'ough', and 'augh'. Students should be familiar with these spellings as they were reviewed in Grade 2.



Here are some patterns for you to be aware of:

- The /aw/ sound is very similar to the sound /o/ and in some regions speakers do not distinguish between these two sounds.
- The spelling **'au'** is slightly more common than **'aw'** but **'aw'** was chosen as the basic code spelling because it is significantly more common in one-syllable words.
- **'aw'** is used frequently at the end of a word or syllable (*withdraw*, *lawyer*); **'au'** is not.
- **'al'** is used frequently in words ending with 'all' (*ball*, *fall*, *recall*). Although less common, **'al'** is used at the beginning of words (*almost*, *already*) and in the middle of words (*bald*). It is not to be confused with the suffix *-al* which has the sound /ə/ + /l/.
- **'ough'** and **'augh'** are found primarily before a 't' (*brought*, *daughter*).

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

- We define *decide* to mean to determine or find out.
- To *recommend* means to suggest as being good.

We encourage you to use both of these words throughout the day so that students may be exposed to them multiple times.

## Reading Time

50 minutes

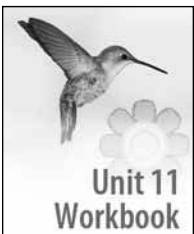
### Whole Group: "Living Things and Their Habitats"

#### Introducing the Reader

- Make sure that each student has a copy of the Reader, *Introduction to Ecology*.
- Tell students that this Reader is nonfiction.
- Remind students that nonfiction books are organized around one topic and ideas around that topic and that the authors of nonfiction books are trying to teach something.
- Also, remind students that nonfiction books contain facts.
- Have students turn to the Table of Contents.
- Read several chapter titles from the Table of Contents aloud to students.
- Give students a few moments to flip through the Reader and comment on the images they see.



Chapter 1



Worksheet 1.1

Remember to use academic vocabulary when appropriate: *define* and *recommend*.

- Point out to students that the images in this Reader have borders. The borders differ by chapter to match the chapter topic.
- Ask students if they have any predictions about what the Reader might be about.

### *Previewing the Vocabulary*

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

### **Vocabulary for “Living Things and Their Habitats”**

1. **ecology\***—the study of relationships between living things and their environment (**6**)
2. **environment\***—natural surroundings (**environments**) (**6**)
3. **ecosystem\***—everything in a particular environment, both living and nonliving (**6**)
4. **organism**—a living thing (**6**)
5. **depend on**—to rely on or need (**depends on**) (**6**)
6. **survival**—the ability to continue living (**6**)
7. **pollen**—a yellow substance made by plants that is carried to other plants of the same kind to make seeds (**8**)
8. **survive**—to continue living (**8**)
9. **skitter**—to move quickly across something (**skittering**) (**10**)
10. **sprout**—to begin to grow (**14**)

### *Introducing the Chapter*

- Tell students that this Reader will be about the study of living things and how they interact with their environment.

- Ask students to close their Reader and turn to Worksheet 1.1.
- Tell students that this is an Anticipation Guide. An Anticipation Guide is a way to record and check predictions about a chapter before and after reading.
- Hand out the pens and ask students to put away pencils for this part of the activity.
- Tell students that they should not spend too much time thinking about each statement but should just place a check in the column to indicate if they think the statement is true or false.
- Read through the statements one at a time, instructing students to mark either *True* or *False* in the “Before Reading” column for each statement.
- Collect the pens.
- Have students close their Skills Workbook.
- Tell students that the title of today’s chapter is “Living Things and Their Habitats.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

### ***Guided Reading Supports and Purpose for Reading***

- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about. (Answers may vary.)

### **Pages 6–9**

- Following your established procedures, display the image for this chapter and the Vocabulary Cards for *ecology*, *environment*, *ecosystem*, *organism*, *depends on*, *survival*, *pollen*, and *survive*. Note for students that *environments* and *depends on* are used in this chapter.
- Ask students to read **pages 6–9** to themselves to find an example of a relationship that ecologists like to study.
- When students have finished reading, restate the question and have students answer. (the relationship between bees and flowers)
- Direct students’ attention to the images and captions on **pages 7 and 9**.



### Pages 10–15

- Following your established procedures, display the Vocabulary Cards for *skitter* and *sprout*. Note for students that *skittering* is used in this chapter.
- Ask students to read **pages 10–15** to themselves to find another example of a relationship that ecologists like to study. (the relationship between the squirrel and the oak tree)
- Direct students' attention to the images and captions on **pages 11, 13, and 15**.

### Wrap-Up

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Have students return to Worksheet 1.1.
- Have students reread the statements and mark with their pencils either *True* or *False* in the “After Reading” column and write the page number from Chapter 1 where the text evidence they used to answer is found.
- Engage students in a brief discussion about how their answers before reading the chapter compare to and/or contrast with answers after reading the chapter.
- Have students complete the back of Worksheet 1.1 independently.

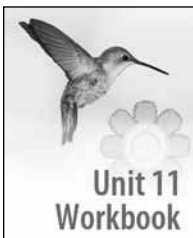
## Spelling

**30** minutes

### Introduce Spelling Words

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- Tell students that this week, they will review spellings of /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.



Worksheet 1.2

- |                 |                                     |
|-----------------|-------------------------------------|
| 1. author       | 12. daughter                        |
| 2. dawdle       | 13. flawless                        |
| 3. altogether   | 14. already                         |
| 4. default      | 15. ought                           |
| 5. waterfall    | 16. awkward                         |
| 6. afterthought | 17. autograph                       |
| 7. caution      | 18. retaught                        |
| 8. naughty      | 19. <b>Challenge Word:</b> question |
| 9. squawked     | 20. <b>Challenge Word:</b> always   |
| 10. faucet      | <b>Content Word:</b> ecology        |
| 11. brought     |                                     |

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

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. <b>author</b>       | 12. <b>daughter</b>                 |
| 2. <b>dawdle</b>       | 13. <b>flawless</b>                 |
| 3. <b>altogether</b>   | 14. <b>already</b>                  |
| 4. <b>default</b>      | 15. <b>ought</b>                    |
| 5. <b>waterfall</b>    | 16. <b>awkward</b>                  |
| 6. <b>afterthought</b> | 17. <b>autograph</b>                |
| 7. <b>caution</b>      | 18. <b>retaught</b>                 |
| 8. <b>naughty</b>      | 19. <b>Challenge Word:</b> question |
| 9. <b>squawked</b>     | 20. <b>Challenge Word:</b> always   |
| 10. <b>faucet</b>      | <b>Content Word:</b> ecology        |
| 11. <b>brought</b>     |                                     |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *question* and *always*, are also part of the spelling list and are words used very often. The Challenge Word *question* does not follow the spelling pattern this week and needs to be memorized. The Challenge Word *always* does follow the spelling pattern for this week as the 'al' is pronounced /aw/. Use the Challenge Words in sentences as examples for students: "When Molly raised her

hand, Miss Burke asked her if she had a *question*.” “Even if we do not get along with someone, we should *always* be nice.”

- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *ecology*, does not follow the spelling pattern for this week. *Ecology* is a content-related word as we will be reading *Introduction to Ecology*.
- Now, draw the following table on the board.

| 'au' > /aw/ | 'aw' > /aw/ | 'al' > /aw/ | 'ough' > /aw/ | 'augh' > /aw/ |
|-------------|-------------|-------------|---------------|---------------|
|             |             |             |               |               |
|             |             |             |               |               |
|             |             |             |               |               |
|             |             |             |               |               |

- Ask students to refer to the spellings for /aw/ on **page 4** of the **Individual Code Chart**. Point out that there are five spellings for /aw/.
- Ask students which spelling is most frequently used. ('au' > /aw/)
- Ask students to tell you which words to list under the 'au' > /aw/ header. Briefly explain the meaning of each word.
- Continue with the remaining columns until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

| 'au' > /aw/ | 'aw' > /aw/ | 'al' > /aw/ | 'ough' > /aw/ | 'augh' > /aw/ |
|-------------|-------------|-------------|---------------|---------------|
| author      | dawdle      | altogether  | afterthought  | naughty       |
| default     | squawked    | waterfall   | brought       | daughter      |
| caution     | flawless    | already     | ought         | retought      |
| faucet      | awkward     | always      |               |               |
| autograph   |             |             |               |               |

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

## ***Take-Home Material***

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### **Family Letter; “Living Things and Their Habitats”; Glossary for *Introduction to Ecology***

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- Have students take home Worksheet 1.2 to share with a family member, Worksheet 1.3 to read to a family member, and Worksheet PP1 to use as a reference during this unit.

# Lesson 2

End-of-Year  
Assessment

## ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Food Chains” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Food Chains” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to food chains in “Food Chains” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Food Chains” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Food Chains” to check and support understanding (RI.3.7)
- ✓ Make predictions prior to reading “Food Chains” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)

| <i>At a Glance</i>        | <i>Exercise</i>                                     | <i>Materials</i>   | <i>Minutes</i> |
|---------------------------|---|--|----------------|
| <b>Assessment</b>         | End-of-Year Silent Reading Comprehension Assessment | Worksheets 2.1, 2.2  | 50             |
| <b>Reading Time</b>       | Whole Group Silent: “Food Chains”                   | <i>Introduction to Ecology</i> ;<br>Vocabulary Cards;<br>Worksheet 2.3 | 30             |
| <b>Take-Home Material</b> | “Food Chains”                                       | Worksheet 2.4  | *              |

### **Advance Preparation**

The written assessment of silent reading comprehension is meant to be completed in one 50-minute block of time. This should approximate the extended end-of-year assessments that Grade 3 students may take. There are three passages for students to read and 10 questions after each passage for students to answer.

Students should remain seated and be encouraged to work diligently throughout the time allotted for the assessment. You should circulate throughout the room, giving encouragement to students; you should not, however, provide any assistance in reading or explaining any part

of the assessment. If students ask for help, simply say in a kind and encouraging voice, “I just want you to do your very best. If you can’t figure something out, then come back to it later.”

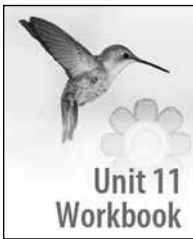
After administering the End-of-Year Silent Reading Comprehension Assessment, you will complete an analysis summary of individual student performance using the EOY Assessment Summary (Worksheet 2.2), found in the Skills Workbook. This summary should be passed on, along with the completed assessments, to students’ teachers for the following school year. If reading folders are kept for each student, this would be an ideal place to file the assessment and EOY Assessment Summary (Worksheet 2.2).

Record the results of the assessment on the EOY Assessment Summary (Worksheet 2.2) and staple student assessment sheets to it.

## Assessment

50 minutes

### 10 End-of-Year Silent Reading Comprehension Assessment



Worksheets 2.1, 2.2

- Have students tear out Worksheet 2.1. Remind students of the format for the assessment.
- Tell students that if they feel tired, it’s a good idea to take a short, personal break. Explain to students that they need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Tell students they should go right on to the next selection once they finish a selection.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet for others to finish.

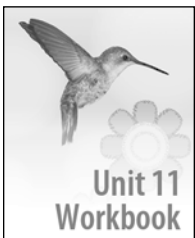
#### **Note to Teacher**

Guidelines for analyzing student scores on the Silent Reading Comprehension Assessment are found at the end of this lesson.

After you have entered all student scores into the Assessment Scoring Sheet, record them on the EOY Assessment Summary (Worksheet 2.2) for each student.



Chapter 2



Worksheet 2.3

Remember to use academic vocabulary when appropriate: *define* and *recommend*.

## Whole Group Silent: “Food Chains”

### Introducing the Chapter

- Remind students that in the previous lesson, they learned that ecology is the study of relationships among living things. Briefly review the two relationships they read about. (bees and flowers; squirrels and oak trees)
- Tell students that today’s chapter is called “Food Chains.”
- Have students turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.

### Previewing the Vocabulary

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

### Vocabulary for “Food Chains”

1. **food chain\***—a relationship of living things as food sources for other living things (**food chains**) (16)
2. **sapling**—a young tree (**saplings**) (16)
3. **mighty**—large in size (16)
4. **wander**—to move around without a particular direction or purpose (16)
5. **nutrient**—a vitamin or mineral that helps living things stay healthy (**nutrients**) (20)
6. **protect**—to keep safe from harm (20)
7. **predator**—an animal that lives by hunting other animals (**predators**) (20)
8. **defense**—a way to protect against harm (**defenses**) (20)
9. **prey**—animals that are hunted by other animals for food (20)
10. **microscopic**—can only be seen with a microscope (22)
11. **apex**—the top point (22)

## ***Guided Reading Supports and Purpose for Reading***

### **Page 16–19**

- Ask students to read **pages 16–19** to themselves to find out what is hidden from sight in the forest. (all sorts of worms, beetles, and ants)

### **Pages 20–23**

- Ask students to read **pages 20–23** to themselves to find out the definition of a food chain. (a relationship of living things as food sources for other living things)

### ***Wrap-Up***

- Use the following questions to promote a discussion.

#### **Discussion Questions on “Food Chains”**

1. *Literal* What is a food chain? (A food chain is part of an ecosystem that describes how larger animals eat smaller animals and/or plants.)
2. *Literal* What are some of the hidden creatures of the forest and where are they found? (Worms, beetles, and ants live under fallen trees, rocks, and leaves.)
3. *Literal* What do all living things need to survive? Find the text evidence for this answer. (food)

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Have students turn to Worksheet 2.3 and complete it independently.

## ***Take-Home Material***

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### ***“Food Chains”***

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





## Silent Reading Comprehension Assessment Analysis

The following chart is an overview of how to interpret students' scores with a detailed description included below.

| Number of Questions Answered on the Silent Reading Comprehension Assessment |           |  |
|---|-----------|--|
|   | "The Cat" | "The Wolf, the Elk, and the Aspen Tree" and "Invasive Species" |
| Minimal preparation for Grade 4   | 6 or less | 13 or less   |
| Adequate preparation for Grade 4  | 7–8       | 14–16  |
| Outstanding preparation for Grade 4   | 9–10      | 17–20  |

Students who answered less than 6 questions correctly on "The Cat" and/or less than 13 questions correctly for "The Wolf, the Elk, and the Aspen Tree" and "Invasive Species" combined have **minimal preparation** for Grade 4. Administer the Word Reading in Isolation Assessment and the Fluency Assessment found in Lesson 3 to these students. These students likely have fairly significant skills deficits and may not be ready for Grade 4. They will likely need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Students who answered 7–8 questions correctly on "The Cat" and/or 14–16 questions correctly for "The Wolf, the Elk, and the Aspen Tree" and "Invasive Species" combined have **adequate preparation** for Grade 4. Administer the Word Reading in Isolation Assessment and the Fluency Assessment found in Lesson 3 to these students. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings to provide information to Grade 4 teachers.

Students who answered 9–10 questions correctly on "The Cat" and/or 17–20 questions correctly for "The Wolf, the Elk, and the Aspen Tree" and "Invasive Species" combined have **outstanding preparation** for Grade 4. You do not need to administer the Word Reading in Isolation Assessment or the Fluency Assessment to these students.

# Lesson 3

## ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Producers, Consumers, and Decomposers” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Producers, Consumers, and Decomposers” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to producers, consumers, and decomposers in “Producers, Consumers, and Decomposers” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Producers, Consumers, and Decomposers” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Producers, Consumers, and Decomposers” to check and support understanding (RI.3.7)
- ✓ Identify and use the meaning of *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Make predictions prior to reading “Producers, Consumers, and Decomposers” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use conventional spelling for words with the sound /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’ (L.3.2f)
- ✓ Determine the meaning of words formed when *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, or *under-* is added to a known root word (L.3.4b)
- ✓ Identify real-life connections between words and their use (e.g., people who are *bilingual*, people who *underestimate*) (L.3.5b)

| <b><i>At a Glance</i></b>          | <b>Exercise</b>  | <b>Materials</b>   | <b>Minutes</b> |
|------------------------------------|--|--|----------------|
| <b><i>Assessment</i></b>           | <b>End-of-Year Grammar Assessment</b>  | Worksheets 2.2, 3.1  | 30             |
| <b><i>Reading Time</i></b>         | <b>Whole Group Silent: “Producers, Consumers, and Decomposers”</b>   | <i>Introduction to Ecology</i> ; Vocabulary Cards; Worksheet 3.2; pens | 25             |
| <b><i>Morphology</i></b>           | <b>Review Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i></b> | board or chart paper; Worksheet 3.3                                    | 15             |
| <b><i>Spelling</i></b>             | <b>Blank Busters</b>   | Worksheet 3.4  | 10             |
| <b><i>Take-Home Material</i></b>   | <b>“Producers, Consumers, and Decomposers”</b>   | Worksheet 3.5  | *              |
| <b><i>Optional Assessments</i></b> | <b>Word Reading in Isolation Assessment and/or Fluency Assessment</b>  | Worksheets 2.2, 3.6–3.10   | *              |

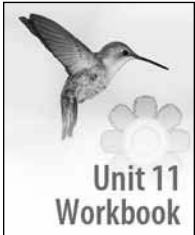
### ***Advance Preparation***

Make a copy of the following page for use during the Word Reading in Isolation Assessment to use in administering the assessment. This assessment is also printed in the Skills Workbook, Worksheet 3.6.

Have students tear out Worksheets 3.6–3.9 and collect them before beginning this lesson. These worksheets will be used in conjunction with the Word Reading in Isolation Assessment (Worksheet 3.6 for you to mark students’ answers on, and for analysis of the Word Reading in Isolation Assessment; Worksheet 3.7 as a Scoring Sheet; Worksheet 3.8 as an analysis sheet; and Worksheet 3.9 as a Remediation Guide).

# Word Reading in Isolation Assessment

|     |            |           |           |            |            |
|-----|------------|-----------|-----------|------------|------------|
| 1.  | steady     | asphalt   | oxygen    | dovetail   | birthplace |
| 2.  | bravo      | washtub   | consume   | delight    | council    |
| 3.  | accuse     | riddle    | trolley   | scoreboard | cruise     |
| 4.  | marvelous  | betrayal  | freighter | floored    | guarantee  |
| 5.  | blizzard   | prairie   | concrete  | crescent   | bowful     |
| 6.  | breakwater | peachy    | spiffier  | gherkin    | qualify    |
| 7.  | yearning   | exercise  | loathe    | ivory      | disprove   |
| 8.  | audit      | baboon    | continue  | taught     | overdue    |
| 9.  | chasm      | human     | pulled    | warning    | worthless  |
| 10. | scowl      | avoidance | paperboy  | courses    | woodchuck  |
| 11. | switch     | crumb     | whopper   | sprinkle   | knitting   |
| 12. | calculate  | mustache  | partridge | sing       | assign     |
| 13. | wriggle    | bizarre   | recommit  | youthful   | mistletoe  |



Worksheets 2.2, 3.1

## 10 End-of-Year Grammar Assessment

- Have students tear out Worksheet 3.1 and complete it independently.
- Using your established procedures, have students work without disturbing others, taking personal breaks as needed, and doing their best.

### *Note to Teacher*

After you have entered all student scores into the Assessment Scoring Sheet, record them on the EOY Assessment Summary (Worksheet 2.2).

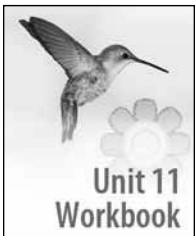
## Whole Group Silent: “Producers, Consumers, and Decomposers”

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Unit 11  
Reader

Chapter 3



Worksheet 3.2

### *Introducing the Chapter*

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

### *Previewing the Vocabulary*

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

Remember to use academic vocabulary when appropriate: *define* and *recommend*.

## Vocabulary for “Producers, Consumers, and Decomposers”

1. **producer\***—a living thing that makes its own food (**producers**) (24)
2. **consumer\***—a living thing that eats other living things (**consumers**) (24)
3. **decomposer\***—a living thing that eats dead plant and animal matter (**decomposers**) (24)
4. **soil**—dirt (24)
5. **photosynthesis\***—the process by which plants make their own food using sunlight (26)
6. **safety**—the state of being free from harm (28)
7. **organic**—from or made by living things (30)
8. **bacteria**—microscopic living things that exist everywhere; Some can be helpful and some can be harmful. (34)
9. **fungus**—a plant-like organism that lives on dead or decaying things (**fungi**) (34)
10. **abundant**—plentiful (34)
11. **decompose**—to rot, decay, or be slowly destroyed and broken down by natural processes (**decomposes, decomposed**) (34)
12. **vitamin**—a substance found in food that is necessary for good health (**vitamins**) (34)
13. **mineral**—a substance that occurs naturally in some food and contributes to good health (**minerals**) (34)

### *Guided Reading Supports and Purpose for Reading*

- Tell students that today, they will be reading about some important components of a life cycle.
- Have students close their Reader and turn to Worksheet 3.2.
- Pass out pens.
- Read through each statement with students one at a time as before, pausing long enough for them to mark *True* or *False* in the “Before Reading” column for each statement.
- Collect the pens.



- Ask students to close their Skills Workbook.
- Have students turn back to Chapter 3 in their Reader. (**page 24**)
- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.

### Pages 24–29

- Tell students to read **pages 24–29** to themselves to find examples of producers and consumers. (A plant is an example of a producer. An animal is an example of a consumer.)

### Pages 30–35

- Tell students to read **pages 30–35** to themselves to find three examples of decomposers. (worms, insects, and bacteria)

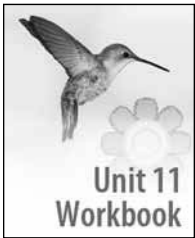
### Wrap-Up

- Use the following questions to promote a discussion.

#### **Discussion Questions on “Producers, Consumers, and Decomposers”**

1. *Literal* What is another word for dirt? (soil)
2. *Literal* Why is soil important? (Soil is the heart of most all ecosystems on land.)
3. *Literal* What is a producer? (a living thing, usually a plant, that makes its own food)
4. *Literal* What is a consumer? (a living thing that eats plants and animals)
5. *Literal* What is a decomposer? (a living thing that eats dead matter)
6. *Literal* What is the most important decomposer? (bacteria)

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Ask students to turn back to Worksheet 3.2. Complete this as a teacher-guided activity in the same manner as before, allowing for discussion of comparisons and contrasts between “Before Reading” and “After Reading” answers.



Worksheet 3.3

## Review Prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*

- Tell students that this week, they will review the prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*.
- Write the word *cycle* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (a vehicle; noun)
- Add the prefix *uni-* to *cycle* and have students read the new word.
- Ask students what the prefix *uni-* means. (one)
- Ask students what *unicycle* means and what part of speech it is. (a vehicle with one wheel; noun)
- Ask students what nouns are. (people, places, or things)
- Follow the same procedures for the following words: *unison*, *unicolor*.
- Write the word *monthly* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (occurring every month; adjective)
- Add the prefix *bi-* to *monthly* and have students read the new word.
- Ask students what the prefix *bi-* means. (two)
- Ask students what *bimonthly* means and what part of speech it is. (occurring every two months; adjective)
- Ask students what adjectives are. (words that describe nouns)
- Follow the same procedures for the following words: *biplane*, *bilingual*.
- Write the word *trilogy* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (a series of three things, such as books or movies; noun)
- Ask students to identify the prefix and its meaning. (*tri-*, three)
- Then, ask students if *trilogy* has an English root word. (no)
- Follow the same procedures for the following words: *trident*, *triangle*.
- Write the word *cultural* on the board.

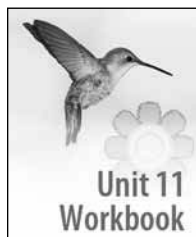
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (relating to a group's beliefs and traditions; adjective)
- Add the prefix *multi-* to *cultural* and have students read the new word.
- Ask students what the prefix *multi-* means. (many)
- Ask students what *multicultural* means and what part of speech it is. (including many cultures; adjective)
- Follow the same procedures for the following words: *multivitamin*, *multimedia*.
- Review with students the meanings of the prefixes *uni-*, *bi-*, *tri-*, and *multi-*.
- Write the word *heat* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (to make warm or hot; verb)
- Add the prefix *over-* to *heat* and have students read the new word.
- Ask students what the prefix *over-* means. (too much)
- Ask students what *overheat* means and what part of speech it is. (to make too warm or too hot; verb)
- Ask students what verbs are. (action words)
- Follow the same procedures for the following words: *overeat*, *overpowered*.
- Write the word *day* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (the period of light between one night and the next; noun)
- Add the prefix *mid-* to *day* and have students read the new word.
- Ask students what the prefix *mid-* means. (middle)
- Ask students what *midday* means and what part of speech it is. (in the middle of the day; noun)
- Follow the same procedures for the following words: *midterm*, *midfield*.
- Write the word *estimate* on the board.

- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (to guess the amount of something; verb)
- Add the prefix *under-* to *estimate* and have students read the new word.
- Ask students what the prefix *under-* means. (too little)
- Ask students what *underestimate* means and what part of speech it is. (to guess something to be less than the actual amount; verb)
- Follow the same procedures for the following words: *underground*, *underline*.
- Compare the words *overestimate* and *underestimate*. Ask students to tell you how they are the same and how they are different. (They both have the root word *estimate*. *Overestimate* means you estimate too much while *underestimate* means you estimate too little. These words have opposite meanings.)
- If time permits, have students complete Worksheet 3.3 with a partner.

## Spelling

10 minutes

### Blank Busters



Worksheet 3.4

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

- Tell students that they will practice writing their spelling words for this week.
- Tell students to turn to Worksheet 3.4. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, and *-ly*.
- Ask students to read the statement in number 1 silently and fill in the blank. When students have completed number 1, call on one student to read number 1 aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.

- Have students move to number 2 and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

## ***Take-Home Material***

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### ***"Producers, Consumers, and Decomposers"***

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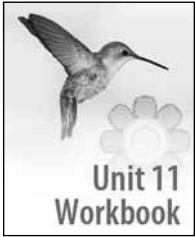
- Have students take home Worksheet 3.5 to read to a family member.

# Grammar Assessment Scoring Sheet

| Student | Question | Skill                |                                    |
|---------|----------|----------------------|------------------------------------|
|         | 1        | Parts of a paragraph |                                    |
|         | 2        | Parts of a paragraph |                                    |
|         | 3        | Parts of a paragraph |                                    |
|         | 4 of 5   | 4                    | Parts of a paragraph               |
|         |          | 5                    | Parts of a paragraph               |
|         |          | 6                    | Parts of Speech                    |
|         |          | 7                    | Parts of Speech                    |
|         |          | 8                    | Parts of Speech                    |
|         | 4 of 4   | 9                    | Parts of Speech                    |
|         |          | 10                   | Identify Subject/Predicate         |
|         |          | 11                   | Conjunctions                       |
|         | 1 of 1   | 12                   | Conjunctions                       |
|         |          | 13                   | Conjunctions                       |
|         |          | 14                   | Capitalization/Punctuation         |
|         | 3 of 3   | 15                   | Punctuation                        |
|         |          | 16                   | Verbs                              |
|         | 1 of 1   | 17                   | Verbs                              |
|         |          | 18                   | Linking Words                      |
|         | 1 of 1   | 19                   | Linking Words                      |
|         |          | 20                   | Linking Words                      |
|         |          | 21                   | Linking Words                      |
|         |          | 22                   | Linking Words                      |
|         | 2 of 2   | 23                   | Possessives                        |
|         |          | 24                   | Possessives                        |
|         |          | 25                   | Possessives                        |
|         |          | 26                   | Possessives                        |
|         | 4 of 5   | 27                   | Comparative/Superlative Adjectives |
|         |          | 28                   | Comparative/Superlative Adjectives |
|         |          | 29                   | Comparative/Superlative Adverbs    |
|         |          | 30                   | Comparative/Superlative Adverbs    |
|         |          |                      |                                    |

## Optional Assessments

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Worksheets 2.2,  
3.6–3.10

### 10 Word Reading in Isolation Assessment and/or Fluency Assessment

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There are two optional assessments for the end of the year. You will find directions for administering a word reading assessment as well as a fluency assessment. You may decide to administer one, both, or neither, depending on the needs of students. Each of the assessments should be administered one-on-one with a student.

#### *Directions for Optional Word Reading in Isolation Assessment*

- Turn to the copy of the Word Reading in Isolation Assessment that you prepared in advance. Students will read to you from this copy of the Word Reading in Isolation Assessment.
- Cover all of the words before calling a student back to you.
- Tell the student that today, he or she will read words aloud to you.
- Tell the student that it is important to do his/her very best reading.
- Uncover the first row of words by moving the paper down one space.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the copy of the Word Reading in Isolation Worksheet 3.6 that students brought to you earlier. (You will use Worksheets 3.7–3.9 to analyze scores at a later time.) Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- Continue to call students to read as time permits. Refer to the end of this lesson for analysis direction.
- When the student has finished reading the list, you may send the student back to his/her desk or administer the fluency assessment.
- At a later time, you will want to examine the scoring sheet for patterns of errors using Worksheets 3.7–3.9.
- Record the results on the EOY Assessment Summary (Worksheet 2.2) and staple the assessment recording sheets to it.

### Optional Assessment of Fluency

- Turn to the selection, “The Elephant and the Ape,” found at the end of this lesson. The student will read from this copy of the selection.
- Ask the student to remove Worksheet 3.10 from his/her Skills Workbook. You will use Worksheet 3.10 to mark as a running record as you listen to the student read orally. Record the results on the EOY Assessment Summary (Worksheet 2.2) and staple the running record to the EOY Assessment Summary (Worksheet 2.2).
- Tell the student that you are going to ask him/her to read the selection aloud. Explain that you are going to keep a record of the amount of time it takes for the student to read the chapter. Please also explain that the student shouldn’t rush but rather read at his/her own regular pace.
- Begin timing when the student reads the first word of the selection. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time. As the student reads the chapter, make a running record on the copy with the student’s name using the following guidelines:

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

- When the student finishes reading the selection, write the exact Finish Time in minutes and seconds on your record sheet. Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds. If the student does not read to the end, draw a vertical line on the record sheet to indicate how far he/she read before you stopped him/her. Also write down either the Finish Time or the Elapsed Time.



- After the student finishes reading orally, you may direct him/her to finish reading the remainder of the selection silently; you may also assess comprehension by having the student complete the comprehension questions orally.

### **Oral Comprehension Questions on “The Elephant and the Ape”**

1. *Literal* What were the two animals in the story? (elephant and ape)
2. *Literal* What did they disagree about? (whether it was better to be big and strong or quick and clever)
3. *Literal* Who did they visit to decide the matter? (Sage, the wise old owl)
4. *Literal* What task did the owl give them? (cross the river and pick some mangoes for him)
5. *Inference* What lesson did they learn in the end? (Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. Each thing in its place is best.)

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

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

If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student’s W.C.P.M. score simply by noting the time and looking at the chart on Worksheet 3.10.

To calculate a student’s exact W.C.P.M. score, use the information you wrote down on the recording sheet and follow the steps described below. The steps are also shown in graphic form on Worksheet 3.10. You will probably find it helpful to have a calculator available.

1. First, complete the Words section of the W.C.P.M. Calculation Sheet.
2. Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole selection, use 464 words total. If the student did not finish the selection,

you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Worksheet.

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

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

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

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

# Word Reading in Isolation Scoring Sheet

This sheet is also printed in the Skills Workbook, Worksheet 3.7.

| Word Reading in Isolation Scoring Sheet |                                       |                                  |                                   |                               |                                  |
|---|---------------------------------------|----------------------------------|-----------------------------------|-------------------------------|----------------------------------|
|   | a                                     | b                                | c                                 | d                             | e                                |
| 1                                       | steady                                | asphalt                          | oxygen                            | dovetail                      | birthplace                       |
|   | /s/ /t/ /e/ /d/ • /ee/                | /a/ /s/ • /f/ /aw/ /l/ /t/       | /o/ /x/ • /l/ /j/ • /ə/ /n/       | /d/ /u/ /v/ • /t/ /ae/ /l/    | /b/ /er/ /th/ • /p/ /l/ /ae/ /s/ |
| 2                                       | closed • open                         | closed • digraph                 | closed • closed • ə               | digraph • digraph             | r-controlled • digraph           |
|   | bravo                                 | washtub                          | consume                           | delight                       | council                          |
|   | /b/ /r/ /o/ /v/ • /oe/                | /w/ /aw/ /sh/ • /t/ /u/ /b/      | /k/ /u/ /n/ • /s/ /oo/ /m/        | /d/ /ə/ • /l/ /ie/ /t/        | /k/ /ou/ /n/ • /s/ /ə/ /l/       |
| 3                                       | closed • open                         | closed • closed                  | closed • digraph                  | ə • digraph                   | digraph • ə                      |
|   | accuse                                | riddle                           | trolley                           | scoreboard                    | cruise                           |
|   | /ə/ /k/ • /k/ /ue/ /z/                | /r/ /i/ /d/ • /d/ ə/ /l/         | /t/ /r/ /o/ /l/ • /l/ /ee/        | /s/ /k/ /or/ • /b/ /or/ /d/   | /k/ /r/ /oo/ /z/                 |
| 4                                       | ə • digraph                           | closed • -le                     | closed • open                     | r-controlled • r-controlled   |                                  |
|   | marvelous                             | betrayal                         | freighter                         | floored                       | guarantee                        |
|   | /m/ /ar/ • /v/ /ə/ /l/ • /u/ /s/      | /b/ /ə/ • /t/ /r/ /ae/ • /ə/ /l/ | /f/ /r/ /ae/ /t/ • /er/           | /f/ /l/ /or/ /d/              | /g/ /air/ • /ə/ /n/ • /t/ /ee/   |
| 5                                       | r-cont. • closed • digraph            | ə • digraph • ə                  | digraph • r-controlled            |                               | r-cont. • closed • open          |
|   | blizzard                              | prairie                          | concrete                          | crescent                      | bowful                           |
|   | /b/ /l/ /i/ /z/ • /z/ /er/ /d/        | /p/ /r/ /air/ • /ee/             | /k/ /o/ /n/ • /k/ /r/ /ee/ /t/    | /k/ /r/ /e/ /s/ • /e/ /n/ /t/ | /b/ /oe/ /l/ • /f/ /ə/ /l/       |
| 6                                       | closed • r-controlled                 | r-controlled • open              | closed • digraph                  | closed • closed               | digraph • ə                      |
|   | breakwater                            | peachy                           | spiffier                          | gherkin                       | qualify                          |
|   | /b/ /r/ /ae/ /k/ • /w/ /o/ /t/ • /er/ | /p/ /ee/ /ch/ • /ee/             | /s/ /p/ /i/ /f/ • /f/ /ee/ • /er/ | /g/ /er/ • /k/ /i/ /n/        | /k/ /w/ /o/ /l/ • /i/ /f/ • /ie/ |
| 7                                       | digraph • closed • r-controlled       | digraph • open                   | closed • open • r-cont.           | r-controlled • closed         | closed • closed • open           |
|   | yearning                              | exercise                         | loathe                            | ivory                         | disprove                         |
|   | /y/ /er/ /n/ • /l/ /ng/               | /e/ /x/ • /er/ • /s/ /ie/ /z/    | // /oe/ /th/                      | /ie/ • /v/ /or/ • /ee/        | /d/ /i/ /s/ • /p/ /r/ /oo/ /v/   |
| r-controlled • closed                   | closed • r-cont. • digraph            |                                  | open • r-cont. • open             | closed • digraph              |                                  |

|    |  |   |  |  |   |
|----|--|---|--|--|---|
| 8  | audit  | baboon  | continue   | taught   | overdue   |
|    | /aw/ • /d/ /i/ /t/<br>digraph • closed                           | /b/ /a/ /b/ • /oo/ /n/<br>closed • digraph          | /k/ /u/ /n/ • /t/ /i/ /n/ • /ue/<br>closed • closed • open     | /t/ /aw/ /t/<br>warning                            | /oe/ • /v/ /er/ • /d/ /oo/<br>open • r-cont. • digraph  |
| 9  | chasm  | human   | pulled   | warning  | worthless   |
|    | /k/ /a/ /z/ • /ə/ /m/<br>closed • ə                              | /h/ /ue/ • /m/ /ə/ /n/<br>open • ə                  | /p/ /oo/ /l/ /d/<br>open • r-cont. • digraph                   | /w/ /or/ /n/ • /i/ /ng/<br>r-controlled • closed   | /w/ /er/ /th/ • /l/ /e/ /s/<br>r-controlled • closed    |
| 10 | scowl  | avoidance   | paperboy   | courses  | woodchuck   |
|    | /s/ /k/ /ou/ /l/<br>ə • digraph • ə                              | /ə/ • /v/ /oi/ /d/ • /ə/ /n/ /s/<br>ə • digraph • ə | /p/ /ae/ • /p/ /er/ • /b/ /oi/<br>open • r-cont. • digraph     | /k/ /or/ /s/ • /e/ /z/<br>r-controlled • closed    | /w/ /oo/ /d/ • /ch/ /u/ /k/<br>digraph • closed         |
| 11 | switch   | crumb   | whopper  | sprinkle   | knitting  |
|    | /s/ /w/ /i/ /ch/<br>closed • open • digraph                      | /k/ /r/ /u/ /m/<br>closed • closed                  | /w/ /o/ /p/ • /p/ /er/<br>closed • r-controlled                | /s/ /p/ /r/ /i/ /ng/ • /k/ /ə/ /l/<br>closed • -le | /n/ /i/ /t/ • /t/ /i/ /ng/ /ə/ /l/<br>closed • closed   |
| 12 | calculate  | mustache  | partridge  | sing   | assign  |
|    | /k/ /a/ /l/ • /k/ /ue/ • /l/ /ae/ /t/<br>closed • open • digraph | /m/ /u/ /s/ • /t/ /a/ /sh/<br>closed • closed       | /p/ /ar/ • /t/ /r/ /i/ /j/<br>r-controlled • closed            | /s/ /i/ /n/ /j/<br>youthful                        | /ə/ /s/ • /s/ /e/ /n/<br>ə • digraph                    |
| 13 | wriggle  | bizarre   | recommit   | youthful   | mistletoe   |
|    | /r/ /i/ /g/ • /g/ /ə/ /l/<br>closed • -le                        | /b/ /i/ /z/ • /z/ /ar/<br>closed • r-controlled     | /r/ /ee/ • /k/ /u/ /m/ • /m/ /i/ /t/<br>open • closed • closed | /y/ /oo/ /th/ • /f/ /ə/ /l/<br>digraph • ə         | /m/ /i/ /s/ • /ə/ /l/ • /t/ /oe/<br>closed • -le • open |

## ***Word Reading in Isolation Analysis***

---

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 4.

The number of words read correctly indicates the following:

Students who score 30 or fewer words out of 45 correctly have **minimal preparation** for Grade 4.

Students who score 31–35 out of 45 words correctly have **adequate preparation** for Grade 4.

Students show score 36–45 out of 45 words correctly have **outstanding preparation** for Grade 4.

This following sheet is also printed in Skills Workbook, Worksheet 3.8.

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

| Score required to meet benchmark of 80%        |         |
|--|---------|
| Phonemes                                       |         |
| Consonants                                     | 164/204 |
| /b/ /d/ /f/ /g/ /h/                            |         |
| /j/ /k/ /l/ /m/ /n/                            |         |
| /p/ /r/ /s/ /t/ /v/                            |         |
| /w/ /x/ /y/ /z/ /ch/                           |         |
| /sh/ /th/ /th/ /ng/                            |         |
| Vowels (totals)                                | 107/133 |
| /a/ /e/ /i/ /o/ /u/                            | 36/46   |
| /ae/ /ee/ /ie/ /oe/ /ue/                       | 24/30   |
| /ə/ /oo/ /oo/ /aw/ /ou/                        | 21/26   |
| /oi/ /ar/ /er/ /or/ /air/ /ə+/l/               | 25/31   |
| Syllabication (words with 2 or more syllables) |         |
| Closed Syllable/short                          | 38/47   |
| Open Syllable/long                             | 13/16   |
| Magic E and Digraph Syllable                   | 20/25   |
| R-controlled Syllable                          | 19/21   |
| ə Syllable                                     | 9/11    |
| -le Syllable                                   | 4/4     |

The following sheets are provided for your use in directing remediation.

Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

# Word Reading in Isolation Remediation Guide

This sheet is also printed in Skills Workbook, Worksheet 3.9.

| Phonemes—Consonants  |   |  |
|--|---|--|
| <b>/b/</b> (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)  | <b>/d/</b> (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)                                     | <b>/f/</b> (1b, 4c, 4d, 5e, 6c, 6e, 13d)   |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/g/</b> (4e, 6d, 13a)   | <b>/h/</b> (9b)   | <b>/j/</b> (1c, 12c, 12d)  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/k/</b> (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 6e, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)           | <b>/l/</b> (1b, 1d, 1e, 2d, 2e, 3c, 4a, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)                         | <b>/m/</b> (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)                                  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/n/</b> (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)                          | <b>/p/</b> (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)   | <b>/r/</b> (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7e, 11b, 11d, 12c, 13a, 13c) |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/s/</b> (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e) | <b>/t/</b> (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e) | <b>/v/</b> (1d, 2a, 4a, 7d, 7e, 8e, 10b)   |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/w/</b> (2b, 6a, 6e, 9d, 9e, 10e, 11a, 11c)   | <b>/x/</b> (1c, 7b)   | <b>/y/</b> (7a, 13d)   |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |

|   |                            |                                |
|---|----------------------------|--------------------------------|
| <b>/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)</b> | <b>/ch/ (6b, 10e, 11a)</b> | <b>/sh/ (2b, 12b)</b>          |
| _____                                     | _____                      | _____                          |
| _____                                     | _____                      | _____                          |
| _____                                     | _____                      | _____                          |
| <b>/th/ (1e, 9e, 13d)</b>                 | <b>/th/ (7c)</b>           | <b>/ng/ (7a, 9d, 11d, 11e)</b> |
| _____                                     | _____                      | _____                          |
| _____                                     | _____                      | _____                          |
| _____                                     | _____                      | _____                          |

### Phonemes—Vowels

|   |   |  |
|---|---|--|
| <b>/a/ (1b, 8b, 9a, 12a, 12b)</b>                 | <b>/e/ (1a, 5d, 7b, 9e, 10d)</b>                      | <b>/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)</b> |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| <b>/o/ (1c, 2a, 3c, 5c, 6a, 6e, 11c)</b>          | <b>/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)</b>   | <b>/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)</b>   |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| <b>/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)</b> | <b>/ie/ (2d, 6e, 7b, 7d, 12e)</b>                     | <b>/oe/ (2a, 5e, 7c, 8e, 13e)</b>  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| <b>/ue/ (3a, 8c, 9b, 12a)</b>                     | <b>/ə/ (1c, 2d, 3a, 4a, 4b, 4e, 9a, 9b, 10b, 12e)</b> | <b>/oo/ (2c, 3e, 7e, 8b, 8e, 13d)</b>  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |



|                                       |                              |  |
|---------------------------------------|------------------------------|--|
| <b>/oo/ (9c, 10e)</b>                 | <b>/aw/ (1b, 2b, 8a, 8d)</b> | <b>/ou/ (2e, 10a)</b>  |
| _____                                 | _____                        | _____  |
| _____                                 | _____                        | _____  |
| _____                                 | _____                        | _____  |
| <b>/oi/ (10b, 10c)</b>                | <b>/ar/ (4a, 12c, 13b)</b>   | <b>/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)</b> |
| _____                                 | _____                        | _____  |
| _____                                 | _____                        | _____  |
| _____                                 | _____                        | _____  |
| <b>/or/ (3d, 3d, 4d, 7d, 9d, 10d)</b> | <b>/air/ (4e, 5b)</b>        | <b>/ə/ + /l/ (2e, 3b, 4b, 5e, 11d, 13a, 13d, 13e)</b>          |
| _____                                 | _____                        | _____  |
| _____                                 | _____                        | _____  |
| _____                                 | _____                        | _____  |

### Syllabication (words with 2 more more syllables)

|   |  |  |
|---|--|--|
| <b>Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9d, 9e, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)</b> | <b>Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)</b> | <b>Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)</b> |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| <b>R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 7d, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)</b>  | <b>ə Syllable (1c, 2d, 2e, 3a, 4b, 5e, 9a, 9b, 10b, 12e, 13d)</b>                              | <b>-le Syllable (3b, 11d, 13a, 13e)</b>  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |

# The Elephant and the Ape

“Look at me!” cried Tusk the elephant. “See how big and strong I am!”

“Look at me!” cried his friend Nim the ape. “See how quick and clever I am!”

“It is better to be big and strong than quick and clever!” said Tusk.

“Not so,” answered Nim. “It is better to be quick and clever than big and strong.”

So the two friends began to argue.

“Let’s not argue,” said Nim. “Let’s go to Sage and ask him to settle the matter.”

“Agreed!” said Tusk and off they ran.

Sage was a wise old owl who lived in the darkest corner of an old tower.

Sage listened to what Tusk and Nim had to say.

“I see,” he said. “There is way to settle this. You must do just as I say. Then, I shall tell you which is better.”

“Agreed!” said Tusk.

“Agreed!” said Nim.

“Cross the river,” said Sage, “and pick me some of the mangoes that grow on the great tree.”

Tusk and Nim set off on their mission.

Soon, they came to the river, which was very wide and deep. Nim was afraid.

“I can’t cross that river!” he cried. “Let’s go back.”

Tusk laughed. “Didn’t I tell you it is better to be big and strong than to be quick and clever? It is an easy thing for me to cross the river.”

Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river.

Soon, they came to the mango tree. It was so tall that Tusk could not reach the mangoes, even with his long trunk. He tried to knock the tree over but could not do it.

“I can’t reach the mangoes,” he said. “The tree is too high. We shall have to go back without the mangoes.”

Nim laughed. “Didn’t I tell you it is better to be quick and clever than big and strong? It is an easy thing for me to climb this tree.”

Nim scampered up the tree and tossed down a whole basketful of ripe mangoes. Tusk picked them up. Then, the two of them crossed the river as before.

When they came again to Sage’s tower, Tusk said, “Here are your mangoes. Now tell us which is better—to be big and strong or to be quick and clever?”

Sage answered, “I should think you would know that yourself. You crossed the river, and Nim gathered the fruit. Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. Each thing in its place is best.”

“That is true,” answered Tusk.

“Indeed it is,” said Nim.

Then, away they went, and from that day on, they were better friends than ever before.

## Borderline Scores

---

It is most **challenging to analyze results for students** with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 4 instruction and not having adequate preparation. This might include students who read the first story on the Silent Reading Comprehension Assessment and answered most of the questions correctly but struggled with the second and third story, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Silent Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have borderline students read the selection(s) aloud to you and then discuss it with you so that you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 4 classroom.

Students who have difficulty reading multi-syllable words may have trouble with a small set of letter-sound correspondences or a less than adequate knowledge of syllabication. This sort of problem can often be remediated in supplemental, small group sessions and may not require flagging a student for a lack of readiness for Grade 4.

Remember that one possibility is to suggest to Grade 4 teachers that students need to be placed back at an earlier point in CKLA grade level materials, but a second possibility is to place them in Grade 4 and suggest they receive remedial tutoring to correct specific problems. For example, identifying specific letter-sound correspondences causing difficulty can signal to the Grade 4 teacher that the student may be able to practice these in extra sessions while getting Grade 4 instruction with the rest of the class.

# Lesson 4

End-of-Year  
Assessment

## ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Balance of Nature” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Balance of Nature” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require making judgments about building towns or roads inside a preserve (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the balance of nature in “The Balance of Nature” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Balance of Nature” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “The Balance of Nature” to check and support understanding (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Make predictions prior to reading “The Balance of Nature” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use subject and object pronouns and explain their function in sentences (L.3.1a)
- ✓ Use conventional spelling for words with the sound /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’ (L.3.2f)

| <i>At a Glance</i>          | <b>Exercise</b>  | <b>Materials</b>   | <b>Minutes</b> |
|-----------------------------|--|--|----------------|
| <b>Assessment</b>           | End-of-Year Morphology Assessment                                  | Worksheets 2.2, 4.1  | 30             |
| <b>Reading Time</b>         | Whole Group Silent: “The Balance of Nature”                        | <i>Introduction to Ecology</i> ;<br>Vocabulary Cards;<br>Worksheet 4.2 | 25             |
| <b>Grammar</b>              | Practice Subject and Object Pronouns                               | Worksheet 4.3  | 15             |
| <b>Spelling</b>             | Word Sort  | Worksheet 4.4  | 10             |
| <b>Take-Home Material</b>   | “The Balance of Nature”  | Worksheet 4.5  | *              |
| <b>Optional Assessments</b> | Word Recognition in Isolation Assessment and/or Fluency Assessment | Worksheets 2.2, 3.6  | *              |

### **Advance Preparation**

Display the following poster:

### **Subject Pronouns**

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

### **Object Pronouns**

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

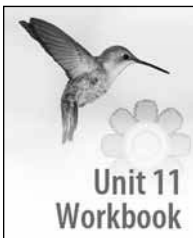
### **Note to Teacher**

(Optional) Continue to assess students individually using the Word Reading in Isolation and/or Fluency Assessments as time permits.

## **Assessment**

**30** minutes

### **10 End-of-Year Morphology Assessment**



Worksheets 2.2, 4.1

- Have students tear out Worksheet 4.1 and complete it independently.
- Using your established procedures, have students work without disturbing others, taking personal breaks as needed, and doing their best.

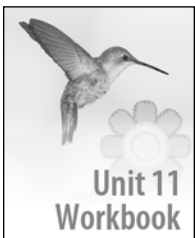
### **Note to Teacher**

After you have entered all student scores into the Assessment Scoring Sheet, record them on the EOY Assessment Summary (Worksheet 2.2) for each student.

**Whole Group Silent: “The Balance of Nature”**



Chapter 4



Worksheet 4.2

**Introducing the Chapter**

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

**Previewing the Vocabulary**

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

**Vocabulary for “Balance of Nature”**

1. **balance**—in nature, the maintenance of populations in the proper amounts and conditions (36)
2. **wildlife**—animals living in nature (36)
3. **safari**—a trip taken to see or hunt wild animals (36)
4. **reserve**—an area of land where plants and animals are given special protection (36)
5. **herd**—a large group of animals (**herds**) (38)
6. **wildebeest**—a large, African antelope, or deer-like creature, with long, curving horns (**wildebeests**) (38)
7. **acacia**—a small tree that has yellow or white flowers (**acacias**) (38)
8. **rely on**—to depend on or need (38)
9. **upset**—to interfere with (40)
10. **gazelle**—an antelope, or deer-like creature, that runs very fast (**gazelles**) (40)
11. **extinction**—a condition in which a kind of plant or animal dies out completely (42)

### Guided Reading Supports and Purpose for Reading

- Tell students that today, they will learn about the balance of nature.
- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.

### Pages 36–43

- Ask students to read **pages 36–43** to find out why the people of Kenya needed to create a reserve. (The land is set aside for nature, especially animals, to keep it from being developed or destroyed.)

### Wrap-Up

- Use the following questions to promote a discussion.

#### Discussion Questions on “The Balance of Nature”

1. *Literal* Describe one of the food chains in the Mara National Reserve. (Answers may vary.)
2. *Inferential* What happens if one part of the food chain disappears forever? (Answers may vary.)

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Ask students to turn to Worksheet 4.2 and have them complete it independently.

## Grammar

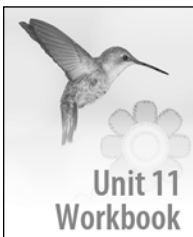
15 minutes

### Practice Subject and Object Pronouns

- Direct students’ attention to the subject pronouns poster and the object pronouns poster you displayed in advance and review them.

#### Subject Pronouns

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



Worksheet 4.3



## Object Pronouns

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

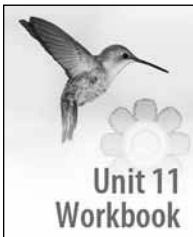
- Have students turn to Worksheet 4.3 and complete it independently.

## Spelling

10 minutes

### Word Sort

---



Worksheet 4.4

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

- Tell students they will sort words with the sound /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh'.
- Have students turn to Worksheet 4.4.
- Ask students to identify the patterns for /aw/. ('au' > /aw/, 'aw' > /aw/, 'al' > /aw/, 'ough' > /aw/, and 'augh' > /aw/)
- Have students independently read the words in the box and circle the letters that have the /aw/ sound.
- Then, have students independently write the words that match the various spellings below the appropriate headers.

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

## Take-Home Material

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### "The Balance of Nature"

---

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

# Morphology Assessment Scoring Sheet

| Question | Skill                               |
|----------|-------------------------------------|
| 1        | Prefix <i>un-</i>                   |
| 2        | Prefix <i>non-</i>                  |
| 3        | Prefix <i>re-</i>                   |
| 4        | Prefix <i>pre-</i>                  |
| 5        | Prefix <i>dis-</i>                  |
| 6        | Prefix <i>mis-</i>                  |
| 7        | Suffixes <i>-er</i> and <i>-or</i>  |
| 8        | Suffix <i>-or</i>                   |
| 9        | Suffix <i>-ist</i>                  |
| 10       | Suffix <i>-ian</i>                  |
| 11       | Suffix <i>-y</i>                    |
| 12       | Suffix <i>-al</i>                   |
| 13       | Suffix <i>-ous</i>                  |
| 14       | Suffixes <i>-ous</i> and <i>-ly</i> |
| 15       | Suffixes <i>-ive</i> and <i>-ly</i> |
| 16       | Suffix <i>-ful</i>                  |
| 17       | Suffix <i>-less</i>                 |
| 18       | Suffix <i>-ish</i>                  |
| 19       | Suffix <i>-ness</i>                 |
| 20       | Suffix <i>-able</i>                 |
| 21       | Suffix <i>-ible</i>                 |
| 22       | Prefix <i>pro-</i>                  |
| 23       | Prefix <i>anti-</i>                 |
| 24       | Prefix <i>uni-</i>                  |
| 25       | Prefix <i>bi-</i>                   |
| 26       | Prefix <i>tri-</i>                  |
| 27       | Prefix <i>multi-</i>                |
| 28       | Prefix <i>over-</i>                 |
| 29       | Prefix <i>mid-</i>                  |
| 30       | Prefix <i>under-</i>                |

# Lesson 5

## ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Natural Changes to the Environment” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Natural Changes to the Environment” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Natural Changes to the Environment”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to natural changes in the environment in “Natural Changes to the Environment” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Natural Changes to the Environment” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Natural Changes to the Environment” to check and support understanding (RI.3.7)
- ✓ Make predictions prior to reading “Natural Changes to the Environment” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use subject and object pronouns and explain their function in sentences (L.3.1a)

| <i>At a Glance</i>  | <b>Exercise</b>  | <b>Materials</b>   | <b>Minutes</b> |
|---------------------|--|--|----------------|
| <b>Spelling</b>     | Spelling Assessment                                      | Worksheet 5.1; optional pens   | 25             |
| <b>Reading Time</b> | Whole Group Silent: “Natural Changes to the Environment” | <i>Introduction to Ecology</i> ;<br>Vocabulary Cards;<br>Worksheet 5.2; pens | 25             |
| <b>Grammar</b>      | Practice Subject and Object Pronouns                     | Worksheet 5.3  | 15             |
| <b>Spelling</b>     | Practice Dictionary Skills                               | Worksheet 5.4  | 15             |

### **Advance Preparation**

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

Display the following poster for use during the Grammar lesson:

### **Subject Pronouns**

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

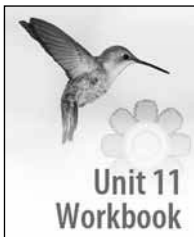
### **Object Pronouns**

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

## **Spelling**

**25** minutes

### **10 Spelling Assessment**



Worksheet 5.1

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

- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *faulty* they would write that word under the header 'au' > /aw/.
- Tell students that they may not have to use all the lines under each header.

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

- |                 |                                     |
|-----------------|-------------------------------------|
| 1. squawked     | 12. autograph                       |
| 2. default      | 13. altogether                      |
| 3. already      | 14. ought                           |
| 4. flawless     | 15. caution                         |
| 5. afterthought | 16. daughter                        |
| 6. faucet       | 17. waterfall                       |
| 7. retaught     | 18. brought                         |
| 8. author       | 19. <b>Challenge Word:</b> question |
| 9. awkward      | 20. <b>Challenge Word:</b> always   |
| 10. dawdle      | <b>Content Word:</b> ecology        |
| 11. naughty     |                                     |

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

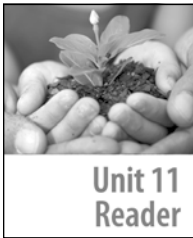
1. Since the other team didn't show up, we won by default.
2. Charlotte was awestruck when she saw the famous singer and almost forgot to ask for her autograph.

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

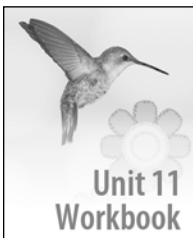
**Note to Teacher**

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

**Whole Group Silent: “Natural Changes to the Environment”**



Chapter 5



Worksheet 5.2

**Introducing the Chapter**

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

**Previewing the Vocabulary**

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

**Vocabulary for “Natural Changes to the Environment”**

1. **fragile**—weak, easily harmed (44)
2. **erode**—to wear away over time due to wind or water (**erosion, eroded**) (44)
3. **common**—occurring often (44)
4. **force**—something powerful, especially in nature (**forces**) (44)
5. **flood**—a condition in which a body of water rises and overflows beyond its usual limits (**floods**) (44)
6. **landscape**—an area of land that can be seen in one look (46)
7. **topsoil**—the top layer of soil that includes nutrients plants need (46)
8. **decay**—to rot (**decaying**) (46)
9. **petrified**—slowly changed into stone over time (48)
10. **prehistoric**—a time before history was written down (48)
11. **countless**—too many to count (50)
12. **species**—a group into which animals or plants are divided by scientists (50)
13. **jackrabbit**—an animal that looks like a large rabbit with long ears and long hind legs (**jackrabbits**) (50)

### ***Guided Reading Supports and Purpose for Reading***

- Tell students that today, they will learn about how the environment changes naturally.
- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.

### **Pages 44–51**

- Tell students that as they read **pages 44–51** they should be reading to find out about the most powerful force in nature for changing the environment. (water)

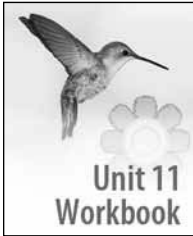
### ***Wrap-Up***

- Use the following questions to promote a discussion.

#### **Discussion Questions on “Natural Changes to the Environment”**

1. *Literal* What is the effect of flooding? (The force of the water destroys trees, plants, and soil. The topsoil is stripped away. Then, the exposed clay and rock are worn away by weather.)
2. *Literal* Describe how the Petrified Forest was created. (The area was flooded by huge amounts of water and mud. The trees were covered. The mud dried and turned to rock. The trees turned to rock as well.)

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Ask students to turn to Worksheet 5.2 and complete it independently.



Worksheet 5.3

### Practice Subject and Object Pronouns

- Direct students' attention to the subject and object pronouns poster you displayed in advance and review them.

#### Subject Pronouns

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

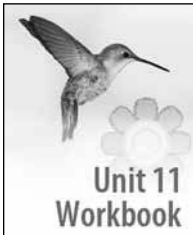
#### Object Pronouns

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

- Have students turn to Worksheet 5.3 and complete it independently.

## Spelling

15 minutes



Worksheet 5.4

### Practice Dictionary Skills

- Tell students that today they will use entry words, parts of speech, and definitions to correctly complete the activity. They will write the number of the definition used, fill in the blank with the correct form of the word, and then write its part of speech. Finally, they will write sentences using the same format.
- Have students turn to Worksheet 5.4.
- Direct students' attention to the example in the box.
- Call on one student to read the entry word, part of speech, and definitions 1–4. [foul—adjective: 1. disgusting 2. dirty 3. stormy 4. against the rules (sports or games)]
- Call on another student to read the entry word, the next part of speech, and definitions 5–7. [foul—verb: 5. to make something dirty 6. to go against the rules (sports or games) 7. to hit a ball out of bounds (baseball)]



- Call on another student to read the entry word, the next part of speech, and definition 8. [foul—noun: 8. a breaking of the rules (sports or games)]
- Read sentence 1. Ask students which definition of foul is appropriate for this sentence. [8; a breaking of the rules or boundaries (sports or games)] Have students write the number 8 on the line in parentheses after the sentence.
- Ask students what form of the word *foul* to use and have students fill in the blank with the correct form of the word. (*fouls*) Then, ask students what part of speech *foul* is in the sentence. (noun) Have students write *noun* on the line after the parentheses.
- Continue the same format with the next two sentences.
- Have students complete Worksheet 5.4 as a teacher-guided activity.

# Spelling Analysis Chart

|      |  |
|------|--|
| Name |  |
| 1    | 1. squawked                            |
| 2    | 2. default                             |
| 3    | 3. already                             |
| 4    | 4. flawless                            |
| 5    | 5. afterthought                        |
| 6    | 6. faucet                              |
| 7    | 7. retaught                            |
| 8    | 8. author                              |
| 9    | 9. awkward                             |
| 10   | 10. dawdle                             |
| 11   | 11. naughty                            |
| 12   | 12. autograph                          |
| 13   | 13. altogether                         |
| 14   | 14. ought                              |
| 15   | 15. caution                            |
| 16   | 16. daughter                           |
| 17   | 17. waterfall                          |
| 18   | 18. brought                            |
| 19   | 19. <b>Challenge Word:</b><br>question |
| 20   | 20. <b>Challenge Word:</b><br>always   |
|      | <b>Content Word:</b><br>ecology        |

# Spelling Analysis Directions

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## Unit 11, Lesson 5

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

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

# Lesson 6

## Spelling

### ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Human Changes to the Environment” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Human Changes to the Environment” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to human changes to their environment in “Human Changes to the Environment” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Human Changes to the Environment” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Human Changes to the Environment” to check and support understanding (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Make predictions prior to reading “Human Changes to the Environment” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use conventional spelling for words with the sounds /oi, /ou/, and /aw/ (L.3.2f)

| <i>At a Glance</i>        | <b>Exercise</b>   | <b>Materials</b>   | <b>Minutes</b> |
|---------------------------|---|--|----------------|
| <b>Reading Time</b>       | Whole Group Silent: “Human Changes to the Environment”                                  | <i>Introduction to Ecology</i> ;<br>Vocabulary Cards;<br>Worksheet 6.1; pens | 25             |
| <b>Spelling</b>           | Introduce Spelling Words  | board; Individual Code Chart;<br>Worksheet 6.2                               | 25             |
| <b>Extension</b>          | Extend Student Knowledge  | choice of material   | 30             |
| <b>Take-Home Material</b> | Family Letter; “Natural Changes to the Environment”; “Human Changes to the Environment” | Worksheets 6.2–6.4   | *              |

### Advance Preparation

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

| /oi/ | /ou/ | /aw/ |
|------|------|------|
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |

### Note to Teacher

During this week, students will review the spelling patterns from the previous three weeks. These patterns are /oi/, /ou/, and /aw/.

## Reading Time

25 minutes

### Whole Group Silent: "Human Changes to the Environment"

#### Introducing the Chapter

- Tell students that the title of today's chapter is "Human Changes to the Environment."
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

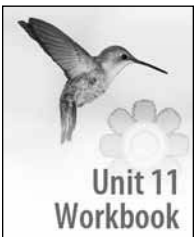
#### Previewing the Vocabulary

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



Unit 11  
Reader

Chapter 6



Unit 11  
Workbook

Worksheet 6.1

Remember to use academic vocabulary when appropriate: *define* and *recommend*.

### Vocabulary for “Human Changes to the Environment”

1. **technology**—the invention of useful things or solving problems using science and engineering (52)
2. **resource**—something that is useful or valuable (58)
3. **primarily**—mainly (58)
4. **generate**—to make (**generates**) (58)
5. **hydroelectric**—using the power of water to make electricity (58)
6. **reservoir**—a lake in which water is stored for use (58)
7. **endangered\***—in danger of dying out completely (58)
8. **pasture**—a field in which animals eat grass (**pastures**) (60)

#### *Guided Reading Supports and Purpose for Reading*

- Tell students that today, they will learn about how humans change the environment.
- Have students close their Reader and turn to Worksheet 6.1.
- Pass out pens.
- Read through each statement with students one at a time as before, pausing long enough for them to mark *True* or *False* in the “Before Reading” column for each statement.
- Collect the pens.
- Ask students to close their Skills Workbook.
- Have students turn back to Chapter 6 in their Reader. (**page 52**)
- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.
- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.

#### **Pages 52–61**

- Have students read **pages 52–61** to themselves to find the answer to the question: “What have humans used to change the environment?”
- As students read silently, you should circulate throughout the room, lending assistance as needed.

### Wrap-Up

- Use the following questions to promote a discussion.

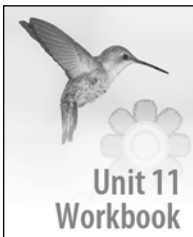
#### Discussion Questions on “Human Changes to the Environment”

1. *Literal* What has allowed humans to change the environment? (Humans are able to create and use technology to change the environment.)
  2. *Literal* What are some examples of these changes? (Answers may vary but could include hunting, building, raising animals for food, growing crops, or changing waterways.)
- Discuss with students if their predictions regarding the content of the chapter were correct.
  - Ask students to turn back to Worksheet 6.1 and complete it independently, allowing for discussion of how answers from “Before Reading” and “After Reading” compare and contrast.

## Spelling

25 minutes

### Introduce Spelling Words



Worksheet 6.2

- Tell students that this week, they will review the spellings from the previous three weeks, which include the sounds /oi/, /ou/, and /aw/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

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

- |               |                                    |
|---------------|------------------------------------|
| 1. loyalty    | 12. towering                       |
| 2. boundaries | 13. embroidery                     |
| 3. foundation | 14. announcement                   |
| 4. brought    | 15. cowardly                       |
| 5. squawked   | 16. accountable                    |
| 6. disappoint | 17. corduroy                       |
| 7. author     | 18. <b>Challenge Word:</b> usually |
| 8. turquoise  | 19. <b>Challenge Word:</b> bye     |
| 9. allowance  | 20. <b>Challenge Word:</b> buy     |
| 10. employee  | <b>Content Word:</b> environment   |
| 11. default   |                                    |

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

- |                      |                                    |
|----------------------|------------------------------------|
| 1. <b>loyalty</b>    | 12. <b>towering</b>                |
| 2. <b>boundaries</b> | 13. <b>embroidery</b>              |
| 3. <b>foundation</b> | 14. <b>announcement</b>            |
| 4. <b>brought</b>    | 15. <b>cowardly</b>                |
| 5. <b>squawked</b>   | 16. <b>accountable</b>             |
| 6. <b>disappoint</b> | 17. <b>corduroy</b>                |
| 7. <b>author</b>     | 18. <b>Challenge Word:</b> usually |
| 8. <b>turquoise</b>  | 19. <b>Challenge Word:</b> bye     |
| 9. <b>allowance</b>  | 20. <b>Challenge Word:</b> buy     |
| 10. <b>employee</b>  | <b>Content Word:</b> environment   |
| 11. <b>default</b>   |                                    |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *usually*, *bye*, and *buy* are also part of the spelling list and are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.
- Explain to students that *bye* and *buy* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. *Bye* and *buy* have the same sound /ie/.



- Use the Challenge Words in sentences as examples for students: “We *usually* get our mail in the afternoon.” “Anita left early without even saying ‘bye.’” “Every now and then, my oldest brother will *buy* us something special.”
- Remind students that this week, they again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *environment*, does not follow the spelling pattern for this week. *Environment* is a content-related word as they are studying how humans have changed the *environment*.
- Now, draw the following table on the board:

| /oi/ | /ou/ | /aw/ |
|------|------|------|
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |

- Ask students to refer to **page 4** of the **Individual Code Chart**. Point out that they will be sorting words according to their sounds.
- Review with students the following sounds and their spellings:
  - /oi/ spelled ‘oi’ or ‘oy’
  - /ou/ spelled ‘ou’ and ‘ow’
  - /aw/ spelled ‘au’, ‘aw’, ‘al’, ‘ough’, and ‘augh’
- Remind students to look at the power bar under the spellings and the order in which the spellings are sequenced to determine frequency.
- Ask students to tell you which words to list under the /oi/ header. Briefly explain the meaning of each word.

- Continue through the columns until all words have been listed under the appropriate header. Briefly explain the meaning of each word.

| /oi/       | /ou/         | /aw/     |
|------------|--------------|----------|
| loyalty    | boundaries   | brought  |
| disappoint | foundation   | squawked |
| turquoise  | allowance    | author   |
| employee   | towering     | default  |
| embroidery | announcement |          |
| corduroy   | cowardly     |          |
|            | accountable  |          |

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

## Extension

**30** minutes

### Extend Student Knowledge

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

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

## ***Take-Home Material***

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### **Family Letter; “Natural Changes to the Environment”; “Human Changes to the Environment”**

---

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

# Lesson 7

## Grammar

### ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Environmental Damage Caused by Humans” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Environmental Damage Caused by Humans” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to environmental damage caused by humans in “Environmental Damage Caused by Humans” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Human Changes to the Environment” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Environmental Damage Caused by Humans” to check and support understanding (RI.3.7)
- ✓ Make predictions prior to reading “Environmental Damage Caused by Humans” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Form and use comparative and superlative adjectives and adverbs (L. 3.1g)

| <i>At a Glance</i>        | <b>Exercise</b>  | <b>Materials</b>                                  | <b>Minutes</b> |
|---------------------------|--|---|----------------|
| <b>Reading Time</b>       | Whole Group Silent:<br>“Environmental Damage Caused by Humans” | <i>Introduction to Ecology</i> ;<br>Worksheet 7.1 | 25             |
| <b>Grammar</b>            | Practice Comparative and Superlative Adjectives and Adverbs    | Worksheet 7.2                                     | 25             |
| <b>Extension</b>          | Extend Student Knowledge                                       | choice of material                                | 30             |
| <b>Take-Home Material</b> | “Environmental Damage Caused by Humans”                        | Worksheet 7.3                                     | *              |

### ***Advance Preparation***

Display the comparative and superlative adjectives poster and the comparative and superlative adverbs poster:

#### **Comparative and Superlative Adjectives**

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

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

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

#### **Comparative and Superlative Adverbs**

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

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

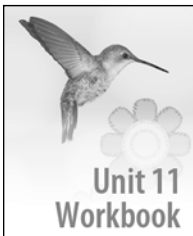
Instead of the suffixes *-er* and *-est*, use the words *more* and *most* when forming comparative and superlative adverbs that end with the suffix *-ly* or that have three or more syllables.

## Whole Group Silent: “Environmental Damage Caused by Humans”



Unit 11  
Reader

Chapter 7



Unit 11  
Workbook

Worksheet 7.1

Remember to use academic vocabulary when appropriate: *define* and *recommend*.

### Introducing the Chapter

- Tell students that the title of today’s chapter is “Environmental Damage Caused by Humans.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

### Previewing the Vocabulary

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

### Vocabulary for “Environmental Damage Caused by Humans”

1. **pump**—to move liquid using a special machine (62)
2. **oil rig**—a platform built above the ocean to support drilling for oil underwater (62)
3. **anchored**—held firmly in place (62)
4. **disaster**—a sudden event that causes much damage or loss (64)
5. **oil spill**—an event during which oil is released into nature, usually into water, causing pollution (64)
6. **polluted**—dirty and unsafe (64)
7. **variety**—a collection of different types (68)
8. **effect**—a change resulting from influence or power (**effects**) (68)
9. **source**—where something comes from (68)
10. **coastline**—the place where the land and the ocean meet (68)

### ***Guided Reading Supports and Purpose for Reading***

- Tell students that today, they will learn about how humans cause damage to the environment.
- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.
- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.

### **Pages 62–71**

- Have students read **pages 62–71** to themselves to find the answer to the question: “What damage have humans done to the environment in their search for oil?” (created oil spills, which damage ecosystems, pollute water, hurt plants and animals)
- As students read silently, you should circulate throughout the room, lending assistance as needed.

### ***Wrap-Up***

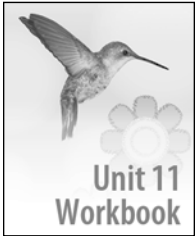
- Use the following questions to promote a discussion.

#### **Discussion Questions on “Environmental Damage Caused by Humans”**

1. *Literal* What is the process for getting oil out of the ground? (Oil rigs are used and oil is pumped from beneath the earth’s crust.)
2. *Literal* What happened to the Deepwater Horizon oil rig? (The rig exploded, spilling many thousands of gallons of oil into the Gulf of Mexico, damaging the environment.)
3. *Literal* Why are the wetlands of the Gulf of Mexico important? (They are home to many different kinds of wildlife and an important source of seafood for people.)

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Ask students to turn back to Worksheet 7.1 and complete it independently.

### Practice Comparative and Superlative Adjectives and Adverbs



Worksheet 7.2

- Remind students that adjectives describe nouns and adverbs describe verbs.
- Read the following words and have students identify the part of speech and then determine if an adjective or an adverb would describe them.

door (part of speech = noun, needs an adjective)

walks (part of speech = verb, needs an adverb)

- Have students create sentences using the noun *door* and an adjective of their choice. (Examples could be: The faded door needed to be painted. The tiny door was too small for Alice to crawl through.)
- Have students create sentences using the verb *walks* and an adverb of their choice. (Examples could be: The boy walks quickly down the street. Mrs. Brown walks slowly because she isn't in a hurry.)
- Ask, "In the sentence 'The calm child came in the door.', is the word *calm* an adjective or an adverb? How do you know?" (The word *calm* is an adjective because it describes the noun *child*.)
- Ask, "In the sentence 'The child came in the door calmly.', is the word *calmly* an adjective or an adverb? How do you know?" (The word *calmly* is an adverb because it describes the verb *came*.)
- Tell students that the best way to determine whether an adjective or an adverb is needed in a sentence is to first determine the part of speech of the word being described.
- Tell students that you will read a pair of sentences that is missing either an adjective or an adverb. Read the following sentences and the choices in parentheses to students and have them choose the correct words to fit in the blanks. Have them also tell the parts of speech of the words they choose and what words they describe.



1. There is a \_\_\_\_\_ breeze blowing today. (*stiffer*; adjective describes the noun breeze)  
(*stiffer, stiffly*)
2. The breeze blows \_\_\_\_\_ today. (*stiffly*; adverb describes the verb blows)  
(*stiffer, stiffly*)

- Display the comparative and superlative adjectives poster and the comparative and superlative adverbs poster you prepared in advance.

### Comparative and Superlative Adjectives

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

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

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

### Comparative and Superlative Adverbs

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

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

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

- Tell students that when adding a comparative and superlative adjective or adverb to a sentence, they should follow the same procedures to determine if an adjective or an adverb is needed. Students should think about the word that is being described (noun or verb) to determine if a comparative or superlative adjective or adverb is needed.
- Tell students that you will read more sentences that are missing either a comparative or superlative adjective or adverb. Read the following sentences and the words in parentheses and have students choose the correct word(s) to fit in the blanks.

1. There is a \_\_\_\_\_ breeze today than yesterday. (*stiff*)  
(stiff, stiffer)
2. The breeze is blowing \_\_\_\_\_ today than yesterday.  
(*more stiffly*)  
(stiffly, more stiffly)
3. The glass is \_\_\_\_\_ now that I have cleaned it. (*clearer*)  
(clearer, more clearly)
4. I can see \_\_\_\_\_ now that the glass has been cleaned.  
(*more clearly*)  
(clearer, more clearly)
5. Nightingales are \_\_\_\_\_ birds than crows. (*sweeter*)  
(sweeter, more sweetly)
6. The nightingale sings \_\_\_\_\_ than the crow. (*more sweetly*)  
(sweeter, more sweetly)

- Have students turn to Worksheet 7.2 and complete it as a teacher-guided activity.

## Extension

**30** minutes

### Extend Student Knowledge

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

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

## Take-Home Material

### "Environmental Damage Caused by Humans"

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

# Lesson 8

## Morphology

### ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Protecting the Environment” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Protecting the Environment” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Protecting the Environment”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to protecting the environment in “Protecting the Environment” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Protecting the Environment” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Protecting the Environment” to check and support understanding (RI.3.7)
- ✓ Identify and use the meaning of *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Make predictions prior to reading “Protecting the Environment” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use conventional spelling for words with the sounds /oi/, /ou/, and /aw/ (L.3.2f)
- ✓ Form and use comparative and superlative adjectives and adverbs (L.3.1g)
- ✓ Determine the meaning of words formed when *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, or *under-* is added to a known root word (L.3.4b)
- ✓ Identify real-life connections between words and their use (e.g., people who are *bilingual*, people who *underestimate*) (L.3.5b)

| <i>At a Glance</i>        | <b>Exercise</b>  | <b>Materials</b>                                  | <b>Minutes</b> |
|---------------------------|--|---|----------------|
| <b>Reading</b>            | <b>Whole Group Silent: “Protecting the Environment”</b>  | <i>Introduction to Ecology</i> ;<br>Worksheet 8.1 | 25             |
| <b>Morphology</b>         | <b>Review Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i></b> | Worksheets 8.2, 8.3                               | 25             |
| <b>Grammar</b>            | <b>Practice Comparative and Superlative Adjectives and Adverbs</b>   | prepared sentence strips                          | 15             |
| <b>Spelling</b>           | <b>Blank Busters</b>   | Worksheet 8.4                                     | 15             |
| <b>Take-Home Material</b> | <b>“Protecting the Environment”</b>  | Worksheet 8.5                                     | *              |

### ***Advance Preparation***

Display the comparative and superlative adjectives poster and the comparative and superlative adverbs poster you prepared in advance:

### **Comparative and Superlative Adjectives**

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

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

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

### **Comparative and Superlative Adverbs**

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

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

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

Place the following Word Box on the board or chart paper for use during the Grammar lesson.

|          |               |         |              |
|----------|---------------|---------|--------------|
| ruder    | more rudely   | angrier | more angrily |
| stricter | more strictly | easier  | more easily  |
| softer   | more softly   | happier | more happily |

Photocopy Grammar Sentence Strips (found on the next page) and cut them into strips for use during the Grammar lesson.

## Grammar Sentence Strips

The angry child is \_\_\_\_\_ to his mother than the happy child.

The angry child speaks \_\_\_\_\_ to his mother than the happy child.

---

The new curtains are \_\_\_\_\_ than the old ones.

The curtains tickle my face \_\_\_\_\_ than curtains made of rough fabric.

---

The teacher is \_\_\_\_\_ with her morning class than her afternoon class.

The teacher speaks to her morning class \_\_\_\_\_ than her afternoon class.

---

The characters in this book are \_\_\_\_\_ than in the book I just finished.

The characters treated one another \_\_\_\_\_ than characters in the book I just finished.

---

This worksheet is \_\_\_\_\_ than the one we had yesterday!

I finished it \_\_\_\_\_ because of that!

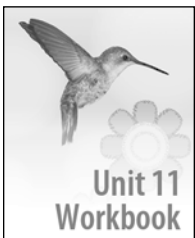
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The cheerful bunnies are \_\_\_\_\_ than the trolls under the bridge.

The cheerful bunnies walk across the bridge \_\_\_\_\_ than the trolls do.



Chapter 8



Worksheet 8.1

**Whole Group Silent: “Protecting the Environment”**

**Introducing the Chapter**

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

**Previewing the Vocabulary**

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

**Vocabulary for “Protecting the Environment”**

1. **seal**—to close up (**sealed**) (72)
2. **oil boom**—a floating barrier put in water to keep oil from spreading (**oil booms**) (72)
3. **recover**—to improve after an accident or difficult time (74)
4. **natural resource**—a useful or valuable thing found in nature (**natural resources**) (76)
5. **recycle\***—to process old things so they can be used again to make new things (**recycled, recycling**) (76)
6. **alternative**—another choice (**alternatives**) (80)
7. **unnecessary**—not needed (80)

**Guided Reading Supports and Purpose for Reading**

- Tell students that today, they will learn about how humans protect the environment.
- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.

- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.

### Pages 72–81

- Have students read **pages 72–81** to themselves to find the answer to the question, “What have humans done to protect the environment?” (recycled items; used tree farms; worked to find cleaner, safer ways to fuel our vehicles and provide electricity)
- As students read silently, you should circulate throughout the room, lending assistance as needed.

### Wrap-Up

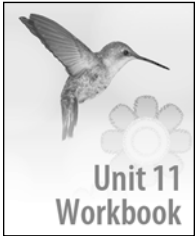
- Use the following questions to promote a discussion.

#### **Discussion Questions on “Protecting the Environment”**

1. *Literal* Why were people able to avoid a total environmental disaster? (It was due to a lot of hard work and determination.)
2. *Literal* What are examples of things we can all do to help protect the environment? (Answers may vary but could include using natural resources, recycling, planting tree farms, and using safer, cleaner alternatives to coal and oil.)

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Ask students to turn back to Worksheet 8.1 and complete it independently.





Worksheets 8.2, 8.3

## Review Prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*

- Ask students to define the following prefixes as a review.

| <b>Prefix</b> | <b>Meaning</b> |
|---------------|----------------|
| <i>uni-</i>   | one            |
| <i>bi-</i>    | two            |
| <i>tri-</i>   | three          |
| <i>multi-</i> | many           |
| <i>over-</i>  | too much       |
| <i>mid-</i>   | middle         |
| <i>under-</i> | below or less  |

- Next, ask students to provide oral sentences using the following affixed words.

*uniform* (noun or adjective)

*bicycle*

*trilogy*

*multicultural*

*overpowered*

*midtown*

*underestimate*

- Ask students to turn to Worksheets 8.2 and 8.3.
- Divide students into partners.
- Remind students that they played Frisky Beavers in Grade 3 as well as in Grade 2.

- Explain the rules needed to play Frisky Beavers:
  1. Roll the die.
  2. Move the number of spaces on the die.
  3. Read the word on the space.
  4. Use the word in a sentence. (If students don't know the meaning of the word, advise them to look it up in one of the classroom dictionaries.)
  5. Write the word on the chart.
  6. Write the part of speech for the word in the sentence they created on the chart.
- Also, remind students of good sportsmanship rules:
  - Take turns.
  - Speak politely.
  - Be a good winner or loser.
  - Give your classmate help if needed.

## Grammar

15 minutes

### Practice Comparative and Superlative Adjectives and Adverbs

- Display the comparative and superlative adjectives poster and the comparative and superlative adverbs poster you prepared in advance.

#### Comparative and Superlative Adjectives

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

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

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

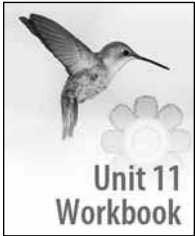
## Comparative and Superlative Adverbs

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

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

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

- Tell students that today they will practice determining if a comparative or superlative adjective or adverb is needed in a sentence.
- Divide students into six groups.
- Pass out the prepared pairs of sentence strips, one pair per group.
- Draw students' attention to the word box you placed on the board in advance.
- Tell students they will read the sentences on their sentence strip, confer as a group, and choose words from the word box to fit in the blanks. They should keep their choices secret.
- Give students time to confer and then call on each group to present their sentences and ask their classmates to choose words from the word box to fit in the blanks.
- Have each group read the pairs of sentences, asking their classmates to raise their hands to fill in the blanks. The group should then determine if the words chosen fit in the blanks. If the answer is, "Yes," the group should place a check mark on the board in front of the correct words. This ends their turn. If the answer is, "No," the group should call on others to answer until a correct answer is determined.
- Continue in this manner until all six groups have had a turn.



Worksheet 8.4

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

## Blank Busters

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- Tell students that they will practice writing their spelling words for this week.
- Tell students to turn to Worksheet 8.4. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ing*, *-er*, *-ly*, and *-ous*.
- Ask students to read the statement in number 1 silently and fill in the blank. When students have completed number 1, call on one student to read number 1 aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answers to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to number 2 and fill in the blanks on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

## Take-Home Material

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### "Protecting the Environment"

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- Have students take home Worksheet 8.5 to read to a family member.

# Lesson 9

## ✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “John Muir” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “John Muir” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require making judgments about why landscapes inspired John Muir to start the Sierra Club (RI.3.1)
- ✓ Determine the main idea of “John Muir”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to John Muir in “John Muir” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “John Muir” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “John Muir” to check and support understanding (RI.3.7)
- ✓ Identify and use the meaning of *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-* (RF.3.3a)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Make predictions prior to reading “John Muir” based on title, images, and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use commas between city and state and day and year in addresses (L.3.2b)
- ✓ Use conventional spelling for words with the sounds /oi/, /ou/, and /aw/ (L.3.2f)
- ✓ Determine the meaning of words formed when *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, or *under-* is added to a known root word (L.3.4b)
- ✓ Identify real-life connections between words and their use (e.g., people who are *bilingual*, people who *underestimate*) (L.3.5b)

| <i>At a Glance</i>        | <i>Exercise</i>  | <i>Materials</i>                                 | <i>Minutes</i> |
|---------------------------|--|--|----------------|
| <b>Reading Time</b>       | <b>Whole Group Silent: “John Muir”</b>   | <i>Introduction to Ecology;</i><br>Worksheet 9.1 | 25             |
| <b>Grammar</b>            | <b>Write a Letter</b>  | Worksheets 9.2, 10.3                             | 25             |
| <b>Morphology</b>         | <b>Review Prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i></b> | Worksheet 9.3                                    | 15             |
| <b>Spelling</b>           | <b>Word Sort</b>   | Worksheet 9.4                                    | 15             |
| <b>Take-Home Material</b> | <b>“John Muir”</b>   | Worksheet 9.5                                    | *              |

## Reading Time

**25** minutes

### Whole Group Silent: “John Muir”

#### *Introducing the Chapter*

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

#### *Previewing the Vocabulary*

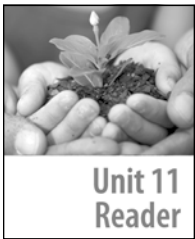
- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding. Since students will be reading silently, make sure to display the image for the chapter and preview both the vocabulary words and alternate forms of the vocabulary words used in the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

#### **Vocabulary for “John Muir”**

1. **treasure**—a valuable, important, or special thing (**treasures**) (84)
2. **naturalist**—a person who studies living things in nature (**naturalists**) (84)
3. **conservationist\***—a person who works to protect animals, plants, and other natural resources (**conservationists**) (86)
4. **wilderness**—a wild and natural area where no people live (86)

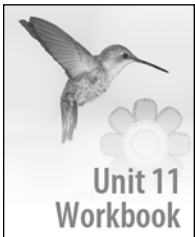
#### *Guided Reading Supports and Purpose for Reading*

- Tell students that today they will read a biography about John Muir.



Unit 11  
Reader

Chapter 9



Unit 11  
Workbook

Worksheet 9.1

- Point out the title of the chapter and the border around the images in this chapter and have students predict what the chapter may be about.
- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.

### Pages 82–91

- Have students read **pages 82–91** to themselves to find the answer to the question, “Who is John Muir and what has he devoted his life to do?” (John Muir worked to make sure Yosemite and other special lands were protected.)
- As students read silently, you should circulate throughout the room, lending assistance as needed.

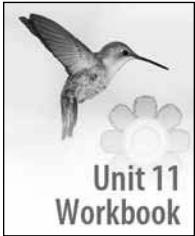
### Wrap-Up

- Use the following questions to promote a discussion.

#### Discussion Questions on “John Muir”

1. *Literal* Name two American naturalists who influenced John Muir. (Henry David Thoreau and Ralph Waldo Emerson)
2. *Literal* Why did John Muir walk from Indiana to Florida when he was about 30 years old? (Answers may vary but could include that he loved nature and wanted to experience it.)
3. *Literal* What is the Sierra Club? (America’s oldest and largest environmental organization)
4. *Literal* How was Teddy Roosevelt helpful to the work of the Sierra Club? (He used the power of the presidency to protect over 200 million acres of American wilderness.)

- Discuss with students if their predictions regarding the content of the chapter were correct.
- Ask students to turn back to Worksheet 9.1 and complete it independently.



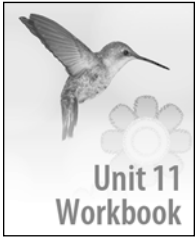
Worksheets 9.2, 10.3

### Write a Letter

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- Tell students that today they will write a letter to their Grade 4 teacher. They should include details about themselves and what they are hoping to learn in Grade 4.
  - Have students turn to Worksheet 9.2 and review with them the parts of a letter. (heading, greeting, body, closing, signature)
  - Tell students that the heading (found at the top of the letter) includes their home address and the date.
  - Help students fill in their street address or P.O. box number on the first line, using appropriate capital letters.
  - Help students fill in their city, state, and zip code on the second line. Remind students to put a comma between the city and state and use appropriate capital letters.
  - Have students fill in the date on the third line, using appropriate capitalization and putting a comma between the day and the year.
  - Tell students the greeting is the next line. Have them write *Dear Grade 4 Teacher* on the line and add a comma after it.
  - Note for students that the body of the letter, which is the paragraph or paragraphs they will write, goes on the lines in the middle and that they will write those independently, putting their sentences into paragraphs.
  - Tell students that the bottom two lines are called the closing and the signature. For the closing, guide them in choosing an appropriate closing (e.g., *Your friend,*; *Sincerely,*), noting the comma at the end.
  - Tell students the signature line is for their name (both first and last).
  - Once students have the heading, greeting, closing, and signature filled in, have them write their message to their Grade 4 teacher in the lines that make up the body of the letter.
- Note:** How these letters are distributed is left to your discretion.
- Have students tear out Worksheet 10.3 and cut the game cards apart for use during the next lesson.





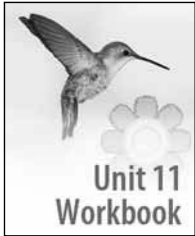
Worksheet 9.3

## Review Prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*

- Tell students that you will give them two word choices. Then, you will read a sentence and students must decide which of the word choices the sentence demonstrates.
- Use the following sentences for this oral activity.

1. *Bicycle* or *tricycle*? My younger brother loves riding his three-wheeled vehicle around the driveway. (*tricycle*)
2. *Underpowered* or *overpowered*? The boat didn't travel very fast across the lake with so many people in it. (*underpowered*)
3. *Bilingual* or *multilingual*? She can speak English, Spanish, and Italian since she has lived all over Europe. (*multilingual*)
4. *Midday* or *midnight*? The little girl woke up crying because she had a bad dream and it was dark in her room. (*midnight*)
5. *Unison* or *uniform*? We shouted surprise at the same time when Lisa entered the dark room, expecting the house to be empty. (*unison*)
6. *Line* or *underline*? My teacher asked me to add a mark to my map to show the direction that birds migrate for the winter. (*line*)
7. *Trident* or *trilogy*? Certain mythical gods carry a symbol of their power with them that looks a little bit like a large, three-pronged fork. (*trident*)
8. *Underground* or *underwater*? The power company decided to move the power lines under the neighborhood since bad storms always tear them down. (*underground*)

- Have students complete Worksheet 9.3 independently.



Worksheet 9.4

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

## Word Sort

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- Tell students they will sort words with the sounds /oi/, /ou/, and /aw/.
- Have students turn to Worksheet 9.4.
- Ask students to identify the patterns for /oi/. ('oi' > /oi/ and 'oy' > /oi/)
- Have students independently read the words in the box and circle the letters that have the /oi/ sound.
- Then, have students independently write the words that have the sound-spelling /oi/ under the /oi/ header.
- Have students use the same steps to complete the worksheet as an independent activity.

## Take-Home Material

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### "John Muir"

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

# Lesson 10

## ✓ Objectives

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

- ✓ **Determine agreement between subjects and verbs** (L.3.1f)
- ✓ **Use commas and quotation marks in dialogue** (L.3.2c)

| At a Glance         | Exercise                                       | Materials  | Minutes |
|---------------------|--|--|---------|
| <b>Spelling</b>     | <b>Spelling Assessment</b>                     | Worksheet 10.1; optional pens                                | 25      |
| <b>Reading Time</b> | <b>Small Group: Remediation and Enrichment</b> | <i>Introduction to Ecology;</i><br><i>More Classic Tales</i> | 25      |
| <b>Grammar</b>      | <b>Match Me if You Can</b>                     | Worksheets 10.2, 10.3  | 15      |
| <b>Spelling</b>     | <b>Practice Dictionary Skills</b>              | Worksheet 10.4   | 15      |

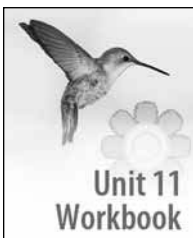
### Advance Preparation

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

## Spelling

**25** minutes

### 10 Spelling Assessment



Worksheet 10.1

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

- Have students turn to Worksheet 10.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *mouse*, they would write that word under the header /ou/.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

- |                  |                                    |
|------------------|------------------------------------|
| 1. towering      | 12. author                         |
| 2. brought       | 13. foundation                     |
| 3. disappoint    | 14. corduroy                       |
| 4. cowardly      | 15. squawked                       |
| 5. employee      | 16. allowance                      |
| 6. boundaries    | 17. embroidery                     |
| 7. turquoise     | 18. <b>Challenge Word:</b> usually |
| 8. default       | 19. <b>Challenge Word:</b> bye     |
| 9. accountable   | 20. <b>Challenge Word:</b> buy     |
| 10. announcement | <b>Content Word:</b> environment   |
| 11. loyalty      |                                    |

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

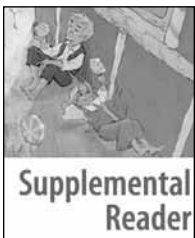
1. The beautiful waterfall sparkled in the sun with colors of turquoise and purple.
2. The morning announcements had already finished before she walked into the class.

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

**Note to Teacher**

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

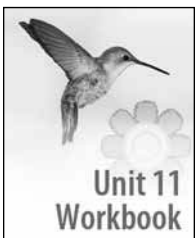
## Small Group: Remediation and Enrichment



- While working with students in small groups, please remember to choose activities that fit students' needs at the time.
- ★ **Small Group 1:** Work with these students on any weak areas that were exhibited on the assessment. You may wish to use the *Assessment and Remediation Guide* and/or materials from the Pausing Point of earlier units with these students.
- ★ **Small Group 2:** Ask these students to read a chapter or two of their choice from *Introduction to Ecology* or *More Classic Tales*.

# Grammar

## Match Me if You Can



Worksheets 10.2, 10.3

- Tell students they will once again play Match Me if You Can.
- Have students pair up and have one student tear out Worksheet 10.2 (game board). Pairs of students should combine the game cards (Worksheet 10.3) they cut apart during Lesson 9 and place them face down near the game board.
- Have students follow these rules to play:
  1. Begin at 'Start'.
  2. Draw a card, read the sentence aloud, and say whether the punctuation or the form of the verb used in the sentence is correct or incorrect.
  3. Roll a die and count each direction to see on which square you wish to land to match your card to the word *correct* or *incorrect* or to a positive action.
  4. If moving in one direction gives you a match, move there, and place your card in front of you on the table.

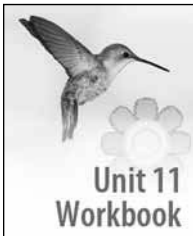
5. If moving in another direction allows you to take your opponent's card, you may choose to move there, take the card, and take another turn using your opponent's card.
6. If neither gives you a match or a positive action, move either way, turn your card face down, and place it on the bottom of the pile. Do not keep it. Your turn has ended.
7. Continue in this fashion until all cards are gone.
8. At the end of play, the player with the most cards wins.

## Spelling

**15** minutes

### Practice Dictionary Skills

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Worksheet 10.4

- Tell students that today they will review dictionary skills.
- Have students remove Worksheet 10.4 to complete as an independent activity.

# Spelling Analysis Chart

|    |      |                                       |
|----|------|---------------------------------------|
| 1  | Name | 1. towering                           |
| 2  |      | 2. brought                            |
| 3  |      | 3. disappoint                         |
| 4  |      | 4. cowardly                           |
| 5  |      | 5. employee                           |
| 6  |      | 6. boundaries                         |
| 7  |      | 7. turquoise                          |
| 8  |      | 8. default                            |
| 9  |      | 9. accountable                        |
| 10 |      | 10. announcement                      |
| 11 |      | 11. loyalty                           |
| 12 |      | 12. author                            |
| 13 |      | 13. foundation                        |
| 14 |      | 14. corduroy                          |
| 15 |      | 15. squawked                          |
| 16 |      | 16. allowance                         |
| 17 |      | 17. embroidery                        |
| 18 |      | 18. <b>Challenge Word:</b><br>usually |
| 19 |      | 19. <b>Challenge Word:</b><br>bye     |
| 20 |      | 20. <b>Challenge Word:</b><br>buy     |
|    |      | <b>Content Word:</b><br>environment   |

# Spelling Analysis Directions

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## Unit 10, Lesson 10

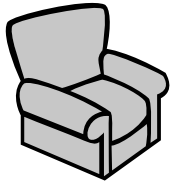
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For additional practice, see worksheets in Sections III-B and IV-J of the *Assessment and Remediation Guide*.

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



# Teacher Resources



Reader's Chair

# Reader's Chair Sign-Up Sheet

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

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

**Anecdotal Reading Record**

**Week of:** \_\_\_\_\_

|       |       |       |       |
|-------|-------|-------|-------|
| Name: | Name: | Name: | Name: |
| Name: | Name: | Name: | Name: |
| Name: | Name: | Name: | Name: |
| Name: | Name: | Name: | Name: |
| Name: | Name: | Name: | Name: |
| Name: | Name: | Name: | Name: |
| Name: | Name: | Name: | Name: |



# Tens Conversion Chart

## Number Correct

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

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

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

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

# Writing Prompts

## Unit 11:

1. **Recommend** a way you can help protect and preserve the environment.
2. Describe food chains and provide several examples of food chains in nature.
3. **Decide** what the most important features of a forest ecosystem and a water ecosystem are and explain your choices.
4. Explain the chain of events related to an oil spill and how the environment is affected.
5. Write a letter to a friend telling about John Muir and what he did during his life to help the environment.

## Either fiction or nonfiction:

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

## Fiction:

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

## Nonfiction:

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

# Glossary for *Introduction to Ecology*

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## A

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**abundant**—plentiful

**acacia**—a small tree that has yellow or white flowers (**acacias**)

**alternative**—another choice (**alternatives**)

**anchored**—held firmly in place

**apex**—the top point

## B

---

**bacteria**—microscopic living things that exist everywhere; Some can be helpful and some can be harmful.

**balance**—in nature, the maintenance of populations in the proper amounts and conditions

## C

---

**coastline**—the place where the land and the ocean meet

**common**—occurring often

**conservationist**—a person who works to protect animals, plants, and other natural resources (**conservationists**)

**consumer**—a living thing that eats other living things (**consumers**)

**countless**—too many to count

# D

---

**decay**—to rot (**decaying**)

**decompose**—to rot, decay, or be slowly destroyed and broken down by natural processes (**decomposes, decomposed**)

**decomposer**—a living thing that eats dead plant and animal matter (**decomposers**)

**defense**—a way to protect against harm (**defenses**)

**depend on**—to rely on or need (**depends on**)

**disaster**—a sudden event that causes much damage or loss

# E

---

**ecology**—the study of relationships between living things and their environment

**ecosystem**—everything in a particular environment, both living and nonliving

**effect**—a change resulting from influence or power (**effects**)

**endangered**—in danger of dying out completely

**environment**—natural surroundings (**environments**)

**erode**—to wear away over time due to wind or water (**erosion, eroded**)

**extinction**—a condition in which a kind of plant or animal dies out completely



## F

---

**flood**—a condition in which a body of water rises and overflows beyond its usual limits (**floods**)

**food chain**—a relationship of living things as food sources for other living things (**food chains**)

**force**—something powerful, especially in nature (**forces**)

**fragile**—weak, easily harmed

**fungus**—a plant-like organism that lives on dead or decaying things (**fungi**)

## G

---

**gazelle**—an antelope, or deer-like creature, that runs very fast (**gazelles**)

**generate**—to make (**generates**)

## H

---

**herd**—a large group of animals (**herds**)

**hydroelectric**—using the power of water to make electricity

## J

---

**jackrabbit**—an animal that looks like a large rabbit with long ears and long hind legs (**jackrabbits**)

# L

---

**landscape**—an area of land that can be seen in one look

# M

---

**microscopic**—can only be seen with a microscope

**mighty**—large in size

**mineral**—a substance that occurs naturally in some food and contributes to good health (**minerals**)

# N

---

**natural resource**—a useful or valuable thing found in nature (**natural resources**)

**naturalist**—a person who studies living things in nature (**naturalists**)

**nutrient**—a vitamin or mineral that helps living things stay healthy (**nutrients**)

# O

---

**oil boom**—a floating barrier put in water to keep oil from spreading (**oil booms**)

**oil rig**—a platform built above the ocean to support drilling for oil underwater

**oil spill**—an event during which oil is released into nature, usually into water, causing pollution

**organic**—from or made by living things

**organism**—a living thing

## P

---

**pasture**—a field in which animals eat grass (**pastures**)

**petrified**—slowly changed into stone over time

**photosynthesis**—the process by which plants make their own food using sunlight

**pollen**—a yellow substance made by plants that is carried to other plants of the same kind to make seeds

**polluted**—dirty and unsafe

**predator**—an animal that lives by hunting other animals (**predators**)

**prehistoric**—a time before history was written down

**prey**—animals that are hunted by other animals for food

**primarily**—mainly

**producer**—a living thing that makes its own food (**producers**)

**protect**—to keep safe from harm

**pump**—to move liquid using a special machine

# R

---

**recover**—to improve after an accident or difficult time

**recycle**—to process old things so they can be used again to make new things (**recycled**, **recycling**)

**rely on**—to depend on or need

**reserve**—an area of land where plants and animals are given special protection

**reservoir**—a lake in which water is stored for use

**resource**—something that is useful or valuable

# S

---

**safari**—a trip taken to see or hunt wild animals

**safety**—the state of being free from harm

**sapling**—a young tree (**saplings**)

**seal**—to close up (**sealed**)

**skitter**—to move quickly across something (**skittering**)

**soil**—dirt

**source**—where something comes from

**species**—a group into which animals or plants are divided by scientists

**sprout**—to begin to grow

**survival**—the ability to continue living

**survive**—to continue living

# T

---

**technology**—the invention of useful things or solving problems using science and engineering

**topsoil**—the top layer of soil that includes nutrients plants need

**treasure**—a valuable, important, or special thing (**treasures**)

# U

---

**unnecessary**—not needed

**upset**—to interfere with

# V

---

**variety**—a collection of different types

**vitamin**—a substance found in food that is necessary for good health (**vitamins**)

# W

---

**wander**—to move around without a particular direction or purpose

**wildebeest**—a large, African antelope, or deer-like creature, with long, curving horns (**wildebeests**)

**wilderness**—a wild and natural area where no people live

**wildlife**—animals living in nature

Name: \_\_\_\_\_

1.1

Anticipation Guide for "Living Things and Their Habitats"

| Before Reading    |       | Statement  | After Reading |       |      |
|-------------------|-------|--|---------------|-------|------|
| True              | False |  | True          | False | Page |
| Answers may vary. |       | Ecology is about nature and life.                      | ✓             |       | 6    |
| Answers may vary. |       | Flowers depend only on bees to spread their pollen.    |               | ✓     | 8    |
| Answers may vary. |       | A squirrel's favorite food is candy.                   |               | ✓     | 12   |
| Answers may vary. |       | Acorns are candy.                                      |               | ✓     | 12   |
| Answers may vary. |       | Squirrels always remember where every acorn is buried. |               | ✓     | 12   |

- What is the main idea of this chapter?
  - Living things depend on each other.
  - Toads eat insects.
  - Ecologists like to study.
  - Flowers like bees to sniff their petals.

- What would happen to oak trees if, suddenly, there were no more squirrels?

Answers may vary but could include that oak trees could die out.

Name: \_\_\_\_\_

2.1 continued

- Why did the author write this selection?
  - to tell the reader how kind trolls are
  - to tell the reader that cats are ferocious
  - to tell the reader that using your wits can make for a happy ending
  - to tell the reader that people from Denmark are clever

- What is the meaning of the word **ferocious** in the following sentence

"Have you still got that huge, **ferocious** cat?"

- hungry
  - dangerous
  - enormous
  - furry
- Using the numbers 1–5, put the following events in order as they occurred in the selection.
    - Franz told the voices in the forest that his cat had seven kittens.
    - On the exact same night each year, trolls drove Franz from his house and took over the place.
    - A troll threw a piece of sausage to the cat lying under the stove.
    - A hunter asked if he could stay at Franz's house on his way to take the bear he had captured to the King of Denmark.
    - The bear roared ferociously and scared the trolls away.

- What is the meaning of the word **raucous** in the following sentence?

They stormed into the house and began a **raucous** celebration.

- soft
  - friendly
  - loud
  - unfriendly
- Which of the following describes an event that takes place in the story?
    - A troll feeds a bear because he likes bears.
    - A cat feeds a troll because the troll is hungry.
    - A troll feeds a bear because he thinks it is a cat.
    - A troll feeds a cat because he thinks it is a bear.

- Why did the trolls leave and never return?

Answers may vary but could include that the trolls were afraid of what they thought was a ferocious cat and her seven kittens.

- Write a summary of this selection.

Trolls run Franz out of his house each year on the same night. A hunter stays at his house with what the trolls think is a cat. The cat is a bear who, when provoked, wrecks the house and scares the trolls away. The next year on the exact same night, Franz tells the trolls that not only does he still have a "cat," she has seven ferocious kittens. The trolls never return.

Name: \_\_\_\_\_

**2.1**  
continued

8. What is the meaning of the word **horrific** in the following sentence?

He cleaned up the **horrific** mess the trolls had made.

- A. huge
- B. shocking
- C. orderly
- D. silly

9. At the end of the story, Franz talked to some creatures that were hiding in the woods. Who do you think these creatures were?

**Answers may vary but could include that the creatures are the trolls.**

10. Why did Franz tell the mysterious creatures that his cat had seven kittens?

**Franz realized he could trick the trolls into leaving him alone.**

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11. Why is the wolf seen as good in this selection?

**The aspen trees were dying out because elk were eating the seedlings. Reintroducing wolves into Yellowstone stopped the elk from eating the seedlings because wolves eat elk.**

12. Why was the scientists' idea about bringing in wolves controversial?

**Many farmers and ranchers still viewed wolves as a threat to people and livestock.**

13. Choose the food chain found in Yellowstone National Park that is described in the selection.

- A. Aspen tree → Elk → Wolf
- B. Elk → Aspen tree → Wolf
- C. Wolf → Aspen tree → Elk
- D. Wolf → Elk → Aspen Tree

14. Why did the author write this selection?

- A. to inform readers about how the wolf helped in Yellowstone
- B. to warn readers about wild animals when visiting Yellowstone
- C. to entertain readers with a story about a wolf, an elk, and an aspen tree
- D. to describe the author's visit to Yellowstone on vacation

15. What evidence did scientists find that their plan was working?

**Aspen trees were surviving and growing too large for elk to eat them.**

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Name: \_\_\_\_\_

**2.1**  
continued

16. What does **civic duty** mean in the following sentence from the selection?

The kings of Sweden viewed wolf hunting as a **civic duty**. They expected every able-bodied man to help out with wolf hunts.

- A. a responsibility that citizens are expected to avoid
- B. an act that citizens should try once in their life
- C. a responsibility that citizens are expected to take part in
- D. an act that people must do in order to become citizens

17. What could have happened if the scientists had not put their plan in place?

**Answers may vary but could include aspen trees would die out.**

18. What is the main idea of this selection?

**People must be careful when they make decisions that harm whole species of animals.**

19. Why did most European settlers dislike wolves so much?

- A. Wolves were kept as pets in Europe.
- B. People were scared of wolves.
- C. The wolf population grew too fast.
- D. Europeans brought wolves with them for trading.

20. Why did elk have to be a bit more careful once the scientists' plan was in place?

**Wolves eat elk so they needed to be more careful to avoid wolves.**

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21. What does the word **exotic** mean in the following sentence from the selection?

Sometimes people bring **exotic** animals back from their trips.

- A. tame
- B. intended as a pet in the home
- C. not living or growing naturally in a certain area
- D. not found in nature

22. How did Burmese pythons come to make their home in the swamps of southern Florida?

**People used to be able to buy Burmese pythons for pets, but once they got too big, people would release them.**

23. What might happen if Asian carp get into the Great Lakes?

**Asian carp eat lots of food other fish need. They also jump and can harm boaters.**

24. List the ways that animals are on the move according to the selection.

1. **Some people bring exotic animals back from trips.**
2. **Some people buy exotic animals in pet shops.**
3. **Some animals sneak into crates or onto ships that end up in new lands.**

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Name: \_\_\_\_\_

**2.1**  
continued

25. Circle the correct answer to fill in the blank in the following sentence:

Invasive species disrupt the \_\_\_\_\_ by eating up or crowding out the native animals.

- carnivores
- wildfire
- ecosystem**
- travelers

26. How are Asian carp dangerous to humans?

**Asian carp jump 8-10 feet in the air and can injure people in boats.**

27. Why did the author write this selection?

- A. to describe the habitat of pythons
- B. to entertain with a story about animals
- C. to create panic about visiting Florida and areas near the Mississippi River
- D. to inform about how invasive species can be harmful**

28. How have officials in Florida tried to keep the python problem under control?

**Officials have passed laws to make it illegal for pet shops in the United States to sell Burmese pythons and to allow hunters to hunt Burmese pythons.**

29. What does the phrase **spreading like wildfire** mean in the following sentence from the selection?

They got loose in the Mississippi River. Now, they are **spreading like wildfire**.

- A. acts or moves quickly and intensely**
- B. slows down so it is almost not noticeable
- C. moves at a steady pace
- D. acts as if in shock and stays in one place

30. Write a summary of this selection.

**Invasive species can be harmful. Burmese pythons and Asian carp threaten food sources, plants, and animals with their presence. People can also be in danger.**

Name: \_\_\_\_\_

**2.3**

**Food Chains**

1. What happens to the acorns that aren't eaten by the animals in the forest?

**Answers may vary.**

Page **16**

2. Create a food chain in which you are the apex predator.

**Answers may vary.**

Read the following statements, write *true* or *false*, and write the page number that has the answer.

|   | True or False | Page Number |
|---|---------------|-------------|
| A worm is an apex predator.                             | <b>False</b>  | <b>22</b>   |
| There are no hidden creatures in the forest ecosystem.  | <b>False</b>  | <b>18</b>   |
| Small animals are eaten by slightly larger animals.     | <b>False</b>  | <b>22</b>   |
| All food chains include plants.                         | <b>False</b>  | <b>22</b>   |
| When a spider's egg sac opens, two tiny spiders emerge. | <b>False</b>  | <b>20</b>   |

Name: \_\_\_\_\_

**3.1**

**End-of-Year Grammar Assessment**

Read the following paragraph carefully and then answer questions 1–4.

Summer is the very best time of year! Our family always goes to the beach and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive so we can head toward the ocean again!

1. Which of the following is the topic sentence of the paragraph?

- A. Our family always goes to the beach and we play in the sand and surf for days.
- B. Tulips bloom in the spring.
- C. I can't wait for summer to arrive so we can head toward the ocean again!
- D. Summer is the very best time of year!**

2. Which of the following is the concluding sentence of the paragraph?

- A. Our family always goes to the beach and we play in the sand and surf for days.
- B. Tulips bloom in the spring.
- C. I can't wait for summer to arrive so we can head toward the ocean again!**
- D. Summer is the very best time of year!



3. Which of the following is an irrelevant sentence in the paragraph?
- A. Our family always goes to the beach and we play in the sand and surf for days.
  - B. Tulips bloom in the spring.
  - C. I can't wait for summer to arrive so we can head toward the ocean again!
  - D. Summer is the very best time of year!

4. Which of the following would be the best title for the paragraph?
- A. Tulips are Beautiful
  - B. Summer Fun
  - C. Summer, Fall, Winter, and Spring
  - D. Dolphins Swim in the Surf

5. Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:
- 2 Mix the eggs with a splash of milk and a dash of salt and pepper.
- 1 Get the eggs out of the refrigerator.
- 4 Enjoy your warm scrambled eggs with toast and jam!
- 3 Cook the eggs over a low heat so they don't burn.

Read the following sentences carefully and then answer questions 6–9.

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at Scottsdale Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

Name: \_\_\_\_\_

6. Choose the answer with words that are nouns.
- A. played, gym, early
  - B. game, seats, seconds
  - C. game, excited, gets
  - D. thrilled, gym, final

7. Choose the answer with words that are verbs.
- A. thrilled, arrived, stayed
  - B. excited, early, best
  - C. thrilled, greatly, final
  - D. excited, gym, get

8. Choose the answer with words that are adjectives.
- A. thrilled, large, best
  - B. game, early, final
  - C. large, best, climactic
  - D. all, large, until

9. Choose the answer with words that are adverbs.
- A. excited, early, climactic
  - B. Elementary, early, stayed
  - C. greatly, enthusiastically, early
  - D. Scottsdale, best, final

10. Draw a vertical line to separate subject and predicate in the following sentence.
- The striped hot air balloon | drifted high in the puffy clouds.

11. Which sentence uses the conjunction **but** correctly?
- A. Mrs. Wells said we could have both recess but extra time to read after the spelling test.
  - B. The child's picture was painted green, purple, but yellow.
  - C. Bob likes to read nonfiction, but Bill would rather read fiction.
  - D. The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"

12. Choose the sentence that uses the conjunction **because** correctly.
- A. Because we left the picnic early the thunderstorm drenched everyone's lunch.
  - B. Mom is baking a three layer birthday cake because Dad turns 30 years old today.
  - C. Because we spelled all of our spelling words correctly we practiced the words carefully.
  - D. We blew out all the candles in the room because it got very dark.

13. Which sentence uses the conjunction **so** correctly?
- A. My sister knocked over her glass of milk so she helped clean it up.
  - B. We watched television inside so the storm came up suddenly.
  - C. My friend was very excited so he won the game.
  - D. We arrived at the movie on time so we left the house early.

Name: \_\_\_\_\_

14. Write the sentence using correct capitalization and punctuation.

your disguise is so creative that I hardly recognized you said Donny

**“Your disguise is so creative that I hardly recognized you,” said Donny.**

15. Write the sentence adding commas where needed.

Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

**Mary invited Fran, Molly, and Nancy to her house for an afternoon of movies and popcorn.**

16. Circle the letter of the sentence that uses the past tense of the verb correctly.
- A. Reggie eats more ice cream than all of his brothers.
  - B. The threatening clouds will scare away the children.
  - C. My trip to the ocean last weekend calmed and renewed my spirit.
  - D. The department store is having a half price sale.

17. Write the correct verb on the blank.

The fussy baby will have lots of attention from her grandparents.  
(have, has)

18. Choose the sentence that uses the linking words **for example** correctly.
- A. The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
  - B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.
  - C. The shopper finds wonderful bargains at the store, for example.
  - D. Birds fly overhead, for example, singing their songs, moving from place to place and looking for food.
19. Choose the sentence that is true.
- A. To compare two things and to contrast two things is the same activity.
  - B. Comparing means to find what is different among things.
  - C. Contrasting means to find what is the same among things.
  - D. To compare two things and to contrast two things are opposite activities.
20. Which sentence uses the linking words **in the same way** correctly?
- A. We live on a farm in the country. In the same way, you live in downtown New York City.
  - B. The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.
  - C. Hannah is a very pleasant person. In the same way, Hank is a mean person.
  - D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.

Name: \_\_\_\_\_

21. The words **in conclusion** signal \_\_\_\_\_.
- A. two things are the same.
  - B. a summary is coming up next.
  - C. two things are different.
  - D. a cause and effect are coming up next.
22. Choose the sentence that uses the words **in contrast** correctly.
- A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.
  - B. Fairy tale giants are make-believe. In contrast, flying elephants are found in fiction.
  - C. The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.
  - D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.
23. Write the correct singular possessive noun on the blank.  
We are all invited to our teacher's house for a party.  
(the house of our teacher)
24. Which sentence uses the apostrophe correctly?
- A. The freshly baked cookies' were delicious.
  - B. The cookie frosting's was gooey and yummy.
  - C. Chocolate chip and peanut butter cookie's are my favorite!
  - D. Can you see all of the cookies' burned edges?

25. Choose the sentence that is correct.
- A. Lions, tigers, and bears are coming this way!
  - B. The lions roars could be heard all over the zoo.
  - C. The stripes on the tigers fur are orange and yellow.
  - D. Do you see the bears claws scratching the tree?
26. Write the correct possessive pronoun on the blank.  
Can the rushing river overflow its banks?  
(its, it's)
- Write the correct form of the comparative or superlative adjective or adverb in the blank.
27. (thin) The apple slices on your plate are cut in thinner slices than the apple slices on my plate.
28. (unusual) The paintings in that museum are the most unusual I've ever seen!
29. (close) Our grandmother lives closer to the mall than we do.
30. (correctly) Our class recited multiplication tables more correctly than the other class.

Name: \_\_\_\_\_

### Anticipation Guide for "Producers, Consumers, and Decomposers"

| Before Reading    |       | Statement                                    | After Reading |       |      |
|-------------------|-------|--|---------------|-------|------|
| True              | False |  | True          | False | Page |
| Answers may vary. |       | Dirt is just a yucky mess.                   |               | ✓     | 24   |
| Answers may vary. |       | A blackberry plant is a producer.            | ✓             |       | 26   |
| Answers may vary. |       | Consumers make their own food.               |               | ✓     | 28   |
| Answers may vary. |       | Earthworms are decomposers.                  | ✓             |       | 30   |
| Answers may vary. |       | Bacteria are the most important decomposers. | ✓             |       | 34   |

1. What would happen to the forest ecosystem if all of the bacteria disappeared?

Answers may vary but include that the ecosystem would be harmed because dead plant and animal material wouldn't decompose, so there would be no decomposed matter to provide vitamins and minerals for new plants or other living things.

2. Match the definition to the word by writing the letter on the blank.

- C Producer      A. eats other plants or animals  
A Consumer    B. breaks down bodies into simpler and simpler matter  
B Decomposer   C. makes food

3. What is this chapter mostly about?

- A. Squirrels are afraid of owls.  
B. Blackberry jam is the best.  
C. All living things can be sorted into three categories.  
D. Wild animals such as bears, birds, and bugs eat berries.

Name: \_\_\_\_\_

3.3

### Prefix Review

Complete each sentence by adding the correct prefix to the root word.

|      |      |        |       |     |        |      |
|------|------|--------|-------|-----|--------|------|
| mid- | tri- | multi- | over- | bi- | under- | uni- |
|------|------|--------|-------|-----|--------|------|

1. Thomas is slowly learning how to ride his new bi cycle with the extra training wheels and is almost ready to rely on just two wheels.
2. Over the years, people have over fished one river outside of the small mountain town, which now has almost no fish in it as a result.
3. The over powered fans cooled us off very quickly because they blew so much air on us.
4. We learned the names of special types of tri angles in math and the names are based on angles on the inside of the figures.
5. There is a big assessment in my history class at mid term to determine what we have learned in the first half of the year.
6. The principal of the school asked if we liked the new uni color uniforms better than the old ones.
7. During the multi media presentation, the teacher used videos and music to show how people in different countries celebrate holidays.
8. The bi monthly meeting of the book club occurs on a Tuesday at the library and is open to anyone who has read the book for that meeting.

9. The team captains met with the referees at mid field to determine which side of the field each team would start on and who would get the ball first.

10. The cable company over charged us on this month's bill for features we don't have and Dad had to call and fix the problem so the charge would be the normal amount.

Write a sentence using each word.

1. *unison*

Answers may vary.

2. *underground*

Answers may vary.

3. *overeat*

Answers may vary.

Name: \_\_\_\_\_

3.4

### Blank Busters

|           |              |            |          |
|-----------|--------------|------------|----------|
| author    | dawdle       | altogether | default  |
| waterfall | afterthought | caution    | naughty  |
| squawked  | faucet       | brought    | daughter |
| flawless  | already      | ought      | awkward  |
| autograph | retought     |            |          |

Challenge Word: question

Challenge Word: always

Content Word: ecology

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

1. Before railroad crossings, there are usually caution signals to let you know when a train is approaching.
2. By November, squirrels have already buried enough acorns to last through the winter.
3. Celia's sister received an autographed picture of the band.
4. She passed the basketball awkwardly because this was her first practice.
5. The families went to the mountains and saw beautiful waterfalls on their way to the picnic area.

- I reminded my twin daughters that they ought to study for their spelling assessment on Friday.
- The author of the mystery series came to speak at our school.
- All of our faucets are leaking so the plumber is coming to fix them this afternoon.
- There were altogether seven faucets that needed adjustments.
- The class eagerly waited for the lesson on ecology to learn how they can improve our environment.

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

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

Name: \_\_\_\_\_

### End-of-Year Morphology Assessment

- Which of the following words has the prefix *un-*, meaning “not,” as in the word *unsafe*?
  - understand
  - unable
  - uncle
  - under
- If someone is giving *nonverbal* signals, how are they giving signals?

#### without speaking

- If you want to *rewrite* something, what do you want to do?
  - write it above
  - write it below
  - write it again
  - write it big

- Which of the following words correctly fits in the sentence below?

The recipe said to \_\_\_\_\_ the oven to 350° while prepping the food for baking.

- preheat
- preschool
- preview
- preselect

- Choose the phrase that is an example of what the word *disobey* means.
  - unplugging the printer from the computer
  - saying no thank you to a vegetable you don't like
  - sharing your toys with a younger sibling
  - not cleaning your room after your mom says you have to
- When you add the prefix *mis-* to the verb *behave*, the new word is *misbehave*. What part of speech is *misbehave*?

verb

- Which of the following words have suffixes that both mean “a person who?”
  - dirty* and *coastal*
  - farmer* and *actor*
  - dangerous* and *decorative*
  - stylish* and *loneliness*
- What is the root word and part of speech of the underlined word in the following sentence?

Sometimes, the counselor at school comes to our class to teach lessons about being a good person and helping others.

Root Word: counsel

Part of Speech of *counselor*: noun

Name: \_\_\_\_\_

- An *artist* is a person who \_\_\_\_\_.
  - erases art
  - makes or creates art
  - is full of art
  - lacks art
- If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?
  - a cosmetician
  - a politician
  - a pediatrician
  - a musician
- Circle the word that has the suffix *-y*, which means “full of or covered with,” correctly added to the root word?

rusty                      sorry                      happy                      story

- Which of the following choices is a *nutritional* food choice?
  - potato chips
  - ice cream
  - a lollipop
  - asparagus

13. What word means "full of danger?"

**dangerous**

14. Add the correct suffix or suffixes to the root word by writing on the blank to complete the sentence.

She humor ously presented the results of her study and kept the audience interested and entertained.

-ous      -ive      -ly      -y      -al

15. If you are **creatively** decorating a room, how are you decorating a room?

**in a creative way**

16. The \_\_\_\_\_ cut on my hand hurt even more when Mom started to clean it.

- A. painful
- B. careless
- C. hopeful
- D. fearless

Name: \_\_\_\_\_

**4.1**  
continued

17. Which of the following words correctly fits in the sentence below?

I gave my mother a \_\_\_\_\_ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

- A. fearless
- B. careless
- C. painless
- D. hopeless

18. Complete this sentence:

My brother acted in a **selfish** way when he \_\_\_\_\_.

**Answers may vary.**

19. Which of the following might cause **loneliness** to set in?

- A. All of your friends left.
- B. You took the dog for a walk.
- C. Your neighbor invited you to join a book club.
- D. The baseball game went into extra innings.

20. If something is **chewable**, that means it is \_\_\_\_\_.

**able to be chewed**

21. When adding the suffix **-ible** to the verb **flex**, you create **flexible**. What part of speech is the root word and the new word?

**flex** Part of Speech: verb

**flexible** Part of Speech: adjective

22. Which of the following words with the prefix **pro-** means "to move forward?"

- A. proceed
- B. project
- C. proposal
- D. provide

23. If you need an **antidote**, what might have happened?

- A. You might have eaten a salad for lunch.
- B. You might have cut your finger on a thorn from a rosebush.
- C. You might have fallen asleep on the couch.
- D. You might have been bitten by a poisonous snake.

24. How many wheels does a **unicycle** have? one

25. My father is **bilingual** so that means he can speak two languages.

26. Rachel's favorite author just published a **trilogy**, which is a series of three books.

27. What type of literature includes selections that reflect many cultures?

- A. multicultural
- B. agricultural
- C. subcultural
- D. cultural

Name: \_\_\_\_\_

**4.1**  
continued

28. Which of the following words correctly fits in the sentence below?

Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would \_\_\_\_\_ on such a hot day.

- A. overeat
- B. underestimate
- C. overheat
- D. underline

29. When adding the prefix **mid-** to the noun **field**, you create **midfield**. What part of speech is the word **midfield**?

- A. noun
- B. adjective
- C. verb
- D. adverb

30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?

- A. an overpowered camera
- B. an underwater camera
- C. an underpowered camera
- D. an overfish camera

Name: \_\_\_\_\_

**4.2**

**The Balance of Nature**

1. What would happen to the Mara National Reserve ecosystem if all of the cheetahs were hunted to extinction? \_\_\_\_\_

There would be too many gazelles and not enough food for all of them to eat.

2. Why are ants important to the acacia tree? \_\_\_\_\_

Ants carry the acacia seeds underground, eating the surrounding fruit but do not harm the seed. Those seeds can sprout.

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3. Why are people not allowed to build towns or major roads inside a preserve? That could upset the ecosystem.

4. What might happen if people were allowed to build towns or major roads inside a preserve? Answers may vary.

5. What would happen if all of the big cats disappeared from the savanna?

This would upset the natural balance in the food chain.

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Name: \_\_\_\_\_

**4.3**

**Subject and Object Pronouns**

Rewrite the sentence replacing the underlined word or words with a subject or object pronoun.

1. My older brother helps me with my math homework.

He helps me with my math homework.

2. I wish I could help my older brother with something too!

I wish I could help him with something too.

3. Mrs. Smalley is the best neighbor ever!

She is the best neighbor ever!

4. The whole neighborhood would like to have a party for Mrs. Smalley.

The whole neighborhood would like to have a party for her.

5. That tree house was awesome!

It was awesome!

6. I wish we could build that tree house in our yard!

I wish we could build it in our yard!

Name: \_\_\_\_\_

4.4

Word Sort

Read the words in the box and circle the letters that have the sound /aw/. Write the words under each header that match the header's spelling pattern.

'au' > /aw/    'aw' > /aw/    'al' > /aw/    'ough' > /aw/    'augh' > /aw/

auditory    outlaw    almost    forethought    haughty

\_\_\_\_\_

auction    yawning    chalk    brought    stepdaughter

\_\_\_\_\_

maul    claws    mall    fought

\_\_\_\_\_

sausage    brawl    stalling    thoughtless

\_\_\_\_\_

audition    awesome    walk

\_\_\_\_\_

applause    sprawl

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|           |             |          |          |         |              |
|-----------|-------------|----------|----------|---------|--------------|
| outlaw    | enough      | maul     | mall     | capable | honest       |
| auditory  | yawning     | laughter | awhile   | fought  | frown        |
| almost    | forethought | sausage  | claws    | walk    | stepdaughter |
| alligator | auction     | brought  | stalling | tough   | sprawl       |
| haughty   | chalk       | shallow  | applause | cough   | thoughtless  |
| dough     | California  | audition | brawl    | awesome | doubt        |

Name: \_\_\_\_\_

5.2

Natural Changes to the Environment

Read the following statements, write true or false, and write the page number that has the answer.

|   | True or False | Page Number |
|---|---------------|-------------|
| Water is one of nature's weakest forces.          | false         | 46          |
| Erosion is one common force of nature.            | true          | 44          |
| Petrified means turned to stone.                  | true          | 48          |
| When the land changes, the ecology changes.       | true          | 50          |
| Living things usually cannot find a way to adapt. | false         | 50          |

1. Organize the following into a food chain from the Petrified Forest: snake, bird, coyote, seeds

- A. Apex predator: coyote
- B. snake
- C. bird
- D. seeds

2. What happens during a big flood?  
Topsoil is removed. Then, the forces of nature slowly eat away at the clay and rock underneath.

3. Write the main idea of this chapter.  
Natural forces in the environment can change ecosystems.

Name: \_\_\_\_\_

5.3

Subject and Object Pronouns

Write the pronoun on the blank that correctly completes the sentence. Then, circle subject pronoun or object pronoun.

- She<sub>(She, Her)</sub> has studied ballet for many years.  
Subject Pronoun    Object Pronoun
- The story of the magical birds is interesting to him<sub>(him, he)</sub>.  
Subject Pronoun    Object Pronoun
- Our pet snake escaped from the cage and no one could find it<sub>(them, it)</sub>.  
Subject Pronoun    Object Pronoun
- They<sub>(They, Me)</sub> were the only ones brave enough to dive from the diving board.  
Subject Pronoun    Object Pronoun
- We<sub>(We, Us)</sub> enjoy playing football in the backyard with friends.  
Subject Pronoun    Object Pronoun
- When children hide, it is very difficult to find them<sub>(we, them)</sub>.  
Subject Pronoun    Object Pronoun
- You<sub>(You, Me)</sub> should be very happy to hear such great news!  
Subject Pronoun    Object Pronoun

8. Because it is summer, I<sub>(him, I)</sub> garden, swim, and enjoy the sunshine.

Subject Pronoun    Object Pronoun

Name: \_\_\_\_\_

### Dictionary Skills

Use the following example to complete the sentences that follow.

**Example:**

**foul**—*adjective*: 1. disgusting 2. dirty 3. stormy 4. against the rules (sports or games) *verb*: 5. to make something dirty 6. to go against the rules (sports or games) 7. to hit a ball out of bounds (baseball) *noun*: 8. a breaking of the rules or boundaries (sports or games) (*adjective*: **fouler**, **foulest** *verb*: **fouled** *noun*: **fouls**)

- Dakota hit three fouls in the first inning. (8) noun
- The weather was foul outside. (3) adjective
- After working in the muddy fields, he had the foulest boots I've ever seen! (2) adjective

**awkward**—*adjective*: 1. embarrassing 2. difficult to handle 3. clumsy; not graceful 4. unable to talk with people easily (*adverb*: **awkwardly**, *noun*: **awkwardness**)

**caution**—*noun*: 1. carefulness to avoid danger; *verb*: 2. to warn against danger: **cautioned**, **cautioning**

**cautious**—*adjective*: careful (*adverb*: **cautiously**)

**naughty**—*adjective*: 1. disobedient 2. not proper: **naughtier**, **naughtiest** (*adverb*: **naughtily**, *noun*: **naughtiness**)

- Monty walked very slowly and cautiously through the long, dark, and winding hallway. (3) adverb
- Jessica told the teacher in the cafeteria that her friend said a naughty word at lunch today. (2) adjective
- Using a paint brush can be awkward until you have plenty of practice. (2) adjective
- It was an awkward moment when Willie spilled his milk all over Mrs. Thompson. (1) adjective
- Kirbie was the naughtiest puppy at obedience school. (2) adjective

Write sentences using two forms of the words that were not used in the sentences above.

- Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_
- Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

### Anticipation Guide for “Human Changes to the Environment”

| Before Reading    |       | Statement   | After Reading |       |      |
|-------------------|-------|---|---------------|-------|------|
| True              | False |   | True          | False | Page |
| Answers may vary. |       | A tool is a kind of technology.                               | ✓             |       | 52   |
| Answers may vary. |       | Humans control all of nature to meet their needs.             |               | ✓     | 54   |
| Answers may vary. |       | The biggest dam in America is the Colorado Dam.               |               | ✓     | 58   |
| Answers may vary. |       | A dam is good for people but not so good for the environment. | ✓             |       | 58   |
| Answers may vary. |       | The Colorado Dam is built across the Hoover River.            |               | ✓     | 58   |

- Give one example of how humans use technology to change or control nature.  
Answers may vary but could include raising animals like cows and chickens for food.  
\_\_\_\_\_
- List two ways that the biggest dam in America is good for people.  
It generates hydroelectric power, or electricity, for over one million people and it provides water for thousands of homes and farms.  
\_\_\_\_\_
- List three ways that the biggest dam in America is not good for the environment.  
It changed the landscape and ecology along the Colorado River forever. It changed the natural flow of the river. It endangered several species of fish and plants.  
\_\_\_\_\_



## 7.1

Name: \_\_\_\_\_

**Environmental Damage Caused by Humans**Describe what happened to each of the following when the *Deepwater Horizon* exploded:People 11 men died and 16 others were badly injured.

\_\_\_\_\_

Oil from deep in the ground began flowing freely from inside the earth.

\_\_\_\_\_

Water near the rig was heavily polluted with thick, black oil.

\_\_\_\_\_

Fish in the water near the rig were threatened.

\_\_\_\_\_

Gulf Coast suffered an oil spill.

\_\_\_\_\_

Birds living near the Gulf Coast were threatened.

\_\_\_\_\_

Wetlands along the Gulf Coast were threatened.

\_\_\_\_\_

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## 7.2

Name: \_\_\_\_\_

**Comparative and Superlative Adjectives and Adverbs**

Choose from the options in parentheses to complete the sentence.

- The red paint is brighter than the yellow paint.  
(brighter, more brightly)
- The painted poster shines more brightly than the unpainted poster.  
(brighter, more brightly)
- The cold wind is harsher on my dry skin than on your skin.  
(harsher, more harshly)
- The wind blows more harshly in cold weather than in warm weather.  
(harsher, more harshly)
- In the race, the hare is quicker than the tortoise.  
(quicker, more quickly)
- In the race, the hare runs more quickly than the tortoise.  
(quicker, more quickly)
- Sam is a kinder person than his brother.  
(kinder, more kindly)
- Sam always treats me more kindly than his brother.  
(kinder, more kindly)

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## 8.1

Name: \_\_\_\_\_

**Protecting the Environment**

1. Write the main idea of this chapter. \_\_\_\_\_

People must maintain the balance of nature by protecting the environment.

2. What will probably happen to the wetlands that were damaged? \_\_\_\_\_

Most likely the damaged wetlands will recover due to lots of hard work and determination.

3. What is an appropriate title for the list below?

Title: \_\_\_\_\_

Section 1—Trees have been recently cut down.

Section 2—Trees have been left standing.

Section 3—New trees have been planted.

- A. Sections of an Oil Rig
- B. Sections of a Tree Farm
- C. Sections of a National Park
- D. Sections of a Wildlife Reserve

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4. What other things from nature besides oil and coal can we use to generate

electricity? Wind and sun can generate electricity.

\_\_\_\_\_

5. What is an oil boom? \_\_\_\_\_

An oil boom is like a floating wall or barrier used to contain the spread of oil.

\_\_\_\_\_

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Name: \_\_\_\_\_

**8.4**

**Blank Busters**

|            |              |            |             |
|------------|--------------|------------|-------------|
| loyalty    | boundaries   | foundation | brought     |
| squawked   | disappoint   | author     | turquoise   |
| allowance  | employee     | default    | towering    |
| embroidery | announcement | cowardly   | accountable |
| corduroy   |              |            |             |

Challenge Word: usually  
 Challenge Word: bye  
 Challenge Word: buy  
 Content Word: environment

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

- My grandmother is very skilled at embroidery and has made many things like pillows, items to hang on the wall, and other things just with a needle and thread!
- Keisha saved her allowance and bought her mom a turquoise bracelet for her birthday.
- When fall arrived, Mom bought me a new pair of brown corduroy pants that are warm and comfortable for the change in temperature.
- My favorite author has a new book out about poison dart frogs in the rainforest.
- Usually, I eat my breakfast first and then brush my teeth.

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- The bird in the tree squawked as the cat crept along the ground, trying to hide itself.
- The manager of the food store was disappointed when his employee was sick and couldn't attend the annual picnic.
- The printer always starts at the default setting, which is the standard setting for printing in black and white ink.
- The boys' loyalty were with their families first and their friends second.
- In the story, the mouse acted in a cowardly way when he first promised to help fight the cat but then ran away as soon as a threat of danger presented itself.

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

- Answers may vary. \_\_\_\_\_
- Answers may vary. \_\_\_\_\_
- Answers may vary. \_\_\_\_\_

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Name: \_\_\_\_\_

**9.1**

**John Muir**

- List three reasons bald eagles became endangered.
  - People hunted eagles to make trophies.
  - Pesticides and other chemicals harmed eagles.
  - Farming and city growth took eagles' nesting grounds.

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- Why might the landscape of the Sierra Nevada Mountains have inspired John Muir to start the Sierra Club? \_\_\_\_\_  
 Answers may vary but could include John Muir's love of nature

- Conservationists are people who protect natural resources

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- Write the main idea of this chapter. Conservationists and groups like the Sierra Club work hard to protect the United States' incredible ecosystems.
- How are you willing to work to help protect America's natural ecological treasures?  
Answers may vary.

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Name: \_\_\_\_\_

**9.3**

**Prefix Review**

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

|  |             |               |
|--|-------------|---------------|
| 1. The performer rode his <u>unicycle</u> in circles while juggling three balls.   | cycle       | unicycle      |
| 2. She is <u>bilingual</u> and can speak two languages, English and Spanish.   | bilingual   | multilingual  |
| 3. During the winter, there is less light during the <u>day</u> than in the summer.  | midday      | day           |
| 4. The second movie in the <u>trilogy</u> will be released this year, with the third coming out the following year.                          | trident     | trilogy       |
| 5. The <u>underground</u> power lines were protected when the hurricane made landfall and caused massive damage.                             | underground | ground        |
| 6. Every year, the school hosts a <u>multicultural</u> fair to celebrate the diverse backgrounds of students.                                | cultural    | multicultural |
| 7. Grandma said to only pick a few things to eat at a time during the picnic so we would not <u>overeat</u> and be able to play games later. | overeat     | eat           |
| 8. A <u>triangle</u> has three sides while a square has four sides.  | tricycle    | triangle      |

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

- midfield*  
Part of Speech: noun      Root Word: field  
Meaning: in the middle of the field
- biplane*  
Part of Speech: noun      Root Word: plane  
Meaning: a plane with two wings
- underline*  
Part of Speech: verb      Root Word: line  
Meaning: to draw a line under something
- overcharge*  
Part of Speech: verb      Root Word: charge  
Meaning: to charge too much for something

Name: \_\_\_\_\_

### Word Sort

Read the words in the box and circle the letters that have the sounds /aw/, /oi/, or /ou/. Write the words under each header that match the header's spelling pattern.

|             |             |             |
|-------------|-------------|-------------|
| <u>/oi/</u> | <u>/ou/</u> | <u>/aw/</u> |
| oilist      | crowded     | sawmill     |
| broiler     | sounding    | rawhide     |
| destroyer   | crouch      | automatic   |
| avoided     | frowned     | almost      |
| unsoiled    | meowed      | applause    |
| unemployed  | housekeeper | default     |
| voyage      | doubtful    | wrought     |
| rejoined    |             | crawled     |
|             |             | ought       |
|             |             | recalled    |
|             |             | fought      |
|             |             | football    |

|          |            |           |           |          |             |
|----------|------------|-----------|-----------|----------|-------------|
| sawmill  | swagger    | broiler   | avoided   | ought    | meowed      |
| buoy     | rawhide    | crouch    | default   | animal   | housekeeper |
| rough    | oilist     | destroyer | wrought   | unsoiled | doubtful    |
| crowded  | automatic  | laughter  | biography | recalled | unemployed  |
| sounding | rough      | almost    | crawled   | voyage   | yodel       |
| rejoined | salamander | applause  | frowned   | fought   | football    |

Name: \_\_\_\_\_

### Dictionary Skills

Put the following words in alphabetical order.

- dowdy      Alphabetical Order  
dolphin      dolphin  
dormouse      dormouse  
douse      douse  
dowdy      dowdy
- fowl      Alphabetical Order  
folklore      folklore  
foul      fossil  
fossil      fowl  
folklore      fowl

Write the part of speech for each word and the root word and its part of speech. Then, fill in the blank in each sentence with the correct form of the root word.

- medicinal*  
Root Word medicine      Part of Speech adjective  
Part of Speech noun  
• The soup I made tasted medicinal and wasn't very good.  
• In order to get well, you need to take the medicine that the doctor prescribed.

- typically*  
Root Word typical      Part of Speech adverb  
Part of Speech adjective  
• Yesterday was a typical day and we did what we always do on Saturdays.  
• On Saturdays, we typically go to the grocery store, hang out with friends, and eat pizza.
- forgiving*  
Root Word forgive      Part of Speech adjective  
Part of Speech verb  
• Tessa can usually forgive her little brother quickly since he's only three years old.  
• Our dad is very forgiving and always gives us a second chance.

Circle the words that would be on a dictionary page with the following guide words.

- navy**      **numb**  
numerical  
namesake  
naysayer  
neighborhood  
novelty  
numbness  
nautical



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# Unit 11

## Teacher Guide

Skills Strand  
GRADE 3

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