

# Unit 6

## Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 3







# Unit 6

## Teacher Guide

Skills Strand

**GRADE 3**

Core Knowledge Language Arts®



Core Knowledge®

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# Alignment Chart for Unit 6


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

## Lesson

### Alignment Chart for Unit 6

		1	2	3	4	5	6	7	8	9	10
<b>Reading Standards for Literature: Grade 3</b>											
<b>Key Ideas and Details</b>											
<b>STD RL.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 (e.g., <i>who, what, where, when, why, how</i> ), orally or in writing, requiring literal recall and understanding of the details of a fiction text read independently by explicitly referring to the text		✓	✓	✓	✓	✓	✓	✓	✓	
<b>STD RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.										
<b>CKLA Goal(s)</b>	Recount stories read independently, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text		✓	✓	✓	✓	✓	✓	✓	✓	
<b>STD RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.										
<b>CKLA Goal(s)</b>	Describe characters in a fiction text read independently (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		✓	✓	✓	✓	✓	✓	✓	✓	
<b>Craft and Structure</b>											
<b>STD RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.										
<b>CKLA Goal(s)</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			✓							

## Alignment Chart for Unit 6

		1	2	3	4	5	6	7	8	9	10
<b>Integration of Knowledge and Ideas</b>											
<b>STD RL.3.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).										
<b>CKLA Goal(s)</b>	Explain how specific aspects of an independently read fiction text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RL.3.8</b>	(Not applicable to literature)										
<b>STD RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).										
<b>CKLA Goal(s)</b>	Compare and contrast the characters, themes, settings, and plots of stories, read independently, from different chapters of the same reader			✓	✓	✓	✓	✓	✓	✓	✓
<b>Range of Reading and Level of Text Complexity</b>											
<b>STD RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.										
<b>CKLA Goal(s)</b>	By the end of the year, read and comprehend literature, including stories and dramas, at the high end of the Grades 2–3 text complexity band independently and proficiently										
<b>Reading Standards for Informational Text: Grade 3</b>											
<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		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Integration of Knowledge and Ideas</b>											
<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., where, when, why, and how 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., where, when, why, and how key events occur)		✓	✓	✓	✓	✓	✓	✓	✓	✓



Lesson

Alignment Chart for Unit 6

		1	2	3	4	5	6	7	8	9	10
<b>STD RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.										
<b>CKLA Goal(s)</b>	Compare and contrast the most important points and key details presented in two nonfiction/informational texts read independently on the same topic		✓					✓	✓		
<b>Range of Reading and Level of Text Complexity</b>											
<b>Reading Standards for Foundational Skills: Grade 3</b>											
<b>Phonics and Word Recognition</b>											
<b>STD RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.										
<b>STD RF.3.3b</b>	Decode words with common Latin suffixes.										
<b>CKLA Goal(s)</b>	Decode words with common Latin suffixes, e.g. <i>-er, -ist, -ian, -y, -al, -ous, -ive, -able, -ible, -tion</i>			✓					✓		
<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	✓						✓			
<b>Fluency</b>											
<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						✓				
<b>STD RF.3.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.										
<b>Writing Standards: Grade 3</b>											
<b>Text Types and Purposes: Informative/Explanatory</b>											
<b>STD W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.										
<b>STD W.3.2c</b>	Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.										
<b>CKLA Goal(s)</b>	Use linking words, conjunctions, and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information		✓		✓			✓		✓	✓

## Alignment Chart for Unit 6

		1	2	3	4	5	6	7	8	9	10
<b>Speaking and Listening Standards: Grade 3</b>											
<b>Comprehension and Collaboration</b>											
<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	✓		✓	✓	✓		✓	✓		
<b>Language Standards: Grade 3</b>											
<b>Conventions of Standard English</b>											
<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 nouns, verbs, and adjectives and explain their functions in sentences									✓	✓
	Use adverbs and explain their function in sentences									✓	✓
<b>STD L.3.1h</b>	Use coordinating and subordinating conjunctions.										
<b>CKLA Goal(s)</b>	Use coordinating and subordinating conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> )		✓		✓			✓		✓	✓
<b>STD L.3.1i</b>	Produce simple, compound, and complex sentences.										
<b>CKLA Goal(s)</b>	Produce compound sentences		✓		✓			✓		✓	✓
	Produce complex sentences									✓	✓
<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	✓					✓				

## Alignment Chart for Unit 6

		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> )			✓					✓		
<b>Additional CKLA Goals</b>											
<b>CKLA Goal(s)</b>	Change some story events and provide a different story ending (orally or in writing)								✓	✓	

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

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



# Introduction to Unit 6

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The content focus of Unit 6 is Norse mythology. These Norse myths, which have been passed down through many generations, complement the Listening & Learning read-alouds, which present factual information about the Vikings. Norse gods, goddesses, dwarves, and giants occupied nine worlds. The genealogy of these creatures is rather complex and we have only skimmed the surface of this vast body of literature. If you are interested in learning more, the following website was developed and is maintained by a teacher in Norway:  
<http://www.norse-mythology.com>.

During this unit's **spelling** exercises, students will review words with spelling patterns of /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc' and spelling patterns of /s/ spelled 's', 'c', 'ss', 'ce', 'se', 'st', and 'sc'. Students should be familiar with most of these spelling alternatives as they were taught in Grade 2. Two Challenge Words have been assigned each week. Content Words will continue. Each week, students will have the option of trying to spell a content-related word on the weekly spelling assessment. In this unit, the Content Word will follow the spelling pattern for the week.

In **grammar**, students will continue their study of conjunctions as a part of speech. Students will review the correct usage of the conjunction *because*, which is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something. Students will practice identifying and creating compound sentences using this conjunction.

During the **morphology** portion of the lessons, students will work with the suffixes *-ive* and *-ly*. Students will continue to learn how suffixes change the meaning of root words and how suffixes added to a word can change the part of speech of that word. Students will have opportunities to apply their new knowledge of the changed meanings and parts of speech during workbook practice.

## Unit Overview

Here is an overview of the schedule for Unit 6. Please see the *Tell It Again! Read-Aloud Anthology for The Viking Age* 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)
30	Mid-Year Assessment	Mid-Year Assessment	Mid-Year Assessment	Mid-Year Assessment	Mid-Year Assessment
25	“Introduction to Norse Mythology”	Chapter 1 “Sif’s Golden Hair”	Chapter 2 “Loki and the Dwarves”	Chapter 3 “Stolen Thunder”	Spelling Assessment: /k/ Spelled ‘c’, ‘k’, ‘ck’, ‘ch’, and ‘cc’
25	Spelling: Introduce /k/ Spelled ‘c’, ‘k’, ‘ck’, ‘ch’, and ‘cc’	Grammar: Introduce Conjunction <i>because</i>	Morphology: Introduce Suffixes <i>-ive</i> and <i>-ly</i>	Grammar: Practice Conjunction <i>because</i>	Chapter 4 “A Plan Is Made”

Week Two					
Min.	Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
25	Chapter 5 “The Wedding Feast”	Chapter 6 “Balder, the Beautiful”	Chapter 7 “The Death of Balder”	Chapter 8 “Loki’s Punishment”	Spelling Assessment: /s/ Spelled ‘s’, ‘c’, ‘ss’, ‘ce’, ‘se’, ‘st’, and ‘sc’
25	Spelling: Introduce /s/ Spelled ‘s’, ‘c’, ‘ss’, ‘ce’, ‘se’, ‘st’, and ‘sc’	Grammar: Practice Conjunction <i>because</i>	Morphology: Practice Suffixes <i>-ive</i> and <i>-ly</i>	Grammar: Build Sentences Using Conjunction <i>because</i>	Grammar: Cause and Effect: Conjunction <i>because</i>
30	Remediation and Enrichment	Remediation and Enrichment	Remediation and Enrichment	Remediation and Enrichment	Remediation and Enrichment

### Mid-Year Student Performance Task Assessments

In this unit, a Mid-Year Assessment is provided during the first week of whole group Skills instructional time. There are four main components of the assessment: a written assessment of silent reading comprehension, a written assessment of morphology, a written assessment of grammar, and the oral reading of words in isolation, the last of which is administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed over the course of one or two 30-minute blocks 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 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.”

Similarly, the morphology and grammar assessments are meant to be completed in one 30-minute sitting each. Students should again be encouraged to do their very best work and remain seated while all classmates finish.

The oral portion of the assessment evaluates skills in reading words in isolation. Students will be asked to read words one-on-one as you mark their pronunciation on a sheet that lists the phonemes and syllabication of each word. Explicit directions for the administration of this test are included in this Teacher Guide.

In Lessons 2–4, we have supplied independent practice worksheets for students to complete as you work one-on-one to evaluate each student in your classroom individually using the Word Reading in Isolation Assessment. The use of these worksheets at any point during the week is at your discretion.

**During the second week of this unit, 30 minutes a day have been designated for remediation and enrichment of the skills taught during the first half of the school year.** Using the results of the Mid-Year Assessment and the analysis charts provided in this Teacher Guide, you will have a clear picture of the skills you need to reteach. Follow the guidelines found on the Silent Reading Assessment Remediation Guide, the Grammar Remediation Guide, and the Morphology Remediation Guide to carefully map out a plan for instruction during the week. You will find worksheets in the Pausing Point to match the skills assessed on the Mid-Year Assessment. For guidance in reteaching specific skills, please refer to unit and lesson numbers found in the Pausing Point that show where the skills were first taught. Students who do not need remediation on specific skills may use the time during this week to read from *More Classic Tales* and complete accompanying worksheets and/or to reread selections from any previously read Reader. They may also practice writing about any of these chapters using the writing prompts found in the Teacher Resources section at the back of this Teacher Guide and at the end of the Skills Workbook.

## Spelling

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Students will review sound-spelling patterns throughout the year. You will notice that there are no follow-up classroom spelling activities in this unit. This is due to less instructional time because of the Mid-Year Assessment in the first week of the unit and the time set aside for remediation and enrichment during the second week.

In Lessons 1–5, students will review words with spelling patterns of /k/ spelled ‘c’, ‘k’, ‘ck’, ‘ch’, and ‘cc’. For Lessons 6–10, students will review words with spelling patterns of /s/ spelled ‘s’, ‘c’, ‘ss’, ‘ce’, ‘se’, ‘st’, and ‘sc’.

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

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 second grade and in previous units in Grade 3. Students will review creating compound sentences using the conjunction *because*. Students will also recognize that they can answer comprehension questions using the conjunction *because*.

Students will apply their new knowledge of conjunctions, recognizing that the concept of *cause* and *effect* can be signaled by the conjunction *because*.



## Morphology

---

Throughout Grade 3, students will study word parts, such as prefixes, suffixes, and root words, during the morphology portion of the lessons. In this unit, students will study the suffixes *-ive* and *-ly*. Students learned about the suffix *-ly* in Unit 5 both in relation to the suffix *-ous* and in Grammar. Students will be able to apply their knowledge of the suffix *-ly* in this unit. You will notice that morphology is only being taught in one 25-minute block per week. Students have done sufficient word work to be able to apply what they have learned as they encounter unfamiliar words in text and content.

## Reader: *Gods, Giants, and Dwarves*

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The Reader for Unit 6, *Gods, Giants, and Dwarves*, consists of selections of Norse myths. Students will read about Norse gods, giants, and dwarves and how they interact with each other. It is important that you remind students about the features of fictional narrative text, such as characters, setting, plot, and dialogue, as students will encounter these features as they read these myths.

As you read each chapter of *Gods, Giants, and Dwarves*, you will fill in a fiction chart with students. This will assist students in keeping track of the characters, settings, and plots in the Reader as well as provide a review of some features of fiction. You will notice recommended discussion questions in each lesson to ask students as you are filling in the chart. You may want to point to the chart as key features emerge in discussions. In each lesson, the columns will show suggested answers. Students' responses may differ.

We encourage you to create a chart much like this one for display in your classroom:

Chapter	Characters	Setting	Plot
"Sif's Golden Hair"			
"Loki and the Dwarves"			
"Stolen Thunder"			
"A Plan Is Made"			
"The Wedding Feast"			
"Balder, the Beautiful"			
"The Death of Balder"			
"Loki's Punishment"			

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

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

- To *devise* means to think of a way to create something.
- We define *formulate* as to devise an idea and then state it in a clear way.
- *Appropriate* means suitable, fitting, or right.

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

We recommend that teachers study the core content objectives related to the Vikings and Norse culture in the *Tell It Again! Read-Aloud Anthology* for this domain-based unit. The selections that students will read in *Gods, Giants, and Dwarves* 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 posters, will also be good resources as students read the various chapters of this reader.

## Fluency Packet

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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 *Gods, Giants, and Dwarves*. 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 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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Due to the Mid-Year Assessment, there is no Unit Assessment for Unit 6. However, 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, the Viking Age, is assessed using the Listening & Learning Domain Assessments.

## Pausing Point

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

We have provided additional worksheets in grammar and morphology to aid you in remediating students in areas of weakness. We recommend strongly that you do not merely rely on the worksheets to reteach the concepts but rather take time to review with students those skills not mastered. We have included the unit and lesson numbers where the skills were first taught in Grade 3 for your convenience. Please look back at prior Teacher Guides for reminders of how lessons were taught.

In this unit, an optional graphic organizer is available for students to complete. The Comic Book Organizer sequences the events in each myth in an artistic form. The pages for the Comic Book Organizer are to be used at your discretion. As students read or reread the chapters in this unit, you may direct and assist them in adding drawings to the pages of this organizer using the directions in the Pausing Point. This organizer is included as a way to help students understand the characters, settings, plots, and overall sequence of events in the Norse myths. After completing all the pages of the Comic Book Organizer, you may direct students to tear these pages out, draw a cover for the comic book, and assemble the pages. You may choose to use this organizer as an extension activity during the day or as homework. Please note that some teachers prefer not to assign homework during an assessment week; this is left to your discretion.

## Teacher Resources

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At the back of this Teacher’s 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.

- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Make predictions prior to reading *Gods, Giants, and Dwarves* based on title and images and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc' (L.3.2f)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Assessment</b>	<b>Mid-Year Assessment</b>	Worksheet 1.1	30
<b>Reading Time</b>	<b>Whole Group: "Introduction to Norse Mythology"</b>	<i>Gods, Giants, and Dwarves</i>	25
<b>Spelling</b>	<b>Introduce Spelling Words</b>	board; Individual Code Chart; Worksheet 1.2	25
<b>Take-Home Material</b>	<b>Family Letter</b>	Worksheet 1.2	*

### Advance Preparation

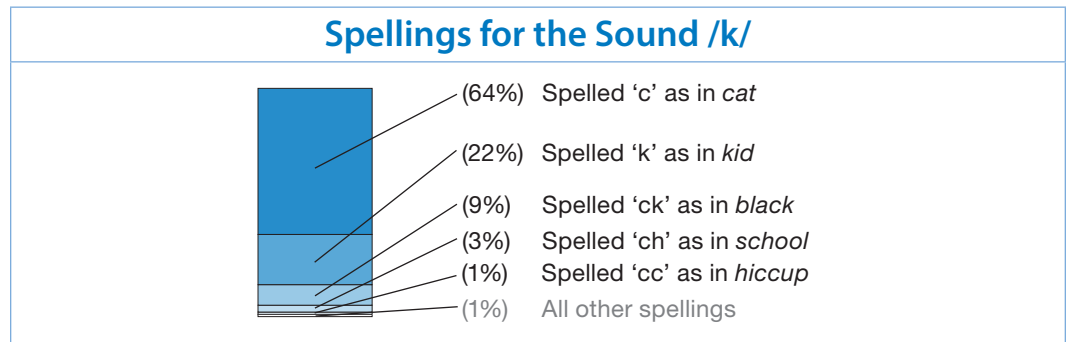
If you wish, you may draw the spelling table on the board or chart paper before you begin this lesson.

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/

### Note to Teacher

During this week, you will review spellings of /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc'. Students should be familiar with all of these spellings as they were taught in Grades 1 and 2.

The following chart is provided for your review:



Here are some patterns for you to be aware of:

- The spelling **'c'** is found at the beginning, in the middle, or at the end of syllables (*cat, act, attic*).
- The spelling **'k'** is found at the beginning, in the middle, or at the end of syllables (*kite, skin, cook*).
- The spelling **'ck'** is found at the end of syllables, after short vowel sounds (*back, slick, rocking*).
- The spelling **'ch'** is found at the beginning, in the middle, or at the end of syllables (*chaos, anchor, stomach*).
- The spelling **'cc'** is always found in the middle of words (*raccoon, soccer*).

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

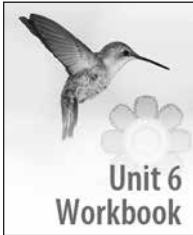
- To *devise* means to think of a way to create something.
- We define *formulate* as to devise an idea and then state it in a clear way.
- *Appropriate* means suitable, fitting, or right.

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

## Assessment

30 minutes

### 10 Mid-Year Assessment



Worksheet 1.1

During this week, you will be administering the Mid-Year Assessment to students. This is a valuable time to pause and reflect on the progress that students have made and plan to address any deficiencies that may be appearing at this point in the year.

At the end of Lesson 2, you will find a guide that will assist you in determining the areas of concern and success for each student for silent reading comprehension and word reading in isolation.

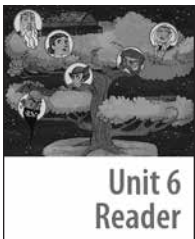
- Ask students to turn to Worksheet 1.1.
- Be forthright with students and tell them that this is a long assessment.
- Tell them how important it is that they do their very best.
- Discuss with students once again how to take a personal break as they work.
- Tell students that they will only be working for 30 minutes today and then they will stop.
- Reassure students that they most likely will not finish today.
- Tell students that tomorrow, they will finish anything that is not finished today and that they should take their time and check their work.
- Tell students that this assessment consists of three reading selections. Each reading selection is followed by comprehension questions.
- Tell students to silently read the first selection and then answer the comprehension questions. Point out that they may refer back to the reading selection if needed as they answer the questions. When they finish the first selection and set of questions, they should start the second selection and set of questions. When they finish the second selection, they should start the third selection and set of questions.



- Tell students to work until you tell them to stop or until they see the stop sign in their Workbook.
- Circulate throughout the room as students work, giving an encouraging word, but do not assist students with the assessment.
- Collect students' worksheets and staple them together. You will need to give the worksheets back to students during the next lesson if they have not finished.

## Reading Time

25 minutes



Introduction to Norse Mythology

Remember to use academic vocabulary when appropriate: *devise*, *formulate*, and *appropriate*.

### Whole Group: "Introduction to Norse Mythology"

#### Introducing the Reader

- Make sure that each student has a copy of the Reader, *Gods, Giants, and Dwarves*. Explain that this Reader includes myths from the ancient Scandinavian countries.
- Tell students that the word *Norse* comes from the word *north*; the warriors who lived in the north were called Vikings. They left the area where they lived, in what is now northern Europe, and attacked foreign lands. The Vikings passed down the Norse myths in this Reader through many generations.
- Remind students that in the earlier unit on ancient Rome, they read several Roman myths; ask them to name and briefly describe these myths. (e.g. "Cupid and Psyche" and "Androcles and the Lion")
- Ask students to describe what myths are. (Myths are fictional tales that often include gods and goddesses with supernatural powers. Ancient people often used myths to explain natural events for which they did not have a scientific explanation. The violence often found in myths reflects the harsh realities of ancient times.)
- Have students turn to the Table of Contents.
- Either read several chapter titles from the Table of Contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about what the Reader might be about.

### **Introducing the Kingdoms of Norse Mythology**

- Have students turn to **page 7** of *Gods, Giants, and Dwarves*. Point to each of the following kingdoms, or lands, of Norse mythology in the image on **page 7** and introduce them to students using the following explanations.

#### **Note to Teacher**

There is a pronunciation key on **page 6** of the Reader that includes information about how to say the names of the kingdoms and the characters in Norse mythology. The first name in the following list is not included in the pronunciation key but does appear in the Reader.

- **Yggdrassil** [EEG-dro-sil]—a giant tree said to hold up the whole universe. It has three roots—one root stretched to the land of ice, one root to Asgard, the land of the gods, and one to Jotunheim, the land of the giants.
- **Asgard**—the land of the gods
- **Valhalla**—a place where brave men who had died feasted while Valkyries served them; the “Hall of the Slain” where the brave men would be honored as heroes
- **Jotunheim**—the land of the giants that was very mountainous
- **Midgard**—Earth, which was connected to Asgard by the Rainbow Bridge
- **Hel**—the underworld; also the name of the goddess of the underworld
- **Nidavellir**—the underground land of the dwarves

### **Introducing the Characters in Norse Mythology**

- Have students turn to pages **pages 8–9** of *Gods, Giants, and Dwarves*. Point to each of the following characters in the image and, using the following explanations, introduce them to students.
- **Odin**—also called Woden and many other names; the ruler of the gods; lived in Asgard; had an eight-legged horse; also had two ravens who flew around the world each day and returned at night to report the happenings of the world; often magically transformed his appearance. One saga says that Odin transformed himself to appear like a wandering traveler in order to drink from the Well of Wisdom. To drink from the Well of Wisdom, Odin had to sacrifice

his eye, symbolizing his willingness to gain the knowledge of the past, present, and future. As he drank, he saw all the sorrows and troubles that would fall upon men and the gods. He also saw why the sorrows and troubles had to come to men.

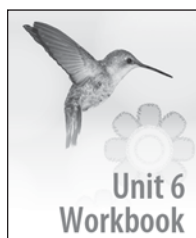
- **Frigga**—Odin’s wife, queen of Asgard; mother of Balder and Hod, stepmother of Thor; personification of “Mother Earth”
- **Balder**—the son of Odin and Frigga and one of the most loved gods in Asgard; He was considered a shining god of light.
- **Hod**—Balder’s twin brother, who was blind
- **Valkyries**—maidens who waited on and served Odin at Asgard and the brave, dead men in Valhalla; also said to hover around battlefields during war so that they could transport brave Norsemen killed in battle to Valhalla
- **Tyr**—god of war
- **Freya**—goddess of love and beauty; had a chariot drawn by two cats; had a beautiful necklace of gold and jewels made by the dwarves; also had a cloak of falcon feathers; loaned feathers from her cloak to the other gods when they needed to travel or fly somewhere quickly
- **Sif**—Thor’s wife
- **Thor**—son of Odin; the strongest god; the thunder god; had a magic hammer and a magic belt that he used to fight the giants, who were enemies of the gods. The hammer could hit any target. After hitting its target, the hammer returned to Thor’s right hand all by itself. When Thor put on the magic belt, he became twice as strong. Thor rode in a chariot pulled by two goats. Whenever Thor rode in his chariot, people could hear the noise from the wheels (thunder) and saw the strong sparks the wheels sent out as they sped across the sky (lightning). Others said the mighty sparks came from his hammer. Humans called this thunder and lightning.
- **Loki**—son of the giants (who were actually the enemies of the gods), but Odin invited him to live at Asgard as his “blood brother”; a trickster, full of mischief; often got into trouble; could transform his appearance to trick others; in the images in this Reader, Loki appears smaller than other giants and more like the size of gods
- **Siguna**—Loki’s wife

- **Heimdall**—the guardian at the Rainbow Bridge
- **Thrym**—a giant who was in love with Freya; stole Thor’s hammer
- Have students identify which characters would live in each of the realms on the tree, Yggdrasil, on **page 7**. (Valhalla—Valkyries; Asgard—Odin, Frigga, Balder, Hod, Tyr, Freya, Sif, Thor, Loki, Siguna, Heimdall; Jotunheim—Thrym; Nidavellir—dwarves)
- Tell students that during the next lesson, they will begin reading the adventures of some of the Norse gods.

## Spelling

25 minutes

### Introduce Spelling Words



Worksheet 1.2

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

- Tell students that this week, they will review all the spellings of /k/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- |              |                                     |
|--------------|-------------------------------------|
| 1. coarse    | 12. quickly                         |
| 2. thickness | 13. candle                          |
| 3. snowflake | 14. attack                          |
| 4. occur     | 15. character                       |
| 5. anchor    | 16. course                          |
| 6. soccer    | 17. kangaroo                        |
| 7. calendar  | 18. accomplish                      |
| 8. kindness  | 19. <b>Challenge Word:</b> example  |
| 9. occupy    | 20. <b>Challenge Word:</b> mountain |
| 10. lookout  | <b>Content Word:</b> Loki           |
| 11. stomach  |                                     |

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

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. <b>coarse</b>    | 12. <b>quickly</b>                  |
| 2. <b>thickness</b> | 13. <b>candle</b>                   |
| 3. <b>snowflake</b> | 14. <b>attack</b>                   |
| 4. <b>occur</b>     | 15. <b>character</b>                |
| 5. <b>anchor</b>    | 16. <b>course</b>                   |
| 6. <b>soccer</b>    | 17. <b>kangaroo</b>                 |
| 7. <b>calendar</b>  | 18. <b>accomplish</b>               |
| 8. <b>kindness</b>  | 19. <b>Challenge Word:</b> example  |
| 9. <b>occupy</b>    | 20. <b>Challenge Word:</b> mountain |
| 10. <b>lookout</b>  | <b>Content Word:</b> Loki           |
| 11. <b>stomach</b>  |                                     |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *example* and *mountain*, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns for this week. Use the Challenge Words in sentences as examples for students: “An *example* of a color is red.” “The athlete climbed the *mountain* for exercise.”
- Remind students that this week, they once again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and don’t 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 that they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *Loki*, does follow the spelling pattern for this week as the ‘k’ is pronounced /k/. *Loki* is a content-related word. Loki is a character in the Norse myths who is a trickster or one who is full of mischief. He is a main character in *Gods, Giants, and Dwarves*.
- Point out to students that two of the spelling words sound alike but are spelled differently. (*course, coarse*)
- Tell students that words like these are called homophones.

- Remind students that homophones are words that sound alike but are spelled differently and have different meanings. Students learned the homophones *been* and *bin* in a previous unit.
- Tell students that one definition of *course* is a part of a meal served by itself and the definition of *coarse* is having a rough surface or texture. Read these sentences to students: “The main *course* was a pasta dish.” “Sandpaper has a *coarse* surface.”
- If there is time, you might generate a short list of homophones with students. The list may include some of the following. There are certainly many more pairs of homophones that can be generated by your class. Select the ones that best suit students.

1. there/their
2. two/to/too
3. pair/pare/pear
4. hear/here
5. your/you're

- Now, draw the following table on the board:

‘c’ > /k/	‘k’ > /k/	‘ck’ > /k/	‘ch’ > /k/	‘cc’ > /k/

- Ask students to refer to the spellings for /k/ on **page 1** of the **Individual Code Chart**. Point out that there are five spellings for /k/.
- Point out that this week, they have spelling words that use all five of the different spellings for /k/.
- Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word.

‘c’ > /k/	‘k’ > /k/	‘ck’ > /k/	‘ch’ > /k/	‘cc’ > /k/
coarse	snowflake	thickness	anchor	occur
calendar	kindness	quickly	stomach	soccer
candle	lookout	attack	character	occupy
course	kangaroo			accomplish
	Loki			

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

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

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### **Family Letter**

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- Have students take home Worksheet 1.2 to share with a family member.

# Lesson 2

## Grammar

### ✓ Objectives

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

- ✓ Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details of “Sif’s Golden Hair” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in “Sif’s Golden Hair” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Sif’s Golden Hair” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Sif’s golden hair in “Sif’s Golden Hair” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Sif’s Golden Hair” (RI.3.7)
- ✓ Compare and contrast the most important points and key details presented in *Stories of Ancient Rome* regarding Mt. Olympus and *Gods, Giants, and Dwarves* regarding Asgard (RI.3.9)
- ✓ Independently read “Sif’s Golden Hair” with purpose and understanding (RF.3.4a)
- ✓ Use linking words, conjunctions, and phrases (e.g., *because*) to connect ideas within categories of information (W.3.2c)
- ✓ Use coordinating and subordinating conjunctions (e.g., *because*) (L.3.1h)
- ✓ Produce compound sentences (L.3.1i)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)



<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Assessment</b>	<b>Mid-Year Assessment</b>	Worksheets 1.1, E.1, E.2	30
<b>Reading Time</b>	<b>Whole Group: “Sif’s Golden Hair”</b>	<i>Gods, Giants, and Dwarves</i> ; Vocabulary Cards; fiction chart; Worksheets 2.1, 2.2	25
<b>Grammar</b>	<b>Introduce Conjunction <i>because</i></b>	board or chart paper; Worksheet 2.3	25
<b>Take-Home Material</b>	<b>“Sif’s Golden Hair”; Glossary for <i>Gods, Giants, and Dwarves</i></b>	Worksheets 2.4, PP55	*

### **Advance Preparation**

Make one copy of the following word list for use during the Word Reading in Isolation Assessment.

Make one copy for each student of the Word Reading in Isolation Scoring Sheet.

# Word Reading In Isolation Assessment

1	twitch	cherry	squid	approve	bruise
2	align	castle	affirm	waffle	thumb
3	stubbing	masked	guesses	movies	ghastly
4	flooring	toughen	snoozed	smidges	confused
5	fuzzy	butchers	lodging	prewar	jewels
6	grapple	lawful	formal	twinkle	label
7	tobacco	parachute	cashew	coupon	neighbor
8	immense	laughter	scenery	pinafore	maintain
9	stewpot	fruitfly	ghostlike	earthquake	lightweight
10	outsource	footloose	rosebush	wristwatch	seafloor
11	suitcase	foresight	spacewalk	butterscotch	sunbathe
12	headache	wheelhouse	walkways	rubberband	honeycomb
13	commonplace	headquarters	spokesperson	grandnephew	thunderstorm

Word Reading in Isolation Scoring Sheet

	a	cherry	c	d	e
1	twitch	cherry	squid	approve	bruise
	/t/ /w/ /i/ /ch/	/ch/ /air/ • /r/ /ee/	/s/ /k/ /w/ /i/ /d/	/ə/ /p/ • /p/ /r/ /oo/ /v/	/b/ /r/ /oo/ /z/
2	closed	closed • open/long	closed	closed • sep. digraph	separated digraph
	align	castle	affirm	waffle	thumb
3	/ə/ • /l/ /ie/ /n/	/c/ /a/ /s/ • /ə/ /l/	/ə/ • /f/ /er/ /m/	/w/ /o/ /f/ • /f/ /ə/ /l/	/th/ /u/ /m/
	open/schwa • closed	closed • -le	open/schwa • r-cont.	closed • -le	closed
4	stubbing	masked	guesses	movies	ghastly
	/s/ /t/ /u/ /b/ • /b/ /i/ /ng/	/m/ /a/ /s/ /k/ /t/	/g/ /e/ /s/ • /e/ /z/	/m/ /oo/ /v/ • /ee/ /z/	/g/ /a/ /s/ /t/ • /l/ /ee/
5	closed • closed	closed	closed • closed	digraph • closed	closed • open/long
	flooding	toughen	snoozed	smidges	confused
6	/f/ /l/ /or/ • /i/ /ng/	/t/ /u/ /f/ • /e/ /n/	/s/ /n/ /oo/ /z/ /d/	/s/ /m/ /i/ /i/ • /e/ /z/	/k/ /u/ /n/ • /f/ /ue/ /z/ /d/
	r-controlled • closed	closed • closed	separated digraph	closed • closed	closed • sep. digraph
7	fuzzy	butchers	lodging	prewar	jewels
	/f/ /u/ /z/ • /z/ /ee/	/b/ /oo/ /ch/ • /er/ /z/	/l/ /o/ /i/ • /i/ /ng/	/p/ /r/ /ee/ • /w/ /or/	/i/ /oo/ • /ə/ /l/ /z/
8	closed • open/long	digraph • r-controlled	closed • closed	open/long • r-controlled	digraph • -le
	grapple	lawful	formal	twinkle	label
9	/g/ /r/ /a/ /p/ • /p/ /ə/ /l/	/l/ /aw/ • /f/ /ə/ /l/	/f/ /or/ • /m/ /ə/ /l/	/t/ /w/ /i/ /ng/ • /k/ /ə/ /l/	/l/ /ae/ • /b/ /ə/ /l/
	closed • -le	digraph • -le	r-controlled • -le	closed • -le	open/long • -le
10	tobacco	parachute	cashew	coupon	neighbor
	/t/ /u/ • /b/ /a/ /k/ • /k/ /oe/	/p/ /air/ • /ə/ • /sh/ /oo/ /t/	/k/ /a/ /sh/ • /oo/	/k/ /oo/ • /p/ /o/ /n/	/n/ /ae/ • /b/ /er/
11	open/short • closed • open/long	r-cont. • open/schwa • sep. digraph	closed • digraph	digraph • closed	digraph • r-controlled

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
<b>8</b>	immense /i/ • /m/ /e/ /n/ /s/	laughter /l/ /a/ /f/ • /t/ /er/	scenery /s/ /ee/ /n/ • /er/ • /ee/	pinafore /p/ /i/ /n/ • /ə/ • /f/ / or/	maintain /m/ /ae/ /n/ • /t/ /ai/ /n/
	open/short • closed	closed • r-controlled	closed • r-cont. • open/long	closed • schwa • r-controlled	digraph • digraph
<b>9</b>	stewpot /s/ /t/ /oo/ • /p/ /o/ /t/	fruitfly /f/ /r/ /oo/ /t/ • /f/ /l/ / ie/	ghostlike /g/ /oe/ /s/ /t/ • /l/ /ie/ /k/	earthquake /er/ /th/ • /k/ /w/ /ae/ /k/	lightweight /l/ /ie/ /t/ • /w/ /ae/ /t/
	digraph • closed	digraph • open/long	closed • sep. digraph	r-cont. • sep. digraph	digraph • digraph
<b>10</b>	outsource /ou/ /t/ • /s/ /or/ /s/	footloose /f/ /oo/ /t/ • /l/ /oo/ /s/	rosebush /r/ /oe/ /z/ • /b/ /oo/ / sh/	wristwatch /r/ /i/ /s/ /t/ • /w/ /o/ / ch/	seafloor /s/ /ee/ • /f/ /l/ /or/
	digraph • r-controlled	digraph • sep. digraph	sep. digraph • digraph	closed • closed	open/long • r-controlled
<b>11</b>	suitcase /s/ /oo/ /t/ • /k/ /ae/ /s/	foresight /f/ /or/ • /s/ /ie/ /t/	spacewalk /s/ /p/ /ae/ /s/ • /w/ / aw/ /k/	butterscotch /b/ /u/ /t/ • /t/ /er/ • /s/ /k/ /o/ /ch/	sunbathe /s/ /u/ /n/ • /b/ /ae/ / th/
	digraph • sep. digraph	r-controlled • digraph	sep. digraph • digraph	closed • r-controlled • closed	closed • sep. digraph
<b>12</b>	headache /h/ /e/ /d/ • /ae/ /k/	wheelhouse /w/ /ee/ /l/ • /h/ /ou/ /s/	walkways /w/ /aw/ /k/ • /w/ /ae/ /z/	rubberband /r/ /u/ /b/ • /b/ /er/ • /b/ /a/ n/ /d/	honeycomb /h/ /u/ /n/ • /ee/ • /c/ /oe/ /m/
	closed • separated digraph	closed • sep. digraph	digraph • digraph	closed • r-controlled • closed	closed • digraph • closed
<b>13</b>	commonplace /k/ /o/ /m/ • /m/ /u/ /n/ • /p/ /l/ /ae/ /s/	headquarters /h/ /e/ /d/ • /k/ /w/ / or/ /t/ • /er/ /z/	spokesperson /s/ /p/ /oe/ /k/ /s/ • /p/ /er/ • /s/ /u/ /n/	grandnephew /g/ /r/ /a/ /n/ /d/ • /n/ /e/ /f/ • /ue/	thunderstorm /th/ /u/ /n/ • /d/ /er/ • /s/ /t/ /or/ /m/
	closed • closed • separated digraph	digraph • r-controlled • r-controlled	separated digraph • r-controlled • closed	closed • closed • digraph	closed • r-controlled • r-controlled

If you have not already done so, prepare the following fiction chart to be used during each lesson in this unit:

Chapter	Characters	Setting	Plot
“Sif’s Golden Hair”			
“Loki and the Dwarves”			
“Stolen Thunder”			
“A Plan Is Made”			
“The Wedding Feast”			
“Balder, the Beautiful”			
“The Death of Balder”			
“Loki’s Punishment”			

Add this to the conjunctions poster:

- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

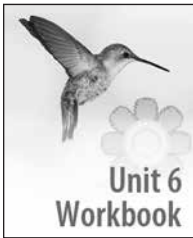
Write these sentences on the board or chart paper for use during the Grammar lesson:

She stayed warm outside because she remembered to put on her heavy coat.

School was cancelled because it was snowing.

Because I practiced my words each night, I got a good grade on my spelling assessment.

## 10 Mid-Year Assessment



Worksheets 1.1, E.1, E.2

- Tell students that today, they will continue to work on the Mid-Year Assessment. Pass out Worksheet 1.1 that you collected during the previous lesson for students who need to finish it.
- Ask them to resume their work at this time. Once again, urge them to take their time and do their very best.
- For students who have finished, encourage them to check over every single question before turning the assessment in to you.
- If you have students who have finished the written portion, today you will begin to administer the Word Reading in Isolation portion of the Mid-Year Assessment.
- Students who have finished the assessment and are waiting for you to administer the Word Reading in Isolation Assessment may work on Worksheets E.1 or E.2. Each of these worksheets is a stand-alone worksheet and may be used in any order that you feel best suits the needs of your class.

**Note:** At the end of this lesson is an analysis sheet for your use as you check Worksheet 1.1.

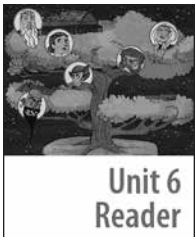
### Directions for Word Reading in Isolation Assessment

- Turn to the Word List for the Mid-Year Word Reading in Isolation Assessment that you prepared in advance.
- Cover all of the words before calling a student back to you.
- Call on one student and ask him or her to join you in the assessment area.
- Tell the student that today, he or she will read some 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 the word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Scoring Sheet you copied in advance. 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 by the word.

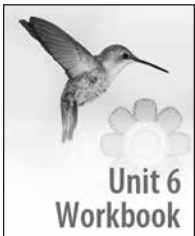
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- When the student has finished reading the word list, look over the chart to note any patterns that might appear to indicate gaps in phoneme knowledge or syllabication difficulties.
- Refer to the end of this lesson for analysis directions.

## Reading Time

25 minutes



Chapter 1



Worksheets 2.1, 2.2

Remember to use academic vocabulary when appropriate: *devise*, *formulate*, and *appropriate*.

### Whole Group: “Sif’s Golden Hair”

#### Introducing the Chapter

- Review the kingdoms and characters in Norse mythology that were discussed in the previous lesson.
- Tell students that the title of today’s chapter is “Sif’s Golden Hair.”
- 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

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 “Sif’s Golden Hair” is listed in bold print after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter. An asterisk after a word indicates the word is also taught in Listening & Learning.

- If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units. Words with sound spellings that are not found on the Individual Code Chart have the rare sound spelling noted after the word.

### Vocabulary for “Sif’s Golden Hair”

1. **raven**—a large, black bird that was one of many flying spies for Odin (**ravens**) (10)
2. **mead**—a drink made by mixing water, honey, malt, and yeast (10)
3. **veil** [‘ei’ > /æ/ (*reign, beige*)]—material worn on the head to cover the face (12)
4. **vein** [‘ei’ > /æ/ (*reign, beige*)]—a vessel like a tube that carries blood to the heart from other parts of the body (**veins**) (12)
5. **scoundrel**—a cruel, dishonest person (12)
6. **hideous**—very ugly (14)
7. **dwarf**—a mythical, human-like creature that lives underground (**dwarves**) (14)
8. **awry** [‘a’ > /ə/ (*about*)]—wrong, happening in an unexpected way (14)
9. **assembly**—a meeting (16)
10. **summon**—to call for (**summoned**) (16)

#### Guided Reading Supports and Purpose for Reading

- Remind students that if they are confused or forget a word meaning as they read, they know how to look up a word in the glossary and find the definition. Also, remind students about the different forms of words in parentheses after some words in the glossary.

#### Pages 10–13

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *raven*, *mead*, *veil*, *vein*, and *scoundrel*. Note for students that the words *ravens* and *veins* are used in this chapter.
- Direct students’ attention to the image on **page 11** and read the caption aloud as a class.
- Tell students that as they read and learn about Norse gods and goddesses, they will find that many of the days of the week are named after Norse gods. Remind students that they learned in *Stories of Ancient Rome* that many of the planets and months of the year are named after Roman gods.
- Ask students to read **pages 10–13** to themselves to find the answer to the question: “What happened to Sif’s hair?”



- Circulate throughout the room as students are reading, lending assistance as needed.
- When students have finished reading, restate the question and ask students to answer. (Sif’s hair has been cut off.)
- Direct students’ attention to the image and caption on **page 13**.

### Pages 14–17

- Following your established procedures, preview the Vocabulary Cards for *hideous*, *dwarf*, *awry*, *assembly*, and *summon*. Note for students that the words *dwarves* and *summoned* are used in this chapter.
- Ask students to predict who cut off Sif’s hair.
- Have students read **pages 14–17** to themselves to find out who cut off Sif’s hair.
- When students have finished reading, restate the question and ask students to answer. (Thor suspects that Loki cut off Sif’s hair because Loki has the reputation for being a troublemaker. Loki admits to doing it.)
- Direct students’ attention to the images and captions on **pages 15 and 17**.

### Wrap-Up

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. You may wish to use the following questions to generate student ideas:
  - **Characters:** Who are the main characters in this chapter?
  - **Setting:** Where do the events in this chapter take place?
  - **Plot:** What is the big problem in this chapter? Why is Thor so angry?

**Note:** Possible responses to the above questions are included in the following chart. Students’ responses may be different.

Chapter	Characters	Setting	Plot
“Sif’s Golden Hair”	Odin, Thor, Sif, assembly of gods, Loki	Asgard	Sif’s hair has been cut off and the assembly of gods told Loki he must restore Sif’s hair.

- Remind students that in this chapter, they learned where the name of two days of the week came from.

- Ask students to turn to Worksheet 2.1 and find the row that says “Wednesday.”
- Direct students to write *Odin* in the column under “Named for.” Under the header “Origin,” students should write *Norse*.
- Ask students to turn to **page 13** and silently read the caption under the picture to find out who another day of the week is named for.
- Allow students time to read the caption and ask them to answer the question: “Which day of the week is named for Thor?” (Thursday)
- Direct students to write *Thor* in the column under “Named for” for Thursday. Under the header “Origin,” students should write *Norse*.

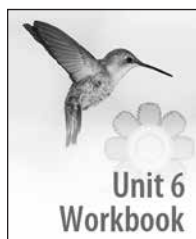
**Note:** Students will complete the remaining rows of this chart in future lessons so you may wish to have students leave Worksheet 2.1 in their workbook for future lessons.

- Complete Worksheet 2.2 as a teacher-guided activity.

## Grammar

25 minutes

### Introduce Conjunction *because*



Worksheet 2.3

- Draw students’ attention to the conjunctions poster.

#### Conjunctions

**Conjunctions** are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Review meanings of the conjunctions *and* and *but*.
- Read the third bullet on the poster. (The conjunction *because* is used to mean “for this reason” and signals the answer to a “why” question. It also signals the *cause* of something.)

- Tell students that the conjunction *because* joins two simple sentences.
- Read the first sentence you placed on the board in advance. Draw two lines under the word *because* to show that it is a conjunction.

She stayed warm outside because she remembered to put on her heavy coat.

- Point out that the groups of words on either side of the conjunction are simple sentences, each with a subject and a verb.
- Read the first part of the sentence. (She stayed warm outside.)
- Ask students to replace the word *because* with the words *for this reason*.

She stayed warm outside **for this reason:** She remembered to put on her heavy coat.

- Ask students to look at the sentence and tell “why” she stayed warm outside.
- Point out the answer to the “why” question is that she remembered to put on her heavy coat and is signaled by the word *because*.
- Point out that if students were asked, “Why did she stay warm outside?”, the answer to the question would be: She stayed warm outside *because she remembered to put on her coat*.
- Ask students which happened first, *staying warm* or *putting on her coat*.
- Point out that in order for her to stay warm, she would have had to put on the coat first. Therefore, she put on the coat first and that caused her to stay warm.
- Point out that whatever happens first is the *cause*.
- Tell students the words *cause* and *effect* are terms used to describe when one event made a second event happen. Point out to students that the word *cause* is a part of the word *because*.
- Tell students that in order to find which event is the *cause*, they should look for the word *because*. The part of the sentence that is the *cause* will come after the word *because*.
- Draw a circle around the word *cause* that is part of the word *because*.

- Ask students what the *cause* is in the sentence. (she remembered to put on her coat) Write the word *Cause* above this part of the sentence.
- Ask students what the *effect* is in the sentence. (she stayed warm outside) Write the word *Effect* above this part of the sentence.

Effect	Cause
She stayed warm outside <u>because</u> she remembered to put on her heavy coat.	

- Tell students that simple sentences can be written in reverse order without changing the meaning. Share the following example with students:

Cause	Effect
<u>Because</u> she remembered to put on her heavy coat, she stayed warm outside.	

- Be certain that students understand that the *cause* always happens first and the *effect* happens after the cause, regardless of the order in which these events or sentence parts are presented. Reiterate that the *cause* is always signaled or introduced by the word *because*.
- Point out the next two sentences you placed on the board in advance. Draw two lines under the word *because* in each sentence. Ask students to decide which event (or simple sentence) happened first and caused the other event (or simple sentence) to happen next.

School was cancelled <u>because</u> it was snowing.
<u>Because</u> I practiced my words each night, I got a good grade on my spelling assessment.

- Ask which happened first, *school was cancelled* or *it was snowing*. (it was snowing.)
- Ask which happened first, *I practiced my words each night* or *I got a good grade on my spelling assessment*. (I practiced my words each night.)

- Write the words *Cause* and *Effect* over the correct parts of the two sentences.

Effect

Cause

School was cancelled because it was snowing.

Cause

Effect

Because I practiced my words each night, I got a good grade on my spelling assessment.

- Ask students to answer the following question in a complete sentence, “Why was school cancelled?” (Students should answer, “School was cancelled because it was snowing.”)
- Ask students to answer the following question in a complete sentence, “Why did I get a good grade on my spelling assessment?” (Students should answer, “I got a good grade on my spelling test because I practiced my words each night.”)
- Point out that the *cause* (or event that happened first) always begins with the word *because*.
- Point out that for comprehension questions that ask a “why” question, students should always look for the word *because* in the text.
- Turn to Worksheet 2.3 and complete as a teacher-guided activity.

## **Take-Home Material**

### **“Sif’s Golden Hair”; Glossary for Gods Giants and Dwarves**

Have students take home Worksheet 2.4 to read to a family member and Worksheet PP55 to use as a reference during this unit.

# Silent Reading Assessment Scoring Sheet

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

# Silent Reading Assessment Remediation Guide

After you have entered all student scores into the Silent Reading Assessment Scoring Sheet, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the benchmark for each subassessment on the lines.

<b>Comprehension</b>	
<b>Author's Purpose (#9, 16, 27)</b>	<b>Inference (#4, 18, 23, 24, 26)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Literal (#3, 5, 8, 12, 13, 14, 20, 21, 25)</b>	<b>Sequencing (#7, 10, 19)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Setting (#1, 15)</b>	<b>Words in Context (#2, 6, 11, 17, 22)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Other Silent Reading Topics</b>	
<b>Dictionary Skills (#28, 29, 30)</b>	
	1. _____
	2. _____
	3. _____

## Word Reading in Isolation Analysis

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 reading.

Score required to meet benchmark of 80%	
Phonemes	
Consonants	173/215
/b/ /d/ /f/ /g/ /h/	
/j/ /k/ /l/ /m/ /n/	
/p/ /r/ /s/ /t/ /v/	
/w/ /z/ /ch/ /sh/ /th/	
/th/ /ng/	
Vowels	107/133
/a/ /e/ /i/ /o/ /u/	
/ae/ /ee/ /ie/ /oe/ /	
ue/	
/ə/ /oo/ /oo/ /aw/ /	
ou/	
/er/ /or/ /air/ /ə/ + /l/	
Syllabication	
Closed	33/41
Open/short	2/2
Open/long	8/9
Open/ə	4/4
-le	6/8
R-controlled	15/19
Digraph	27/33

The following sheets are provided for your use in directing remediation. Make a copy of each page.

Write the names of students who missed particular sounds 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

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

<b>/s/ (1c, 2b, 3a, 3b, 3c, 3e, 4c, 4d, 8a, 8c, 9a, 9c, 10a, 10b, 10d, 10e, 11a, 11b, 11c, 11d, 11e, 12b, 13a, 13c, 13e)</b>	<b>/t/ (1a, 3a, 3b, 3e, 4b, 6d, 7a, 7b, 8b, 8e, 9a, 9b, 9c, 9e, 10a, 10b, 10d, 11a, 11b, 11d, 13b, 13e)</b>	<b>/v/ (1d, 3d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/w/ (1a, 1c, 2d, 5d, 6d, 9d, 9e, 10d, 11c, 12b, 12c, 13b)</b>	<b>/z/ (1e, 3c, 3d, 4c, 4d, 4e, 5a, 5b, 5e, 10c, 12c, 13b)</b>	<b>/ch/ (1a, 1b, 5b, 10d, 11d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/sh/ (7b, 7c, 10c)</b>	<b>/th/ (2e, 9d, 13e)</b>	<b>/th/ (11e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ng/ (3a, 4a, 5c, 6d)</b>		
1. _____		
2. _____		
3. _____		

<b>Phonemes—Vowels</b>		
<b>/a/ (2b, 3b, 3e, 6a, 7a, 7c, 8b, 12d, 13d)</b>	<b>/e/ (3c, 4b, 4d, 8a, 12a, 13b, 13d)</b>	<b>/i/ (1a, 1c, 3a, 4a, 4d, 5c, 6d, 8a, 8d, 10d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>/o/ (2d, 5c, 7d, 9a, 10d, 11d, 13a)</b>	<b>/u/ (2e, 3a, 4b, 4e, 5a, 7a, 11d, 11e, 12d, 12e, 13a, 13c, 13e)</b>	<b>/æ/ (6e, 7e, 8e, 9d, 9e, 11a, 11c, 11e, 12a, 12c, 13a)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ee/ (1b, 3d, 3e, 5a, 5d, 8c, 10e, 12b, 12e)</b>	<b>/ie/ (2a, 9b, 9c, 9e, 11b)</b>	<b>/oe/ (7a, 9c, 10c, 12e, 13c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ue/ (4e, 13d)</b>	<b>/ə/ (1d, 2a, 2c, 7b, 8d)</b>	<b>/oo/ (1d, 1e, 3d, 4c, 5e, 7b, 7c, 7d, 9a, 9b, 10b, 11a)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/oo/ (5b, 10b, 10c)</b>	<b>/aw/ (6b, 11c, 12c)</b>	<b>/ou/ (10a, 12b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/er/ (2c, 5b, 7e, 8b, 8c, 9d, 11d, 12d, 13b, 13c, 13e)</b>	<b>/or/ (4a, 5d, 6c, 8d, 10a, 10e, 11b, 13b, 13e)</b>	<b>/air/ (1b, 7b)</b>
1. _____	1. _____	1. _____
1. _____	2. _____	1. _____
3. _____	3. _____	3. _____
<b>/ə/ + /l/ (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)</b>		
1. _____		
2. _____		
3. _____		

## Syllabication

<b>Closed</b> (1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4d, 4e, 5a, 5c, 6a, 6d, 7a, 7c, 7d, 8a, 8b, 8c, 8d, 9a, 9c, 10d, 11d, 11e, 12a, 12b, 12d, 12e, 13a, 13c, 13d, 13e)	<b>Open/Short (7a, 8a)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Open/Long (1b, 3e, 5a, 5d, 6e, 7a, 8c, 9b, 10e)</b>	<b>Open /ə/ (2a, 2c, 7b, 8d)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>-le (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)</b>	<b>R-Controlled (2c, 4a, 5b, 5d, 6c, 7b, 7e, 8b, 8c, 8d, 9d, 10a, 10e, 11b, 11d, 12d, 13b, 13c, 13e)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Digraph (1d, 1e, 3d, 4c, 4e, 5b, 5e, 6b, 7b, 7c, 7d, 7e, 8e, 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 11a, 11b, 11c, 11e, 12a, 12b, 12c, 12e, 13a, 13b, 13c, 13d)</b>	
1. _____	
2. _____	
3. _____	

# Lesson 3

## Morphology

### ✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Loki and the Dwarves” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in “Loki and the Dwarves” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Determine the meaning of words and phrases as they are used in “Loki and the Dwarves,” distinguishing literal from nonliteral language (e.g., Loki being a smooth talker) (RL.3.4)
- ✓ Explain how specific aspects of the illustrations in “Loki and the Dwarves” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the characters, settings, and plots of stories read independently from different chapters of the same reader (RL.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Loki and the dwarves in “Loki and the Dwarves” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Loki and the Dwarves” (RI.3.7)
- ✓ Decode words with common Latin suffixes *-ive* and *-ly* (RF.3.3b)
- ✓ Independently read “Loki and the Dwarves” with purpose and understanding (RF.3.4a)
- ✓ Make predictions based on text heard thus far as to whether peace will last (SL.3.1a)
- ✓ Determine the meaning of words formed when *-ive* or *-ly* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify real-life connections between words and their use (e.g., people who are *cooperative, appreciative*) (L.3.5b)

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Assessment</b>	<b>Mid-Year Assessment</b>	Worksheets 1.1, 3.1, E.1–E.3	30
<b>Reading Time</b>	<b>Whole Group: “Loki and the Dwarves”</b>	<i>Gods, Giants, and Dwarves</i> ; Vocabulary Cards; fiction chart; Worksheet 3.2	25
<b>Morphology</b>	<b>Introduce Suffixes <i>-ive</i> and <i>-ly</i></b>	board or chart paper; Worksheets 3.3–3.6	25
<b>Take-Home Material</b>	<b>“Loki and the Dwarves”</b>	Worksheet 3.7	*

### **Advance Preparation**

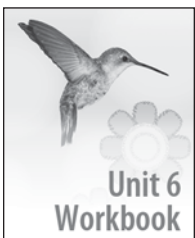
Prepare the following sentence strips in advance for the Morphology lesson; alternately you may write the sentences on the board or chart paper and cover them.

Sam can act like a monkey.  
 He is an active boy.  
 He actively plays with his brother.

## **Assessment**

**30** minutes

### **10 Mid-Year Assessment**



Worksheets 1.1, 3.1, E.1–E.3

Although the majority of students should have completed the Silent Reading Assessment in the previously allotted 60 minutes, there may be a few who have not finished. If this is the case, ask them to finish it today. You may also want to pay particular attention to these students to find out why it may be taking them longer than their peers. For students who were absent, please have them complete the assessment during this time.

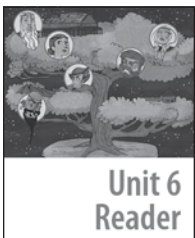
- Ask students to turn to Worksheet 3.1.
- Tell students that today, they will take an assessment on all of the grammar that they have learned so far in third grade.
- Remind them that they should do their very best work and work quietly so that others may do their best as well.
- When students finish, they may work on additional worksheets provided. (Worksheets E.1–E.3)

- As other students work on the additional worksheets, continue to assess students one-on-one using the Word Reading in Isolation Assessment.

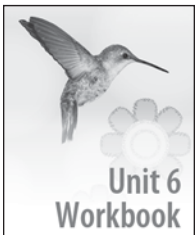
**Note:** Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

## Reading Time

25 minutes



Chapter 2



Worksheet 3.2

Remember to use academic vocabulary when appropriate: *devise*, *formulate*, and *appropriate*.

### Whole Group: “Loki and the Dwarves”

#### Introducing the Chapter

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

#### Previewing the Vocabulary

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

#### Vocabulary for “Loki and the Dwarves”

1. **realm**—a kingdom (18)
2. **creature**—a living thing, specifically an animal (**creatures**) (18)
3. **surly**—rude, mean, unfriendly (18)
4. **craftsman**—a person who is skilled in making things, especially by hand (**craftsmen**) (18)
5. **flatter**—to praise too much in a way that is not sincere or genuine (**flattered, flattery**) (18)
6. **anvil\***—a large, iron block used by blacksmiths on which heated metal is hit to shape it (**anvils**) (20)
7. **forge**—the furnace in a blacksmith shop used for heating metal (20)
8. **master**—an expert (**masters**) (22)
9. **guardian**—a person who watches and/or protects something or someone (26)

### Guided Reading Supports and Purpose for Reading

- Briefly review with students what happened in “Sif’s Golden Hair” by referencing the fiction chart you completed together for that chapter.
- Remind students that if they are confused or forget a word meaning as they read, they know how to look for a word in the glossary and find the definition.

### Pages 18–21

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *realm*, *creature*, *surlly*, *craftsman*, *flatter*, *anvil*, and *forge*. Note for students that the words *creatures*, *craftsmen*, *flattered*, *flattery*, and *anvils* are used in this chapter.
- Direct students’ attention to the image on **page 19** and read the caption aloud as a class.
- Have students predict what Loki is doing in the workshop of the dwarves.
- Ask students to read **pages 18–21** to themselves to find out what the dwarves are making in their workshop.
- When students have finished reading, ask what the dwarves are making. (The dwarves are making hair out of gold.)
- Direct students’ attention to the image and caption on **page 21**.

### Pages 22–27

- Follow your established procedures to preview the Vocabulary Cards for *master* and *guardian*. Note for students that the word *masters* is used in this chapter.
- Ask students to think about the dwarves’ comment that there is nothing they cannot make.
- Ask students to read **pages 22–27** to themselves to find the answer to the question: “What other gifts does Loki ask the dwarves to make?”
- When students have finished reading, restate the question and ask students to answer. (Loki asked the dwarves to make a spear so fine it never misses its target and a boat that could be folded up and carried in a pocket.)
- Direct students’ attention to the images and captions on **pages 23, 25, and 27**.



## Wrap-up

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students' responses may be different.

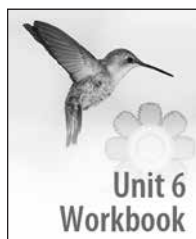
Chapter	Characters	Setting	Plot
"Loki and the Dwarves"	Loki, dwarves	Nidavellir	Loki went to visit the dwarves to ask them to make golden hair for Sif. He also asked them to make a spear and a boat.

- Have students turn to Worksheet 3.2 and complete it with a partner.

## Morphology

25 minutes

### Introduce Suffixes *-ive* and *-ly*



Worksheets 3.3–3.6

- Remind students that suffixes are added to the end of a root word.
- Tell students that the two suffixes they will study this week are *-ive* and *-ly*. Students previously learned about adding *-ly* to words with the suffix *-ous*.
- Write the suffixes on the board and point out that the suffix *-ive* is pronounced /iv/, even though it is spelled 'ive'. Students know that *-ly* is pronounced /lee/.

### Adding Suffix *-ive*

- Explain to students that *-ive* means “relating to.”
- Tell students that in this part of the lesson, they will add the suffix *-ive* to root words that are verbs. When *-ive* is added to a verb, the new word is an adjective.

- Write the word *act* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to do or behave; Mom told us that we had to *act* appropriately at the reception.)
- Add the suffix *-ive* to *act* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (relating to doing or behaving)
- Ask students to provide sentences using the word *active*. (Answers may vary.)
- Ask students for synonyms of *active*. (energetic, lively)
- Continue in this manner for the remaining *-ive* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

- Point out for students that for the words *produce*, *cooperate*, *create*, *appreciate*, and *decorate* the 'e' must first be dropped before adding *-ive*. Also, when adding *-ive* to *produce*, the sound that 'u' makes changes from /oo/ to /u/, a 't' is added, and the sound that 'c' makes changes from /s/ to /k/.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
produce	(verb) to make something	productive	(adjective) relating to making something Synonyms: fruitful, efficient	I had a <u>productive</u> afternoon and finished my history project.
invent	(verb) to make something new that no one else has ever made	inventive	(adjective) relating to making something new that no else has ever made Synonyms: creative, imaginative, original	Derek came up with an <u>inventive</u> way to display the results of his science experiment.
cooperate	(verb) to work with others toward a common goal	cooperative	(adjective) relating to working with others toward a common goal Synonyms: helpful, willing	Our group worked in such a <u>cooperative</u> way that our teacher said we were a good example for other groups to follow.
create	(verb) to make or invent	creative	(adjective) relating to making or inventing something Synonyms: inventive, imaginative, inspired	My mother is very <u>creative</u> and makes her own greeting cards.
express	(verb) to show what you think or feel	expressive	(adjective) relating to showing what you think or feel Synonyms: open, revealing	Some artists communicate in an <u>expressive</u> way through their artwork.
appreciate	(verb) to be thankful	appreciative	(adjective) relating to being thankful Synonyms: grateful, thankful	My grandma was <u>appreciative</u> that I mowed her lawn.
decorate	(verb) to make beautiful	decorative	(adjective) relating to making something beautiful Synonyms: pretty, pleasing	My dad hung <u>decorative</u> lights on the house for the holidays.

### Adding Suffix -ly

- Remind students that -ly means “in a \_\_\_\_\_ way,” with the blank being the word that -ly is added to.
- Tell students that they will now add the suffix -ly to the words they previously added -ive to. When -ly is added to an adjective, the new word is an adverb.

- Remind students that adverbs with *-ly* describe verbs, specifically *how* a verb happens.
- Write the word *active* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (relating to doing or moving; Robert was an *active* member of the book club, hosting meetings and making book suggestions.)
- Add the suffix *-ly* to *active* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (in an active way)
- Ask students to provide sentences using the word *actively*. (Answers may vary.)
- Continue in this manner for the remaining *-ly* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

Root Word	Meaning	Affixed Word	Meaning	Sentence
productive	(adjective) relating to making something	productively	(adverb) in an active way	He <i>actively</i> practiced to earn a spot on the soccer team at tryouts.
inventive	(adjective) relating to making something new that no one else has ever made	inventively	(adverb) in an inventive way	Sam <i>inventively</i> arranged things on his desk so he could have space to work and still be able to reach his supplies.
cooperative	(adjective) relating to working with others toward a common goal	cooperatively	(adverb) in a cooperative way	My brother and I <i>cooperatively</i> worked to rake the leaves to the curb.
creative	(adjective) relating to making or inventing something	creatively	(adverb) in a creative way	The cast <i>creatively</i> thanked the director during the last show of the play with a short skit.
expressive	(adjective) relating to showing what you think or feel	expressively	(adverb) in an expressive way	Monica <i>expressively</i> responded to the contest by submitting a unique entry that represented her taste in art.
appreciative	(adjective) relating to being thankful	appreciatively	(adverb) in an appreciative way	The woman <i>appreciatively</i> shook hands with the driver who had stopped to help her change a flat tire.
decorative	(adjective) relating to making something beautiful	decoratively	(adverb) in a decorative way	Allie <i>decoratively</i> hung her framed photographs on the wall.

- Direct students' attention to the first sentence you prepared in advance:

Sam can act like a monkey.

- Ask students, "What can Sam do like a monkey?" They should respond *act*. Ask them for the part of speech (verb) and draw a wiggly line under *act*.
- Then, display the next sentence:

He is an active boy.

- Ask students, "What kind of boy is he?" (*active*) Draw a box around *active* and then draw an arrow to *boy*, stating that *active* is an adjective that describes *boy*.
- Now, display the next sentence:

He actively plays with his brother.

- Ask students, "What does the boy do?" (*plays*) Draw a wiggly line under *plays* and identify it as a verb.
- Then ask students, "How does the boy play?" (*actively*) Draw a triangle around *actively*, stating that it is an adverb. Remind students that adverbs ending in *-ly* describe verbs, telling *how*. Draw an arrow from *actively* to *plays*.
- Complete Worksheets 3.3–3.6 in the same manner in which you have completed these worksheets in previous lessons.

## Take-Home Material

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### "Loki and the Dwarves"

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

# Grammar Assessment Scoring Sheet

Question Number	Skill	Student Name
2	Adjectives	
10	Adjectives	
11	Adjectives	
20	Adverbs	
21	Adverbs	
22	Adverbs	
23	Adverbs	
24	Adverbs	
25	Build Sentences	
26	Build Sentences	
27	Conjunction <i>but</i>	
18	Irregular Verbs	
19	Irregular Verbs	
1	Nouns	
13	Paragraphs	
14	Paragraphs	
15	Paragraphs	
16	Paragraphs	
17	Paragraphs	
28	Quotation Marks	
29	Quotation Marks	
30	Quotation Marks	
4	Sentences	
5	Sentences	
6	Sentences	
7	Sentences	
8	Sentences	
9	Sentences	
12	Sentences	
3	Verbs	
Benchmarks (number correct out of number given)		
3 of 3		
4 of 5		
2 of 2		
1 of 1		
2 of 2		
1 of 1		
4 of 5		
3 of 3		
6 of 7		
1 of 1		
Overall Bench-mark 80%		

## Grammar Assessment Analysis

After scoring the assessment, you might find it helpful to determine what kinds of questions students missed that caused them to score below the benchmark for grammar.

	Score required to meet benchmark of 80%:	Remediation Pausing Point pages:
<p><b>Sentence Writing (items 4–8; 12)</b></p> <p>Subject/predicate (4, 5)</p> <p>Identify complete sentence (6)</p> <p>Identify/change fragment to sentence (7–9)</p> <p>Change run-on sentence (12)</p>	6/7	PP2–8
<p><b>Paragraph Writing (items 9; 13–17)</b></p> <p>Topic/concluding sentence (13, 14)</p> <p>Title for paragraph (15)</p> <p>Irrelevant sentence in paragraph (16)</p> <p>Sentence order in paragraph (17)</p>	4/5	PP9; 13–17
<p><b>Parts of Speech (items 1–3; 10–11; 18–27)</b></p> <p>Identify nouns (1)</p> <p>Identify adjectives (2)</p> <p>Identify verbs (3)</p> <p>Adjective describes noun (10, 11)</p> <p>Irregular Verbs (18, 19)</p> <p>Adverb definition/Use of adverbs (20, 21)</p> <p>Adverb describes verb (22)</p> <p>Adverb that tells when/where (23, 24)</p> <p>Building sentences (25, 26)</p> <p>Conjunction <i>but</i> (27)</p>	12/15	PP1-3; 10-11; 18-27
<p><b>Quotation Marks (items 28–30)</b></p> <p>Quotation marks (28–30)</p>	3/3	PP28-30

# Grammar Remediation Guide

After you have entered all student scores into the Grammar Assessment Scoring Sheet, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the benchmark for each subassessment on the lines.

Refer to worksheets in the Pausing Point for remediation in the following areas:

<b>Parts of Speech</b>	
<b>Identify nouns (#1)</b>	<b>Identify adjectives (#2)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Identify verbs (#3)</b>	<b>Adjectives describes nouns (#10, 11)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Irregular Verbs (#18, 19)</b>	<b>Adverbs definition/use of adverbs (#20, 21)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Adverbs describe verbs (#22)</b>	<b>Adverbs that tell <i>when</i> (#23)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
<b>Adverbs that tell <i>where</i> (#24)</b>	<b>Build Sentences (#25, 26)</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____



**Conjunction but (#27)**

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

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

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

**Paragraph Writing**

<b>Topic/concluding sentences (#13, 14)</b>	<b>Title for paragraph (#15)</b>
---	----------------------------------

1. _____	1. _____
----------	----------

2. _____	2. _____
----------	----------

3. _____	3. _____
----------	----------

<b>Irrelevant sentence in paragraph (#16)</b>	<b>Sentence order in paragraph (#17)</b>
---	--

1. _____	1. _____
----------	----------

2. _____	2. _____
----------	----------

3. _____	3. _____
----------	----------

**Sentence Writing**

<b>Subject/predicate (#4, 5)</b>	<b>Identify complete sentences (#6)</b>
----------------------------------	---

1. _____	1. _____
----------	----------

2. _____	2. _____
----------	----------

3. _____	3. _____
----------	----------

<b>Identify/change fragments to sentences (#7, 8, 9)</b>	<b>Change run-on sentences (#12)</b>
--	--------------------------------------

1. _____	1. _____
----------	----------

2. _____	2. _____
----------	----------

3. _____	3. _____
----------	----------

**Quotation Marks (#28, 29, 30)**

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

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

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

# Lesson 4

## Grammar

### ✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Stolen Thunder” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in “Stolen Thunder” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Stolen Thunder” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the characters, settings, and plots of stories read independently from different chapters of the same reader (RL.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Thor and his stolen hammer in “Stolen Thunder” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Stolen Thunder” (RI.3.7)
- ✓ Independently read “Stolen Thunder” with purpose and understanding (RF.3.4a)
- ✓ Use linking words, conjunctions, and phrases (e.g., *because*) to connect ideas within categories of information (W.3.2c)
- ✓ Make predictions based on text heard thus far as to what the gods will do to get Thor’s hammer back (SL.3.1a)
- ✓ Use coordinating and subordinating conjunctions (e.g., *because*) (L.3.1h)
- ✓ Produce compound sentences (L.3.1i)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Assessment</b>	<b>Mid-Year Assessment</b>	Worksheets 4.1, E.1–E.4	30
<b>Reading Time</b>	<b>Whole Group: “Stolen Thunder”</b>	<i>Gods, Giants, and Dwarves</i> ; Vocabulary Cards; fiction chart; Worksheet 4.2	25
<b>Grammar</b>	<b>Answer Comprehension Questions Using Conjunction <i>because</i></b>	board or chart paper; Worksheet 4.3	25
<b>Take-Home Material</b>	<b>“Stolen Thunder”; Practice Conjunctions <i>and, but, and because</i></b>	Worksheets 4.4, 4.5	*

### Advance Preparation

Make sure the conjunctions poster is displayed.

### Conjunctions

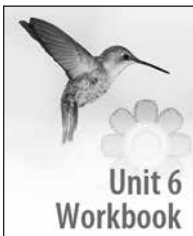
**Conjunctions** are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

## Assessment

**30** minutes

### 10 Mid-Year Assessment



Worksheets 4.1,  
E.1–E.4

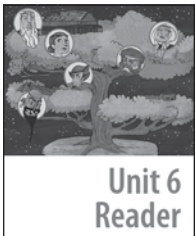
- Ask students to turn to Worksheet 4.1.
- Tell students that today, they will take an assessment on all of the prefixes and suffixes that they have learned so far in third grade.
- Remind them that they should do their very best work and work quietly so that others may do their best as well.
- When students finish, they may work on additional worksheets provided.

- As other students work on the additional worksheets, continue to assess students one-on-one using the Word Reading in Isolation Assessment.

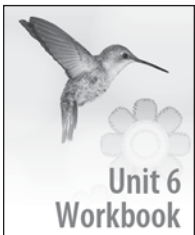
**Note:** Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

## Reading Time

25 minutes



Chapter 3



Worksheet 4.2

### Whole Group: “Stolen Thunder”

#### Introducing the Chapter

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

#### Previewing the Vocabulary

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

#### Vocabulary for “Stolen Thunder”

1. **boomerang**—a curved stick that is thrown and then returns to the person who threw it (28)
2. **journey** [‘our’ > /er/ (*tournament*)]—a trip (32)
3. **what a pity**—that’s too bad (32)
4. **mince words**—to speak in an indirect and dishonest way (32)
5. **villainy**—evil behavior (34)
6. **beast**—scoundrel (36)
7. **wisdom**—knowledge and good judgment gained over time (36)

#### Guided Reading Supports and Purpose for Reading

- 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 28–31

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Card for *boomerang*.

- Ask students to read **pages 28–31** to themselves to find out what Thor discovered and who he blamed.
- When students having finished reading, restate the question and ask students to answer. (Thor discovered that his hammer was missing and he blamed Loki.)
- Ask, “What did Thor think about Loki this time?” (He thought Loki may be telling the truth this time.)
- Direct students’ attention to the images and captions on **pages 29** and **31**.

### Pages 32–37

- Follow your established procedures to preview the Vocabulary Cards for *journey*, *what a pity*, *mince words*, *villainy*, *beast*, and *wisdom*.
- Ask students to read **pages 32–37** to themselves to find the answer to the question: “What did Loki find out from Thrym?”
- When students have finished reading, restate the question and ask students to answer. (Loki found out that Thrym took Thor’s hammer and admitted doing so. Thrym also said he wouldn’t return the hammer unless Freya agreed to marry him.)
- Ask, “What was Freya’s response when Loki told her what Thrym said?” (She said she would never marry that beast.)
- Ask students to predict what they think the gods will do to get Thor’s hammer back.
- Direct students’ attention to the images and captions on **pages 33**, **35**, and **37**.

### Wrap-up

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:
  - **Characters:** Who are the main characters in this chapter?
  - **Setting:** Where do the events in this chapter take place?
  - **Plot:** What is the problem in this chapter? How do the characters deal with it?

**Note:** Possible responses to the questions are included in the following chart. Students’ responses may be different.

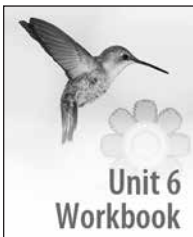
Chapter	Characters	Setting	Plot
“Stolen Thunder”	Thor, Loki, Odin, the gods, Thrym, Freya	Asgard, Jotunheim	Thor discovered that his hammer was missing. He suspected Loki took it but it was Thrym who took it. Thrym told Loki he would give the hammer back if Freya married him. The gods didn’t know how to get the hammer back.

- Have students turn to Worksheet 4.2 and complete it independently.

## Grammar

25 minutes

### Answer Comprehension Questions Using Conjunction *because*



Worksheet 4.3

- Draw students’ attention to the conjunctions poster you prepared for an earlier lesson.

#### Conjunctions

**Conjunctions** are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Remind students that the conjunction *because* is used to mean “for this reason” and signals the answer to the question “why.” It also signals the *cause* of something.
- Remind students that the answer to a “why” comprehension question is often answered by a sentence in the text that uses the word *because*.

- Have students turn to Worksheet 4.3 and read the instructions with them. Students will read a short text and answer the comprehension questions that follow.
- Have volunteers read the story aloud.
- Guide students through the process of finding the answers by looking for the word *because* in text. Have students write the answers on the lines that follow each question.

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

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### ***“Stolen Thunder”; Practice Conjunctions *and*, *but*, and *because****

---

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

# Morphology Assessment Scoring Sheet

Skill	Question Number	Student Name
	1	Prefix <i>pre-</i>
	3	Prefix <i>mis-</i>
	8	Prefix <i>un-</i>
	10	Prefix <i>non-</i>
	12	Prefix <i>re-</i>
	14	Prefix <i>dis-</i>
	2	Suffixes <i>-ous</i> and <i>-ly</i>
	4	Suffix <i>-ist</i>
	5	Suffix <i>-y</i>
	6	Suffix <i>-ous</i>
	7	Suffix <i>-al</i>
	9	Suffix <i>-or</i>
	11	Suffix <i>-ian</i>
	13	Suffix <i>-er</i>
Benchmarks (number correct out of number given)	5 of 6	
Benchmarks (number correct out of number given)	7 of 8	
Benchmarks (number correct out of number given)	Overall Benchmark 80%	



## Morphology Assessment Analysis

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After scoring the assessment, you might find it helpful to determine what items students missed that caused them to score below the benchmark for morphology.

Category of Questions	Score Required to Meet Benchmark of 80%	Remediation Pausing Point Pages
Prefixes	5/6	PP26–PP34
Suffixes	7/8	PP35–PP45

## Morphology Remediation Guide

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After you have entered all student scores into the Morphology Assessment Scoring Sheet, use the following to assist you in determining students who need additional instruction.

Write the names of students who did not meet the benchmark for each subassessment on the lines.

Refer to worksheets in the Pausing Point for remediation in the following areas:

Prefixes (#1, 3, 8, 10, 12, 14)	Suffixes (#2, 4, 5, 6, 7, 9, 11, 13)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

# Lesson 5

## Spelling 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 (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “A Plan Is Made” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “A Plan Is Made” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “A Plan Is Made” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the characters, settings, and plots of stories, read independently, from different chapters of the same reader (RL.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Thor’s plan to retrieve his hammer in “A Plan is Made” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “A Plan Is Made” (RI.3.7)
- ✓ Independently read “A Plan Is Made” with purpose and understanding (RF.3.4a)
- ✓ Make predictions based on text heard thus far as to how the plan will turn out (SL.3.1a)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

At a Glance	Exercise	Materials	Minutes
<b>Assessment</b>	Mid-Year Assessment	Worksheets E.1–E4	30
<b>Spelling</b>	Spelling Assessment	Worksheet 5.1; optional pens	25
<b>Reading Time</b>	Whole Group: “A Plan Is Made”	<i>Gods, Giants, and Dwarves</i> ; Vocabulary Cards; fiction chart; Worksheets 2.1, 5.2	25

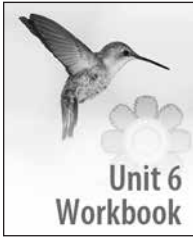
### Advance Preparation

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

## Assessment

30 minutes

### 10 Mid-Year Assessment



Worksheets E.1–E.4

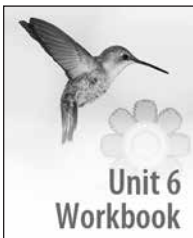
- If there are students who have still not finished the written assessment, ask them to finish it today.
- As other students work on the additional worksheets (Worksheets E.1–E.4), continue to assess students one-on-one using the Word Reading in Isolation Assessment.

**Note:** Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

## Spelling

25 minutes

### 10 Spelling Assessment



Worksheet 5.1

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

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

- |               |                                     |
|---------------|-------------------------------------|
| 1. quickly    | 12. attack                          |
| 2. coarse     | 13. thickness                       |
| 3. occur      | 14. character                       |
| 4. soccer     | 15. kangaroo                        |
| 5. calendar   | 16. anchor                          |
| 6. accomplish | 17. occupy                          |
| 7. stomach    | 18. course                          |
| 8. kindness   | 19. <b>Challenge Word:</b> example  |
| 9. snowflake  | 20. <b>Challenge Word:</b> mountain |
| 10. lookout   | <b>Content Word:</b> Loki           |
| 11. candle    |                                     |

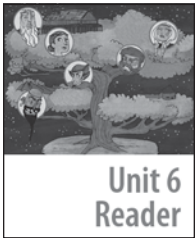
- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them:

1. The candle flickered and went out.
2. Loki causes a lot of trouble.

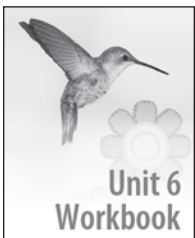
- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words.

### **Note to Teacher**

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



Chapter 4



Worksheets 2.1, 5.2

## Whole Group: “A Plan Is Made”

### Introducing the Chapter

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

### Previewing the Vocabulary

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

### Vocabulary for “A Plan Is Made”

1. **rogue**—a person who playfully causes trouble (40)
2. **maid of honor**—an unmarried female attendant of a bride (40)
3. **massive**—huge (42)
4. **barrel-chested**—having a large, round chest (44)
5. **corset**—a tight, stiff undergarment worn to make a woman’s waist appear smaller (44)
6. **dainty**—small and pretty, delicate (44)
7. **conceal**—to hide (**concealed**) (46)
8. **adventure**—an exciting or dangerous experience (46)

### Guided Reading Supports and Purpose for Reading

- Ask students to retell what happened in the chapter “Stolen Thunder,” using the fiction chart.
- 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 38–41

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *rogue* and *maid of honor*.
- Ask students to read **pages 38–41** to themselves to find out what Loki suggested they do to get the hammer back.

- When students having finished reading, restate the question and ask students to answer. (Loki suggested someone dress up like Freya to get the hammer back. Loki thought Thor should do it since it is his hammer.)
- Direct students' attention to the images and captions on **pages 39** and **41**.

### Pages 42–47

- Follow your established procedures to preview the Vocabulary Cards for *massive*, *barrel-chested*, *corset*, *dainty*, *conceal*, and *adventure*. Note for students that the word *concealed* is used in this chapter.
- Ask students to read **pages 42–47** to themselves to find the answer to the question: “What plan was finally chosen for getting Thor’s hammer back?”
- When students have finished reading, restate the question and ask students to answer. (Thor agreed to dress up as Freya and pretend to marry Thrym to get the hammer back. Loki would go as Thor’s maid of honor.)
- Ask, “What did Thor do to get ready?” (He was dressed in Freya’s clothing, including a white dress, white shoes, and a veil to cover his face and beard.)
- Ask students to predict what they think will happen once Loki and Thor arrive for the wedding.
- Direct students' attention to the images and captions on **pages 43**, **45**, and **47**.

### Wrap-up

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What is the problem in this chapter? How do the characters deal with it?

**Note:** Possible responses to the questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"A Plan Is Made"	the gods, Odin, Loki, Thor, Frigga, Freya, Tyr	Asgard	Loki suggested Thor dress up as Freya and pretend to marry Thrym to get the hammer back. Finally, Thor agreed and the gods dressed him as Freya. Loki and Thor set off for the land of the giants.

**Note to Teacher**

The information in the next bullet points about days of the week is new information you will provide to students. This information is not in the Reader.

- Tell students that they will add two characters to Worksheet 2.1 whose names relate to names for days of the week.
  - For Friday, have students write *Freya* and *Norse* in the appropriate columns.
  - For Tuesday, have students write *Tyr* and *Norse* in the appropriate columns.
  - To complete Worksheet 2.1, guide students in adding the following information:

Day of the week	Named for	Origin
Sunday	Sun	Roman
Monday	Moon	Roman
Saturday	Saturn	Roman

- Have students complete Worksheet 5.2 with a partner.

# Spelling Analysis Chart

Name	
1	1. quickly
2	2. coarse
3	3. occur
4	4. soccer
5	5. calendar
6	6. accomplish
7	7. stomach
8	8. kindness
9	9. snowflake
10	10. lookout
11	11. candle
12	12. attack
13	13. thickness
14	14. character
15	15. kangaroo
16	16. anchor
17	17. occupy
18	18. course
19	19. <b>Challenge Word:</b> example
20	20. <b>Challenge Word:</b> mountain
	<b>Content Word:</b> Loki



# Spelling Analysis Directions

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## Unit 6, Lesson 5

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

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

# Lesson 6

## Spelling

### ✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Wedding Feast” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “The Wedding Feast” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “The Wedding Feast” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the characters, settings, and plots of stories read independently from different chapters of the same reader (RL.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the wedding feast in “The Wedding Feast” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Wedding Feast” (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “The Wedding Feast” with purpose and understanding (RF.3.4a)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /s/ spelled ‘s’, ‘c’, ‘ss’, ‘ce’, ‘se’, ‘st’, and ‘sc’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	<b>Whole Group: “The Wedding Feast”</b>	<i>Gods, Giants, and Dwarves</i> ; Vocabulary Cards; fiction chart; Worksheet 6.1	25
<b>Spelling</b>	<b>Introduce Spelling Words</b>	board; Individual Code Chart; Worksheet 6.2	25
<b>Remediation and Enrichment</b>	<b>Remediate and Enrich Student Knowledge</b>	choice of material	30
<b>Take-Home Material</b>	<b>Family Letter; “A Plan Is Made”; “The Wedding Feast”</b>	Worksheets 6.2–6.4	*

### Advance Preparation

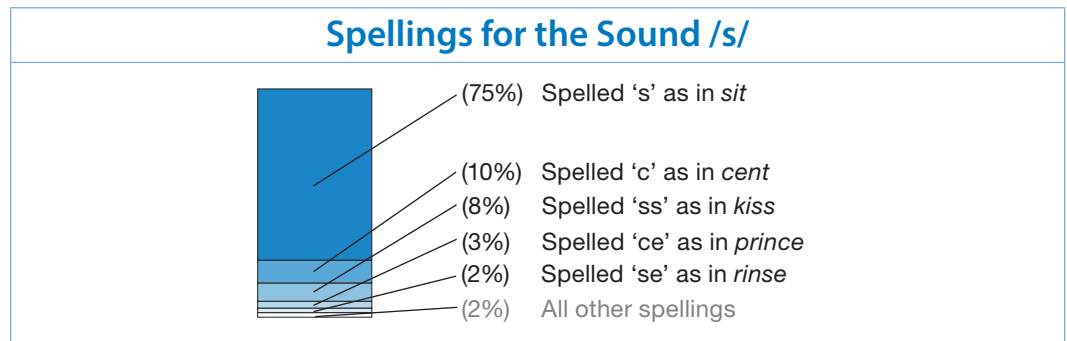
If you wish, you may draw the spelling table on a chart or board before you begin this lesson.

's' > /s/	'c' > /s/	'ss' > /s/	'ce' > /s/	'se' > /s/	'st' > /s/	'sc' > /s/

### Note to Teacher

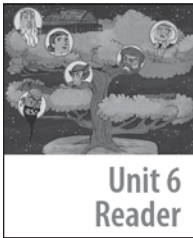
For Lessons 6–10, you will review the sound /s/ spelled 's', 'c', 'ss', 'ce', 'se', 'st', and 'sc'. Students should be familiar with these spelling alternatives as they were taught in Grade 2.

The following chart is provided for your review:

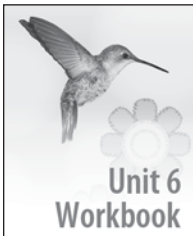


Here are some patterns for you to be aware of:

- 's' is used to spell /s/ in initial consonant clusters *sk-*, *sl-*, *sm-*, *sp-*, *spl-*, *st-*, *str-*, *sw-*, or *sq-* (*skip*, *slip*, *smile*, *spill*, *splat*, *stay*, *straw*, *sweet*, *squint*) and final clusters *-sk*, *-sp*, or *-st* (*desk*, *wasp*, *best*).
- 'c' is used at the beginning of words that start with *ce-*, *ci-*, or *cy-* (*cent*, *cinnamon*, *Cyprus*), but 's' can be used before those letters as well.
- 'ss', 'ce', and 'se' are used to spell a final /s/ that is not a plural marker or a verb form (*dress*, *prince*, *house*); none of these spellings are ever used at the beginning of a word.
- 'ss' is typically used after /a/, /e/, /i/, /o/, or /u/ (*mass*, *mess*, *miss*, *moss*, *muss*).
- 'ce' and 'se' are typically used after other vowel sounds (*force*, *choice*, *horse*) and in consonant clusters (*prince*, *rinse*).



Chapter 5



Worksheet 6.1

Remember to use academic vocabulary when appropriate: *devise*, *formulate*, and *appropriate*.

## Whole Group: “The Wedding Feast”

### Introducing the Chapter

- Tell students that the title of today’s chapter is “The Wedding Feast.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students if they have ever been to a wedding and, if so, to describe what it was like.

### Previewing the Vocabulary

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

### Vocabulary for “The Wedding Feast”

1. **belch**—to burp (**belched**) (50)
2. **fast**—does not eat for a period of time (**fasted**) (50)

### Guided Reading Supports and Purpose for Reading

- Review the plot of “A Plan Is Made” with students before reading this chapter. Refer to the fiction chart as needed.
- 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 48–51

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *belch*, *fast*. Note for students that the words *belched* and *fasted* are used in this chapter.
- Ask students to read **pages 48–51** to themselves to find the answer to the question: “What did Thor, dressed as Freya, do as soon as everyone sat down for the wedding feast?”
- When students have finished reading, restate the question and ask students to answer. (He ate a lot of food and belched loudly.)
- Ask, “What did Loki tell Thrym was the reason ‘Freya’ ate so much?” (She had fasted for eight days, thinking only of marrying Thrym, so she was very hungry.)

- Direct students’ attention to the images and captions on **pages 49 and 51**.

**Pages 52–55**

- Ask students to read **pages 52–55** to themselves to find out what happened when Thrym brought the hammer to “Freya” at Loki’s request.
- When students have finished reading, restate the question and ask students to answer. (Thor burst out of his disguise, shouting. He threw his hammer all over the place, killing Thrym and the servants.)
- Direct students’ attention to the images and captions on **pages 53 and 55**.

**Wrap-up**

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

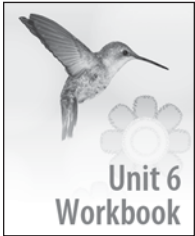
**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students’ responses may be different.

Chapter	Characters	Setting	Plot
“The Wedding Feast”	Loki, Thor, Thrym	Jotunheim	Everyone sat down for the wedding feast. “Freya’s” behavior was odd and Thrym asked questions, which Loki answered. When Thrym brought the hammer out, Thor burst out of his disguise and used his hammer to kill Thrym and the servants.

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



Worksheet 6.2

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

## Introduce Spelling Words

- Tell students that this week they will review all the spellings of /s/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

- |              |                                   |
|--------------|-----------------------------------|
| 1. assembly  | 12. whistle                       |
| 2. sunshine  | 13. subject                       |
| 3. princess  | 14. civil                         |
| 4. universe  | 15. promise                       |
| 5. advice    | 16. glance                        |
| 6. listen    | 17. address                       |
| 7. scent     | 18. fascinate                     |
| 8. surly     | 19. <b>Challenge Word:</b> during |
| 9. mince     | 20. <b>Challenge Word:</b> want   |
| 10. central  | <b>Content Word:</b> scoundrel    |
| 11. response |                                   |

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

- |                     |                                   |
|---------------------|-----------------------------------|
| 1. <b>assembly</b>  | 12. whistle                       |
| 2. <b>sunshine</b>  | 13. <b>subject</b>                |
| 3. <b>princess</b>  | 14. <b>civil</b>                  |
| 4. <b>universe</b>  | 15. promise                       |
| 5. <b>advice</b>    | 16. glance                        |
| 6. <b>listen</b>    | 17. address                       |
| 7. <b>scent</b>     | 18. fascinate                     |
| 8. <b>surly</b>     | 19. <b>Challenge Word:</b> during |
| 9. <b>mince</b>     | 20. <b>Challenge Word:</b> want   |
| 10. <b>central</b>  | <b>Content Word:</b> scoundrel    |
| 11. <b>response</b> |                                   |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *during* and *want*, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns for this week. Use the Challenge Words in sentences as examples for students: “We will play baseball *during* recess today.” “We *want* to go outside to play.”
- Remind students that this week, they once again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and don’t 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 that they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *scoundrel*, does follow the spelling patterns for this week as the ‘s’ is pronounced /s/. Note for students that *scoundrel* does not follow the ‘sc’ spelling of the sound /s/ because the ‘c’ is a spelling for the sound /k/. *Scoundrel* is a content-related word that describes Loki as a cruel, dishonest person and the trickster in *Gods, Giants, and Dwarves*.
- Now, draw the following table on the board:

's' > /s/	'c' > /s/	'ss' > /s/	'ce' > /s/	'se' > /s/	'st' > /s/	'sc' > /s/

- Ask students to refer to the /s/ spellings on the **Individual Code Chart page 2**. Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word.

's' > /s/	'c' > /s/	'ss' > /s/	'ce' > /s/	'se' > /s/	'st' > /s/	'sc' > /s/
sunshine	princess	assembly	advice	universe	listen	scent
surly	central	princess	mince	response	whistle	fascinate
response	civil	address	glance	promise		
subject						

- Ask students to look at the Individual Code Chart for all of the different spellings for /s/. Of the seven spellings, which is used most frequently? ('s') Remind students to look at the power bar under the spellings and the order in which they are sequenced to determine frequency.
- Point out that this week, students have spelling words that use all seven of the different spellings for /s/.
- Ask students to locate the additional spellings for /s/ in this week's spelling words and determine whether they are frequently used spellings or not.
- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then have the student orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Does that sentence make sense?" If the class says, "Yes," then the student puts a check mark in front of the word and calls on another student to come to the front and take a turn. If the class says, "No," have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students they will take home Worksheet 6.2 with this week's spelling words to share with a family member.

## **Remediation and Enrichment**

**30** minutes

### **Remediate and Enrich Student Knowledge**

#### **Note to Teacher**

This block of time is set aside for you to provide remediation to students who showed areas of need on the Mid-Year Assessment. For students who do not need remediation, you may use this block of time for enrichment.

The following resources will be of great help during this instructional period:

#### **Remediation**

- Information found in the Pausing Point
  - The Pausing Point in this Teacher Guide lists specific grammar and morphology skills and the lessons during which they were first taught in Grade 3, followed by the Pausing Point worksheet numbers.



- The Assessment and Remediation Guide
  - You may choose to use this to remediate areas of letter-sound correspondences as needed.
- Readers from Units 1–5
  - You may choose to work with students in small groups to address areas of need such as vocabulary and comprehension.

### **Enrichment**

- Extension Activities from Units 1–5
  - You may choose to have students complete extension activities from previous units.
- Writing Prompts from Units 1–5
  - You may choose to have students respond to writing prompts from previous units.
- Additional Chapters and Worksheets from Units 1–5
  - You may choose to have students read additional chapters and complete accompanying worksheets from previous units.
- Reader’s Chair
  - You may choose to have students do this in small groups or with partners using any of the Readers from previous units.
- More Classic Tales and Worksheets
  - You may choose to have students read selections from *More Classic Tales* and complete the accompanying worksheets.

## **Take-Home Material**

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### **Family Letter; “A Plan is Made”; “The Wedding Feast”**

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- 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 (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Balder, the Beautiful” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “Balder, the Beautiful” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Balder, the Beautiful” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the characters, settings, and plots of stories read independently from different chapters of the same reader (RL.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Balder in “Balder, the Beautiful” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Balder, the Beautiful” (RI.3.7)
- ✓ Compare and contrast the most important points and key details presented in *Stories of Ancient Rome* regarding Remus and in *Gods, Giants, and Dwarves* regarding Balder (RI.3.9)
- ✓ Independently read “Balder, the Beautiful” with purpose and understanding (RF.3.4a)
- ✓ Use linking words, conjunctions, and phrases (e.g., *because*) to connect ideas within categories of information (W.3.2c)
- ✓ Make predictions based on text heard thus far as to what will happen to Balder (SL.3.1a)
- ✓ Use coordinating and subordinating conjunctions (e.g., *because*) (L.3.1h)
- ✓ Produce compound sentences (L.3.1i)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Reading Time</b>	<b>Whole Group: “Balder, the Beautiful”</b>	<i>Gods, Giants, and Dwarves</i> ; Worksheet 7.1	25
<b>Grammar</b>	<b>Practice Cause and Effect with Conjunction <i>because</i></b>	board; prepared sentence strips; Worksheet 7.2; tape	25
<b>Remediation and Enrichment</b>	<b>Remediate and Enrich Student Knowledge</b>	choice of material	30
<b>Take-Home Material</b>	<b>“Balder, the Beautiful”</b>	Worksheet 7.3	*

### **Advance Preparation**

Draw this organizer on the board or chart paper for the Grammar lesson:

<b>Cause and Effect Chart</b>	
CAUSE (signaled by <i>because</i> )	EFFECT

Prepare a sentence strip for each of the following for the Grammar lesson:

#1 Paula didn't get out of bed on time.

#1 She missed the bus.

#2 Paula's mother noticed the bus had left.

#2 She woke Paula up.

#3 Paula didn't have time to eat breakfast.

#3 She was very hungry.

#4 Paula was late for school.

#4 Class had already begun when she arrived.

#5 Paula knew it was going to be a good day after all.

#5 Mrs. Jones gave her a big smile.

Make sure the conjunctions poster is still displayed.

### Conjunctions

**Conjunctions** are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean “for this reason” and signals the answer to a why” question. It signals the cause of something.

## Reading Time

25 minutes

### Whole Group: “Balder, the Beautiful”

#### Introducing the Chapter

- Tell students that the title of today’s chapter (Chapter 6) is “Balder, the Beautiful.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### Previewing the Vocabulary

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

#### Vocabulary for “Balder, the Beautiful”

1. **harm**—to hurt or damage someone or something (60)
2. **disguise**—to hide by changing appearance (**disguised**) (62)
3. **rumor**—a thing that people say to others about someone or something that may or may not be true (**rumors**) (62)
4. **swear**—to make a serious promise (**sworn**) (64)
5. **mistletoe**—a plant with thick leaves and white berries; It grows on trees. (64)

#### Guided Reading Supports and Purpose for Reading

- 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 56–61

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Card for *harm* or write the word on the board.
- Ask students to read **pages 56–61** to themselves to find the answer to the question: “What was Balder’s dream about?”
- When students have finished reading, restate the question and ask students to answer. (His dream was about his own death but he wasn’t sure exactly how he would die.)
- Ask, “What happened when Balder told his mother, Frigga, about his dream?” (She told Odin, who sent his ravens out to investigate. They reported that Hel was preparing to receive one of the gods in the underworld. Frigga decided to talk to everything in the world and make each thing promise not to harm Balder.)
- Direct students’ attention to the images and captions on **pages 57, 59, and 61**.

### Pages 62–65

- Follow your established procedures to preview the Vocabulary Cards for *disguise*, *rumor*, *swear*, and *mistletoe* or write the word on the board. Note for students that the words *disguised*, *rumors*, and *sworn* are used in this chapter.
- Ask students to read **pages 62–65** to themselves to find out what thing Frigga did not talk to and why.
- When students have finished reading, restate the question and ask students to answer. (She did not talk to mistletoe because she didn’t think it could do any harm.)
- Ask, “Did Loki agree with Frigga’s thoughts about mistletoe?” (No, Loki thought mistletoe could do much harm.)
- Ask students to predict what will happen with mistletoe and Balder in the next chapter.
- Direct students’ attention to the images and captions on **pages 63 and 65**.

### Wrap-up

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students’ responses may be different.

Chapter	Characters	Setting	Plot
"Balder, the Beautiful"	Balder, Frigga, Odin, Loki	Asgard, all over the world	Balder had a dream about his death. When he told his mother, Frigga, she found out that Hel was preparing to receive one of the gods. Frigga talked to everything in the world, except mistletoe, and made them promise not to harm Balder.

- Have students turn to Worksheet 7.1 and complete it independently.

## Grammar

25 minutes

### Practice Cause and Effect with Conjunction *because*

- Draw students' attention to the conjunctions poster.

#### Conjunctions

**Conjunctions** are words that connect other words or groups of words.

- The **conjunction *and*** connects words or groups of words. It means plus, along with, or also.
- The **conjunction *but*** is used to connect groups of words. It signals that "something different," such as a different idea, will come after *but*.
- The **conjunction *because*** is used to mean "for this reason" and signals the answer to a "why" question. It signals the cause of something.

**Note to Teacher:** Students have learned about using conjunctions so far only in the context of compound sentences. When the conjunction *because* is used appropriately in a sentence, the sentence is a complex sentence. A complex sentence is a sentence that contains an independent clause and at least one dependent clause. Students do not need to be aware of these terms at this time.

- Remind students that the conjunction *because* is used to mean "for this reason" and signals the answer to a "why" question. It signals the cause of something.
- Draw students' attention to the Cause and Effect Chart you drew on the board or chart paper. Tell students they will read a story today and decide which events should be labeled as *Cause* and which events should be labeled as *Effect*.
- Remind students to look for the event that happened first. This is the cause of the event and will be signaled by the word *because*. It should be listed under the column headed *Cause*. The event that happened second is the effect and should be listed under the column headed *Effect*.
- Turn to Worksheet 7.2 and have volunteers read the paragraphs of the story aloud.
- Once the story has been read, remind students that the conjunction *because* signals that one event has caused another event to happen.

- Remind students that the sentence that is the cause (or event that happened first) always begins with the word *because*. In this case, students will be adding the word *because* to the simple sentence that is the cause.
- Divide the class into ten teams and pass out one sentence strip that you prepared in advance to each team.
- Point out to students that the sentence strips are numbered 1, 2, 3, 4, or 5, with two strips for each number.
- Have a student from each team read the sentence strip.

1. Paula didn't get out of bed on time. 1. She missed the bus.

- Ask students which event would have happened first. Ask, "Did Paula miss the bus first or did she not get out of bed in time first? Which event caused the other?"
- Tell students that the groups will read their sentence strips once more and the class will vote on whether the sentence is a *cause* or not.
- If the sentence is a *cause*, students should vote by putting their hand on top of their heads. If the sentence is not a *cause*, students should do nothing. Tell students you will call out, "1, 2, 3," point to the class, and then all should vote.
- Have a student from the first group read the sentence again. (Paula didn't get out of bed on time.)
- Call out, "1, 2, 3" and point to the class.
- All students should have their hands on their heads to show that this sentence (or event) happened first and is a *cause*.
- Now have a student from the second group read the sentence again. (She missed the bus.)
- Call out, "1, 2, 3" and point to the class.
- All students should have done nothing, showing that this sentence is not a *cause*.
- Ask students to tape their two sentence strips under the appropriate heading, *Cause* or *Effect*.
- Next, ask students in the first two groups to make a sentence out of the two simple sentences taped to the board by inserting the word *because*.
- Give students a moment or two to confer and ask for a volunteer to say the sentence. (Because Paula didn't get out of bed on time, she missed the bus.)
- Repeat the above procedure with the other four pairs of teams.



## Remediate and Enrich Student Knowledge

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### Note to Teacher

This block of time is set aside for you to provide remediation to students who showed areas of need on the Mid-Year Assessment. For students who do not need remediation, you may use this block of time for enrichment.

The following resources will be of great help during this instructional period:

### Remediation

- Information found in the Pausing Point
  - The Pausing Point in this Teacher Guide lists specific grammar and morphology skills and the lessons during which they were first taught in Grade 3, followed by the Pausing Point worksheet numbers.
- The Assessment and Remediation Guide
  - You may choose to use this to remediate areas of letter-sound correspondences as needed.
- Readers from Units 1–5
  - You may choose to work with students in small groups to address areas of need such as vocabulary and comprehension.

### Enrichment

- Extension Activities from Units 1–5
  - You may choose to have students complete extension activities from previous units.
- Writing Prompts from Units 1–5
  - You may choose to have students respond to writing prompts from previous units.
- Additional Chapters and Worksheets from Units 1–5
  - You may choose to have students read additional chapters and complete accompanying worksheets from previous units.
- Reader’s Chair
  - You may choose to have students do this in small groups or with partners using any of the Readers from previous units.
- More Classic Tales and Worksheets
  - You may choose to have students read selections from *More Classic Tales* and complete the accompanying worksheets.

## **Take-Home Material**

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### **“Balder, the Beautiful”**

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- 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 (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Death of Balder” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “The Death of Balder” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “The Death of Balder” contribute to what is conveyed by the words of the story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the characters, settings, and plots of stories read independently from different chapters of the same reader (RL.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Balder and the dwarves in “The Death of Balder” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Death of Balder” (RI.3.7)
- ✓ Compare and contrast the most important points and key details presented in *Stories of Ancient Rome and Gods, Giants, and Dwarves* regarding the Underworld (RI.3.9)
- ✓ Decode words with common Latin suffixes *-ive* and *-ly* (RF.3.3b)
- ✓ Independently read “The Death of Balder” with purpose and understanding (RF.3.4a)
- ✓ Make predictions based on text read thus far as to what Loki is up to when he approaches Hod (SL.3.1a)
- ✓ Determine the meaning of words formed when *-ive* or *-ly* is added to a known root word (L.3.4b)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify real-life connections between words and their use (e.g., people who are *creative, inventive*) (L.3.5)
- ✓ Change some story events and provide a different story ending in writing

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	<b>Whole Group: “The Death of Balder”</b>	<i>Gods, Giants, and Dwarves</i> ; Vocabulary Cards; fiction chart; Worksheet 8.1	25
<b>Morphology</b>	<b>Practice Suffixes <i>-ive</i> and <i>-ly</i></b>	Worksheet 8.2	25
<b>Remediation and Enrichment</b>	<b>Remediate and Enrich Student Knowledge</b>	choice of material	30
<b>Take-Home Material</b>	<b>“The Death of Balder”</b>	Worksheet 8.3	*

## Reading Time

25 minutes

### Whole Group: “The Death of Balder”

#### Introducing the Chapter

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

#### Previewing the Vocabulary

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

#### Vocabulary for “The Death of Balder”

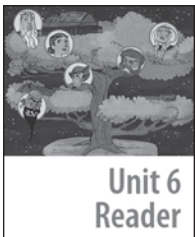
1. **despair**—a feeling of being hopeless or extremely sad (68)
2. **steed**—a horse (70)
3. **mourn**—to feel or show sadness after a death or loss (**mourned**, **mourning**) (70)

#### Guided Reading Supports and Purpose for Reading

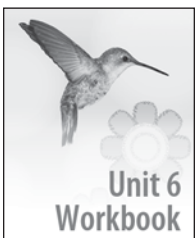
- Review with students what they learned about Balder from reading the previous chapter.
- Remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.

#### Pages 66–69

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Card for *despair*.



Chapter 7



Worksheet 8.1

Remember to use academic vocabulary when appropriate: *devise*, *formulate*, and *appropriate*.

- Ask students to read **pages 66–69** to themselves to find out what Loki convinced Hod to do.
- When students have finished reading, restate the question and ask students to answer. (Loki convinced Hod to play along like others and shoot an arrow with mistletoe at Balder. Other things bounced off Balder so Loki told Hod this would be the same thing.)
- Ask, “What actually happened when Hod shot the arrow?” (Balder fell to the ground because the arrow did not bounce off of him. He died.)
- Direct students’ attention to the images and captions on **pages 67 and 69**.

### Pages 70–73

- Follow your established procedures to preview the Vocabulary Cards for *steed* and *mourn*. Note for students that the words *mourned* and *mourning* are used in this chapter.
- Ask students to read **pages 70–73** to themselves to find out what Hel said had to happen for the gods to have Balder back.
- When students have finished reading, restate the question and ask students to answer. (Hel said all things had to mourn for Balder and the gods could have him back.)
- Ask, “Did this plan work?” (No, Loki dressed up as an old woman and refused to mourn for Balder so the gods could not have Balder back.)
- Direct students’ attention to the images and captions on **pages 71 and 73**.

### Wrap-up

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students’ responses may be different.

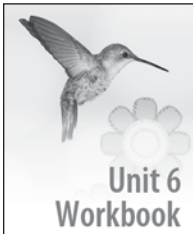
Chapter	Characters	Setting	Plot
"The Death of Balder"	Loki, Hod, Balder, Frigga, Odin, Tyr	Asgard, all over the world	Loki tricked Hod into shooting an arrow with mistletoe at Balder. The arrow did not bounce off but instead killed Balder. Because Loki refused to mourn for Balder, the gods could not have him back from the dead.

- Have students turn to Worksheet 8.1 and complete it as a teacher-guided activity.

## Morphology

25 minutes

### Practice Suffixes *-ive* and *-ly*



Worksheet 8.2

- Remind students that in a previous lesson, they learned about the suffixes *-ive* and *-ly*.
- Remind students that *-ive* means “relating to” and *-ly* means “in a \_\_\_\_\_ way.”
- Tell students that you will give them two word choices. The words will have either the suffix *-ive* or both the suffixes *-ive* and *-ly*. Then, you will read a sentence and students must decide which of the word choices fits in the sentence.

*Appreciative* or *appreciatively*? Lori \_\_\_\_\_ hugged her father and thanked him for helping her with her project. (*appreciatively*)

*Decorative* or *decoratively*? She placed a \_\_\_\_\_ vase of beautiful roses on the dining room table. (*decorative*)

*Creative* or *creatively*? Nathan is very \_\_\_\_\_ and can paint all kinds of images without looking at anything for a guide. (*creative*)

*Cooperative* or *cooperatively*? My cousins and I \_\_\_\_\_ worked to remove the boxes of junk from our grandma’s basement. (*cooperatively*)

*Expressive* or *expressively*? The mayor spoke \_\_\_\_\_ at the press conference about the damage done by the hurricane. (*expressively*)

*Inventive* or *inventively*? Peter arranged the materials he collected in an \_\_\_\_\_ way to make an image of a tree. (*inventive*)

- Ask students to turn to Worksheet 8.2 and complete it as a teacher-guided activity. After completing the first puzzle together, have students complete the second puzzle independently.

## **Remediation and Enrichment**

**30** minutes

### **Remediate and Enrich Student Knowledge**

#### **Note to Teacher**

This block of time is set aside for you to provide remediation to students who showed areas of need on the Mid-Year Assessment. For students who do not need remediation, you may use this block of time for enrichment.

The following resources will be of great help during this instructional period:

#### **Remediation**

- Information found in the Pausing Point
  - The Pausing Point in this Teacher Guide lists specific grammar and morphology skills and the lessons during which they were first taught in Grade 3, followed by the Pausing Point worksheet numbers.
- The Assessment and Remediation Guide
  - You may choose to use this to remediate areas of letter-sound correspondences as needed.
- Readers from Units 1–5
  - You may choose to work with students in small groups to address areas of need such as vocabulary and comprehension.

#### **Enrichment**

- Extension Activities from Units 1–5
  - You may choose to have students complete extension activities from previous units.
- Writing Prompts from Units 1–5
  - You may choose to have students respond to writing prompts from previous units.

- Additional Chapters and Worksheets from Units 1–5
  - You may choose to have students read additional chapters and complete accompanying worksheets from previous units.
- Reader’s Chair
  - You may choose to have students do this in small groups or with partners using any of the Readers from previous units.
- More Classic Tales and Worksheets
  - You may choose to have students read selections from *More Classic Tales* and complete the accompanying worksheets.

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

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### **“The Death of Balder”**

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Have students take home Worksheet 8.3 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 (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Loki’s Punishment” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including myths; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “Loki’s Punishment” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ Explain how specific aspects of the illustrations in “Loki’s Punishment” contribute to what is conveyed by the words of the story (e.g. create mood, emphasize aspects of a character or setting) (RL.3.7)
- ✓ Compare and contrast the characters, settings, and plots of stories read independently from different chapters of the same reader (RL.3.9)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Loki in “Loki’s Punishment” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Loki’s Punishment” (RI.3.7)
- ✓ Independently read “Loki’s Punishment” with purpose and understanding (RF.3.4a)
- ✓ Use linking words, conjunctions, and phrases (e.g., *because*) to connect ideas within categories of information (W.3.2c)
- ✓ Use adjectives and explain their function in sentences (L.3.1a)
- ✓ Use adverbs and explain their function in sentences (L.3.1a)
- ✓ Use coordinating and subordinating conjunctions (e.g., *because*) (L.3.1h)
- ✓ Produce compound sentences (L.3.1i)
- ✓ Produce complex sentences (L.3.1i)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Change some story events and provide a different story ending in writing

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	<b>Whole Group: “Loki’s Punishment”</b>	<i>Gods, Giants, and Dwarves</i> ; Vocabulary Cards; fiction chart; Worksheet 9.1	25
<b>Grammar</b>	<b>Build Sentences with the Conjunction <i>because</i></b>	board or chart paper; Worksheet 9.2	25
<b>Remediation and Enrichment</b>	<b>Remediate and Enrich Student Knowledge</b>	choice of material	30
<b>Take-Home Material</b>	<b>“Loki’s Punishment”</b>	Worksheet 9.3	*

## Reading Time

25 minutes

### Whole Group: “Loki’s Punishment”

#### Introducing the Chapter

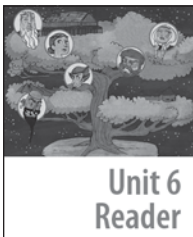
- Tell students that the title of today’s chapter is “Loki’s Punishment.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

#### Previewing the Vocabulary

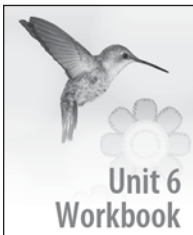
- Following your established procedures, preview the vocabulary as well as assist students who need help with decoding.

#### Vocabulary for “Loki’s Punishment”

1. **patience**—able to put up with problems without getting upset (74)
2. **vow**—to make an important and serious promise (**vowed**) (74)
3. **serpent\***—a snake (76)
4. **wound**—an injury caused when something cuts or breaks the skin (76)
5. **writhe**—to twist and turn in pain (**writhed**) (76)
6. **agony**—severe pain (76)
7. **prophecy**—a prediction of what will happen in the future (**prophecies**) (78)
8. **triumph**—victory (78)
9. **fate**—the things that will happen to a person, destiny, fortune (80)



Chapter 8



Worksheet 9.1

### Guided Reading Supports and Purpose for Reading

- Review with students all that happened to Balder and how Loki was involved. You may choose to use the fiction chart in your discussion.
- 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 74–77

- Follow your established procedures to display the image for this chapter and preview the Vocabulary Cards for *patience*, *vow*, *serpent*, *wound*, *writh*, and *agony*. Note for students that the words *vowed* and *writhed* are used in this chapter.
- Ask students to read **pages 74–77** to themselves to find out what Loki did to hide after Balder’s death.
- When students have finished reading, restate the question and ask students to answer. (He disguised himself as a salmon and swam in the rivers.)
- Ask, “How did the gods catch Loki?” (Loki kept jumping out of nets but finally Thor caught him with his bare hands.)
- Then, ask, “What did the gods do with Loki?” (They took him to a cavern deep underground, chained him to the rocks, and fastened a serpent above him so its poison dripped on him.)
- Direct students’ attention to the images and captions on **pages 75** and **77**.

### Pages 78–81

- Follow your established procedures to preview the Vocabulary Cards for *prophecy*, *triumph*, and *fate*. Note for students that the word *prophecies* is used in this chapter.
- Ask students to read **pages 78–81** to themselves to find the answer to the question: “How did Siguna help soothe Loki?”
- When students have finished reading, restate the question and ask students to answer. (As she caught the poison in a cup, she reminded Loki of the prophecies about the fall of the gods.)
- Direct students’ attention to the images and captions on **pages 79** and **81**.

## Wrap-up

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students' responses may be different.

Chapter	Characters	Setting	Plot
"Loki's Punishment"	the gods, Loki, Thor, Siguna	rivers, cavern underground	Loki disguised himself as a salmon and swam in rivers. Thor caught him and the gods put him in an underground cavern. A serpent dripped poison on him while his wife, Siguna, tried to soothe him.

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

## Grammar

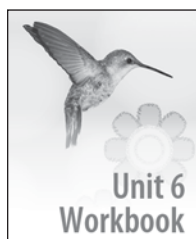
25 minutes

### Build Sentences with the Conjunction *because*

- Read the following sentence to students:

The furry, black cat scampered quickly up the winding staircase early in the morning because she was hungry.

- Ask students if they think the sentence is interesting and informative and why. (The sentence has adjectives, adverbs, and the conjunction *because*, which adds another simple sentence, all of which help make it interesting and informative.)
- Tell students that in writing, sentences should be long enough to be interesting to readers. Interesting and informative sentences also include descriptive words and phrases.



Worksheet 9.2

- Remind students they have practiced writing, or building, more interesting sentences by including adjectives, adverbs, and other interesting words in sentences.
- Remind students that adjectives describe nouns and adverbs describe verbs.
- Write the following sentence on chart paper or the board, asking students to read the sentence aloud:

The child danced.

- Tell students that while this sentence is a complete sentence, it is not a very interesting sentence and does not provide much information.
- Continue by saying that you will show students how they can make a more interesting sentence by adding adjectives and adverbs.
- One way to make the sentence more interesting would be to add an adjective or two to describe the child. Ask students to brainstorm words that could be used to describe the child, prompting them to think of words to answer the question, “What did the child look or sound like?” Write down the suggested adjectives in a list on the board or chart paper. (Examples could be: graceful, lovely, talented, athletic)
- Another way to improve this sentence would be to add adverbs to describe the verb. Ask students to brainstorm words that could be used to answer the question. “How did the child dance?” Write these adverbs in a separate list. (Examples could be: nonstop, softly, happily)
- Now, ask students to brainstorm words that could be used to answer the question, “When did the child dance?” Write these adverbs and/or phrases in a separate list. (Examples could be: all morning, for days and days, always)
- Now, ask students to brainstorm words that could be used to answer the question, “Where did the child dance?” Write these adverbs and/or phrases in a separate list. (Examples could be: on stage, at school, in the park)
- Finally, ask students to brainstorm words that could be used to answer the question, “Why did the child dance?” (Examples could be: because she was happy, joyful, thrilled)

- Remind students of *cause* and *effect* and the usage of the conjunction *because*. (The *cause* is the event that happens first in time and the *effect* is the event that happens second in time. The conjunction *because* precedes the *cause*.) Write their ideas for how to use *because* in a separate list.
- Remind students that a simple sentence is needed to show the *cause* of an event. (Examples could be: she was very happy, she felt wonderful, something great had happened) Examples of more interesting sentences could be:
  - The happy, talented child danced nonstop because she was very thrilled.
  - The lovely child danced on stage all morning because something great had just happened.
  - The athletic child danced for days and days because she was feeling joyful.
- Ask students to turn to Worksheet 9.2, explaining that they are to use the same process to make more interesting sentences by adding adjectives, adverbs, and the conjunction *because* on the worksheet.

## Remediation and Enrichment

30 minutes

### Remediate and Enrich Student Knowledge

#### Note to Teacher

This block of time is set aside for you to provide remediation to students who showed areas of need on the Mid-Year Assessment. For students who do not need remediation, you may use this block of time for enrichment.

The following resources will be of great help during this instructional period:

#### Remediation

- Information found in the Pausing Point
  - The Pausing Point in this Teacher Guide lists specific grammar and morphology skills and the lessons during which they were first taught in Grade 3, followed by the Pausing Point worksheet numbers.

- *The Assessment and Remediation Guide*
  - You may choose to use this to remediate areas of letter-sound correspondences as needed.
- Readers from Units 1–5
  - You may choose to work with students in small groups to address areas of need such as vocabulary and comprehension.

### **Enrichment**

- Extension Activities from Units 1–5
  - You may choose to have students complete extension activities from previous units.
- Writing Prompts from Units 1–5
  - You may choose to have students respond to writing prompts from previous units.
- Additional Chapters and Worksheets from Units 1–5
  - You may choose to have students read additional chapters and complete accompanying worksheets from previous units.
- Reader’s Chair
  - You may choose to have students do this in small groups or with partners using any of the Readers from previous units.
- *More Classic Tales* and Worksheets
  - You may choose to have students read selections from *More Classic Tales* and complete the accompanying worksheets.

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

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### **“Loki’s Punishment”**

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- Have students take home Worksheet 9.3 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.

- ✓ Use linking words, conjunctions, and phrases (e.g., *because*) to connect ideas within categories of information (W.3.2c)
- ✓ Use adjectives and explain their function in sentences (L.3.1a)
- ✓ Use adverbs and explain their function in sentences (L.3.1a)
- ✓ Use coordinating and subordinating conjunctions (e.g., *because*) (L.3.1h)
- ✓ Produce compound sentences (L.3.1i)
- ✓ Produce complex sentences (L.3.1i)

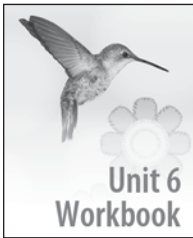
<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Spelling</b>	<b>Spelling Assessment</b>	Worksheet 10.1; optional pens	25
<b>Grammar</b>	<b>Cause and Effect: Conjunction <i>because</i></b>	Worksheet 10.2	25
<b>Remediation and Enrichment</b>	<b>Remediate and Enrich Student Knowledge</b>	choice of material	30

## 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.



## 10 Spelling Assessment



Worksheet 10.1

For additional practice, see worksheets in Section II-E 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 their words under the header to which they belong. For example, if you call out the word *send*, they would write that word under the header 's' > /s/.
- Tell students that should a spelling word fit under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the word using the following format: say the word, use it in a sentence, and say the word once more.

- |             |                                   |
|-------------|-----------------------------------|
| 1. promise  | 12. civil                         |
| 2. sunshine | 13. central                       |
| 3. whistle  | 14. fascinate                     |
| 4. princess | 15. advice                        |
| 5. listen   | 16. universe                      |
| 6. response | 17. glance                        |
| 7. scent    | 18. address                       |
| 8. surly    | 19. <b>Challenge Word:</b> during |
| 9. assembly | 20. <b>Challenge Word:</b> want   |
| 10. mince   | <b>Content Word:</b> scoundrel    |
| 11. subject |                                   |

- 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. Thor said, "Give me my hammer."
2. "I have my hair now," said Sif.

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

### **Note to Teacher**

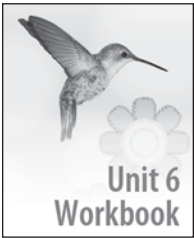
At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop, or that are persistent among individual students.

## **Grammar**

**25** minutes

### **Cause and Effect: Conjunction *because***

- Have students turn to Worksheet 10.2 and complete it independently.



Worksheet 10.2

## **Remediation and Enrichment**

**30** minutes

### **Remediate and Enrich Student Knowledge**

#### **Note to Teacher**

This block of time is set aside for you to provide remediation to students who showed areas of need on the Mid-Year Assessment. For students who do not need remediation, you may use this block of time for enrichment.

The following resources will be of great help during this instructional period:

### **Remediation**

- Information found in the Pausing Point
  - The Pausing Point in this Teacher Guide lists specific grammar and morphology skills and the lessons during which they were first taught in Grade 3, followed by the Pausing Point worksheet numbers.
- The Assessment and Remediation Guide
  - You may choose to use this to remediate areas of letter-sound correspondences as needed.
- Readers from Units 1–5
  - You may choose to work with students in small groups to address areas of need such as vocabulary and comprehension.

### **Enrichment**

- Extension Activities from Units 1–5
  - You may choose to have students complete extension activities from previous units.
- Writing Prompts from Units 1–5
  - You may choose to have students respond to writing prompts from previous units.
- Additional Chapters and Worksheets from Units 1–5
  - You may choose to have students read additional chapters and complete accompanying worksheets from previous units.
- Reader’s Chair
  - You may choose to have students do this in small groups or with partners using any of the Readers from previous units.
- More Classic Tales and Worksheets
  - You may choose to have students read selections from *More Classic Tales* and complete the accompanying worksheets.

# Spelling Analysis Chart

Name	
1	1. promise
2	2. sunshine
3	3. whistle
4	4. princess
5	5. listen
6	6. response
7	7. scent
8	8. surly
9	9. assembly
10	10. mince
11	11. subject
12	12. civil
13	13. central
14	14. fascinate
15	15. advice
16	16. universe
17	17. glance
18	18. address
19	19. <b>Challenge Word:</b> during
20	20. <b>Challenge Word:</b> want
	<b>Content Word:</b> scoundrel

# Spelling Analysis Directions

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## Unit 6, Lesson 10

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

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

# Pausing Point

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## Note to Teacher

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We have provided additional worksheets to aid you in remediating students in areas of weakness. We strongly recommend that you do not merely rely on the worksheets to reteach the concepts but rather take time to review with students those skills not mastered. We have included the unit and lesson numbers where the skills were first taught for your convenience. Please do look back at prior Teacher Guides for reminders of how lessons were taught. Remember to refer to the *Assessment and Remediation Guide* for guidance in remediating weaknesses in decoding skills.

## Grammar

---

### Nouns, Verbs, and Adjectives

---

- Worksheet PP1
- See Unit 2, Lesson 2
- Identify nouns, verbs, and adjectives in sentences

### Subjects and Predicates

---

- Worksheet PP2
- See Unit 2, Lesson 4
- Separate subject and predicate

### Practice Parts of Speech, Subjects and Predicates

---

- Worksheet PP3
- See Unit 2, Lesson 5
- Separate subjects and predicates and identify nouns, verbs, and adjectives in sentences

## **Complete Sentences vs. Fragments**

---

- Worksheet PP4
- See Unit 2, Lesson 7
- Identify sentences and fragments and correct fragments by adding subjects or predicates

## **Sentences vs. Fragments**

---

- Worksheet PP5
- See Unit 2, Lesson 7
- Identify sentences and fragments and correct fragments by adding subjects or predicates

## **Change Fragments and Run-On Sentences into Simple Sentences**

---

- Worksheet PP6
- See Unit 2, Lesson 8
- Add subjects or predicates to make simple sentences and split run-on sentences into simple sentences

## **Grammar Review**

---

- Worksheet PP7
- See Unit 2
- Review prior grammar concepts

## **Write Compound Sentences**

---

- Worksheet PP8
- See Unit 2, Lesson 14
- Add subjects or predicates to make compound sentences

## **Identify Topic and Concluding Sentences**

---

- Worksheet PP9
- See Unit 3, Lesson 2
- Identify topic and concluding sentences in paragraphs

## **Organize a Paragraph**

---

- Worksheet PP10
- See Unit 3, Lesson 3
- Sequence sentences into a paragraph

## **Write Topic and Concluding Sentences**

---

- Worksheet PP11
- See Unit 3, Lesson 5
- Create a topic and concluding sentence for groups of sentences to form paragraphs

## **Irrelevant Sentences in Paragraphs**

---

- Worksheet PP12
- See Unit 3, Lesson 7
- Identify irrelevant sentences in paragraphs and write a paragraph that includes an irrelevant sentence

## **Irrelevant Sentences**

---

- Worksheet PP13
- See Unit 3, Lesson 7
- Identify irrelevant sentences in paragraphs

## **Sentence Order and Titles in Paragraphs**

---

- Worksheet PP14
- See Unit 3, Lesson 8
- Sequence sentences into paragraphs and add titles

## **Paragraph Writing**

---

- Worksheet PP15
- See Unit 3, Lesson 9
- Identify topic and concluding sentences in paragraphs



## Write a Paragraph

---

- Worksheet PP16
- See Unit 3, Lesson 9
- Write a paragraph and add a title

## Write a Paragraph

---

- Worksheet PP17
- See Unit 3, Lesson 9
- Write a paragraph including a good topic sentence and concluding sentence

## Past, Present, and Future Tenses

---

- Worksheet PP18
- See Unit 4, Lesson 2
- Identify and write the correct verb tense in a sentence

## Practice the Verb *to have*

---

- Worksheet PP19
- See Unit 4, Lesson 7
- Write the correct form of the verb *to have* in sentences

## Irregular Verbs (*say, make, go, take, and come*)

---

- Worksheet PP20
- See Unit 4, Lesson 12
- Write sentences using the correct form of the irregular verb

## Irregular Verbs (*see, bring, mean, speak, and draw*)

---

- Worksheet PP21
- See Unit 4, Lesson 14
- Write sentences using the correct form of the irregular verb

### Quotation Marks

---

- Worksheet PP22
- See Unit 4, Lessons 17 and 19
- Rewrite sentences using quotation marks

### Adverbs that Tell *when* and *where*

---

- Worksheet PP23
- See Unit 5, Lesson 4
- Identify adverbs and use them in sentences

### Build Sentences

---

- Worksheet PP24
- See Unit 5, Lessons 7 and 8
- Add adjectives, adverbs, and synonyms to create longer, more interesting sentences

### Conjunction *but*

---

- Worksheet PP25
- See Unit 5, Lesson 14
- Apply knowledge of conjunction *but*

## Morphology

---

### Prefix *un-*

---

- Worksheet PP26
- See Unit 2, Lesson 3
- Choose from the root word and affixed word to complete the sentence; add prefix to root word to make a new word

### Prefix *non-*

---

- Worksheet PP27
- See Unit 2, Lesson 3
- Choose from the root word and affixed word to complete the sentence; add prefix to root word to make a new word

### **Prefixes *un-* and *non-***

---

- Worksheet PP28
- See Unit 2, Lesson 4
- Write sentences using affixed words

### **Prefix *re-***

---

- Worksheet PP29
- See Unit 2, Lesson 8
- Match the affixed word to its meaning; choose the correct affixed word to complete the sentence

### **Prefix *pre-***

---

- Worksheet PP30
- See Unit 2, Lesson 8
- Use clues to choose the correct affixed words to complete the crossword puzzle

### **Prefixes *re-* and *pre-***

---

- Worksheet PP31
- See Unit 2, Lesson 9
- Choose from the root word and affixed word or two affixed words to complete the sentence; write a sentence using the affixed word

### **Prefix *dis-***

---

- Worksheet PP32
- See Unit 3, Lesson 3
- Determine if the sentence using the affixed word shows an example of the correct meaning of the word; write your own example showing the correct meaning of the affixed word

### **Prefix *mis-***

---

- Worksheet PP33
- See Unit 3, Lesson 3
- Replace the meaning with the affixed word in a sentence and write the word, part of speech, and prefix

### **Prefixes *dis-* and *mis-***

---

- Worksheet PP34
- See Unit 3, Lesson 4
- Choose between root word and affixed word or two affixed words to complete the sentence; write the part of speech, root word, and meaning for the affixed word

### **Suffix *-er***

---

- Worksheet PP35
- See Unit 4, Lesson 3
- Match the affixed word to its meaning; write a sentence using the affixed word

### **Suffix *-or***

---

- Worksheet PP36
- See Unit 4, Lesson 3
- Use clues to choose the correct affixed words to complete the crossword puzzle

### **Suffixes *-er* and *-or***

---

- Worksheet PP37
- See Unit 4, Lesson 4
- Add the appropriate suffix to the root word to complete the sentence; write the affixed word

### **Suffix *-ist***

---

- Worksheet PP38
- See Unit 4, Lesson 8
- Choose from the root word and affixed word to complete the sentence; add prefix to root word to make a new word

### **Suffix *-ian***

---

- Worksheet PP39
- See Unit 4, Lesson 8
- Choose the root word or affixed word to complete the sentence; write a sentence using the affixed word

### Suffixes *-ist* and *-ian*

---

- Worksheet PP40
- See Unit 4, Lesson 9
- Answer questions by choosing the correct affixed word

### Suffix *-y*

---

- Worksheet PP41
- See Unit 4, Lesson 13
- Match the affixed word to its meaning; choose the correct affixed word to complete the sentence

### Suffix *-al*

---

- Worksheet PP41
- Determine if the sentence using the affixed word shows an example of the correct meaning of the word; write your own example showing the correct meaning of the affixed word

### Suffixes *-y* and *-al*

---

- Worksheet PP42
- See Unit 4, Lesson 14
- Write sentences using affixed words

### Suffix *-ous*

---

- Worksheet PP43
- See Unit 5, Lesson 8
- Choose between root word and affixed word or two affixed words to complete the sentence; write the part of speech, root word, and meaning for the affixed word

### Suffix *-ly*

---

- Worksheet PP44
- See Unit 5, Lesson 8
- Add suffix to a word to create a new word to complete the sentence; write a sentence using the verb and affixed word given

## Suffixes *-ous* and *-ly*

---

- Worksheet PP45
- See Unit 5, Lesson 9
- Choose the best example that demonstrates the affixed word; write your own examples demonstrating affixed words

## Reading Time

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### Introducing the Comic Book Organizer

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In an effort to provide additional optional activities, we have created the Comic Book Organizer. As students read or reread the chapters in this Reader, you may choose to guide them through drawing and labeling pictures in the Comic Book Organizer using the directions in this Pausing Point. This organizer is included as an additional way for students to keep track of characters, settings, plots, and other fictional features of the selections. There are comic book pages that align with each chapter. After students fill in the Comic Book Organizer pages, you may choose to assist students in assembling all the pages, including a cover page, to create a finished comic book.

- Ask students to turn to PP46. Tell students that this will be the cover for the Comic Book Organizer that they may complete during this unit. The pages of the organizer that follow the cover page will help them remember details about what they read in the myths.
- Ask students to look over the comic book pages.
- Tell students that as they read or reread the chapters in this unit about Norse myths, you will help them fill in the organizer. The organizer will help them remember the *who*, *what*, *when*, *where*, and *why* of the myths they read.
- Tell them that when they have read all the myths, they will complete the organizer by assembling the pages and adding the cover page.

## Guided Directions for the Comic Book Organizer

---

### Chapter 1: "Sif's Golden Hair"

- Worksheet PP47
- Have students turn to **page 10** in the Reader.
- Tell students that in **box 1**, they should sketch Odin sitting at the table and the two ravens with him. Students should then label the sketches of Odin, Thought, and Memory. Students may want to reread **page 10** in the Reader. Have students create a speech bubble and insert a line or two of text for the main character of the sketch.
- Ask students to turn to **page 12**. Then, ask students to sketch Thor in **box 2** and label the sketch with his name. Students may want to reread **page 12**. Have students insert a speech bubble.
- Next, ask students to turn to **page 14**. Students may want to reread **page 14**. Students should then sketch and label Sif with her veil and shorn head in **box 3**. Have students insert a speech bubble.
- Last, ask students to turn to **page 16**. Students may want to reread **page 16**. Students should then sketch Loki in **box 4**. Have students insert a speech bubble.

### Chapter 2: "Loki and the Dwarves"

- Worksheet PP48
- Have students turn to **page 18** in the Reader.
- Tell students that in **box 1**, they should sketch and label Loki arriving at the dwarves' workshop. Students may want to reread **page 18**. Have students insert a speech bubble in this and each successive drawing.
- Ask students to turn to **page 20**. Then, ask students to sketch a dwarf pounding a bar of gold with a hammer next to the forge in **box 2**. Students may want to reread **page 20**.
- Next, ask students to turn to **page 22**. Students may want to reread **page 22**. Students should then sketch and label Loki thinking, with a speech bubble that says, "What else can they make?" in **box 3**.
- Ask students to turn to **page 24**. Students may want to reread **page 24**. Students should then sketch Loki holding the hair, the spear, and the boat in **box 4**.

- Last, ask students to turn to **page 26**. Students may want to reread **page 26**. Students should then sketch Odin with his spear, Thor with his boat, and Loki smiling in **box 5**.
- Have students turn to a partner and without looking in the reader, retell what happened to make Loki ask the dwarves to make things for him using the pictures they have drawn.

### **Chapter 3: “Stolen Thunder”**

- Worksheet PP49
- Have students turn to **page 28** in the Reader.
- Tell students that in **box 1**, they should sketch Mjöllnir in Thor’s hand, labeling Thor and Mjöllnir. Students may want to reread **page 28**. Remind students to insert speech bubbles for each pane of the comic book.
- Ask students to turn to **page 30**. Then, in **box 2**, ask students to sketch in a speech bubble for when Thor lifts Loki up by the neck as he accuses him of taking Mjöllnir. Students may want to reread **page 30**.
- Next, ask students to turn to **page 32**. Students may want to reread **page 32**. Students should then sketch Thrym greeting Loki when he arrived in the world of the giants in **box 3**.
- Then, ask students to turn to **page 34**. In **box 4**, students should sketch Thrym telling Thor, with a speech bubble, “No Freya, no hammer!” when Loki asked how Thor can get his hammer back from Thrym.
- Last, ask students to turn to **page 36**. Students may want to reread **page 36**. Students should then sketch Loki telling the gods what Thrym said in **box 5**.

### **Chapter 4: “A Plan Is Made”**

- Worksheet PP50
- Have students turn to **page 38** in the Reader.
- Tell students that in **box 1**, they should sketch Odin and Loki talking, with Loki pointing at Thor. Students should then label the sketches of Odin, Thor, and Loki. Remind students to insert speech bubbles in each pane. Students may want to reread **page 38**.



- Ask students to turn to **page 40**. Then, in **box 2**, ask students to sketch Thor shouting and a speech bubble that says, “Never!” Students may want to reread **page 40**.
- Next, ask students to turn to **page 42**. Students may want to reread **page 42**. Students should then sketch Thor frowning with Frigga’s small hand on his massive shoulder in **box 3**.
- Then, ask students to turn to **page 44**. In **box 4**, students should sketch Tyr and Loki pulling on corset strings with Tyr saying in a speech bubble, “It’s no use!”
- Last, ask students to turn to **page 46**. Students may want to reread **page 46**. Students should then sketch a chariot with Thor and Loki dressed for the wedding in **box 5**.
- Have students turn to a partner and without looking in the Reader, retell what has happened so far to get Thor’s hammer back using the pictures they have drawn.

### **Chapter 5: “The Wedding Feast”**

- Worksheet PP51
- Have students turn to **page 48** in the Reader.
- Tell students that in **box 1**, they should sketch Thor dressed as Freya in a wedding dress stepping out of the chariot. Have students label Freya (Thor). Remind students to insert speech bubbles in each pane. Students may want to reread **page 48**.
- Ask students to turn to **page 50**. Then, in **box 2**, ask students to sketch Freya/Thor eating all that food at the wedding feast. Students may want to reread **page 50**.
- Next, ask students to turn to **page 52**. Students may want to reread **page 52**. Students should then sketch Freya/Thor with the veil partially lifted, showing eyes burning like raging fires in **box 3**.
- Then, ask students to turn to **page 54**. Students may want to reread **page 54**. In **box 4**, students should then sketch Thor bursting out of the wedding dress and throwing his hammer.

### Chapter 6: “Balder, the Beautiful”

- Worksheet PP52
- Have students turn to **page 56** in the Reader.
- Tell students that in **box 1**, they should sketch Balder smiling and Loki staring at him with an angry look on his face. Students should then label the sketches of Balder and Loki. Remind students to insert speech bubbles in each pane. Students may wish to reread **page 56**.
- Ask students to turn to **page 58**. Then, in **box 2**, ask students to sketch Balder telling his mother, Frigga, about his dream with Frigga looking worried. Students may want to reread **page 58**.
- Next, ask students to turn to **page 60**. Students may want to reread **page 60**. Students should then sketch rocks and water with a speech bubble that says, “I promise!” in **box 3**.
- Then, ask students to turn to **page 62**. In **box 4**, students should sketch Balder smiling while others throw rocks and arrows at him that bounce off and land on the ground.
- Last, ask students to turn to **page 64**. In **box 5**, students should sketch a picture of mistletoe.

### Chapter 7: “The Death of Balder”

- Worksheet PP53
- Have students turn to **page 66** in the Reader.
- Tell students that in **box 1**, they should sketch things bouncing off of Balder as the gods threw them at him. Remind students to insert speech bubbles in each pane. Students may want to reread **page 66**.
- Ask students to turn to **page 68**. Then, in **box 2**, ask students to sketch Frigga crying when she found out Balder was dead. Students may want to reread **page 68**.
- Next, ask students to turn to **page 70**. Students may want to reread **page 70**. Students should then sketch Hel, the goddess of the underworld in **box 3**.
- Last, ask students to turn to **page 72**. Students may want to reread **page 72**. In **box 4**, students should sketch Frigga crying again.
- Have students turn to a partner and without looking in the Reader, retell what has happened to lead to the death of Balder using the pictures they have drawn.

### **Chapter 8: “Loki’s Punishment”**

- Worksheet PP54
- Have students turn to **page 74** in the Reader.
- Tell students that in **box 1**, they should sketch Thor holding a salmon (Loki) overhead, looking triumphant. Students should then label the sketches of Thor and Loki. Remind students to insert speech bubbles in each pane. Students may want to reread **page 74**.
- Ask students to turn to **page 76**. Then, in **box 2**, ask students to sketch Siguna holding a cup under a dripping snake. Students may want to reread **page 76**.
- Next, ask students to turn to **page 78**. Students may want to reread **page 78**. Students should then sketch Siguna caring for Loki and a speech bubble that says, “The day is coming!” in **box 3**.
- Last, ask students to turn to **page 80**. In **box 4**, students should sketch Siguna’s triumphant face.

### **Cover for Comic Book Organizer and Assembly of the Comic Book**

- Worksheet PP46
- Ask students to turn to Worksheet PP46. This is the cover for their comic book. They may draw on and color this.
- Tell students to gently tear out Worksheets PP46–PP54.
- Staple, bind, or fasten these pages together.

## **Reading Resource**

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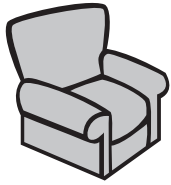
### **Glossary for Gods, Giants, and Dwarves**

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- Worksheet PP55
- Use this as a reference during this unit



# Teacher Resources



Reader's Chair

# Reader's Chair Sign-Up Sheet

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

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

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

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

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

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

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

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

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

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

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

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

**Anecdotal Reading Record**

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

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

# Tens Recording Chart

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

Name							



# Tens Conversion Chart

## Number Correct

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

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

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

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

# Writing Prompts

## Unit 6:

1. Write a paragraph outlining Loki's behavior in the reader and whether it was **appropriate** or not.
2. **Devise** a different way for Thor to retrieve his hammer from Thrym.
3. **Formulate** a plan for all the characters in the reader to live together peacefully.
4. **Devise** a plan for someone to "save the day" so Balder does not die.
5. Invent new machines that the dwarves could build that would change the outcome of one of the chapters in the reader.
6. Writing as Odin, give instructions for Loki to change his ways.

## 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 *Gods, Giants, and Dwarves*

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## A

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**adventure**—an exciting or dangerous experience

**agony**—severe pain

**anvil**—a large, iron block used by blacksmiths on which heated metal is hit to shape it (**anvils**)

**assembly**—a meeting

**awry**—wrong, happening in an unexpected way

## B

---

**barrel-chested**—having a large, round chest

**beast**—scoundrel

**belch**—to burp (**belched**)

**boomerang**—a curved stick that is thrown and then returns to the person who threw it

## C

---

**conceal**—to hide (**concealed**)

**corset**—a tight, stiff undergarment worn to make a woman's waist appear smaller

**craftsman**—a person who is skilled in making things, especially by hand  
(**craftsmen**)

**creature**—a living thing, specifically an animal (**creatures**)

## D

---

**dainty**—small and pretty, delicate

**despair**—a feeling of being hopeless or extremely sad

**disguise**—to hide by changing appearance (**disguised**)

**dwarf**—a mythical, human-like creature that lives underground  
(**dwarves**)

## F

---

**fast**—does not eat for a period of time (**fasted**)

**fate**—the things that will happen to a person, destiny, fortune

**flatter**—to praise too much in a way that is not sincere or genuine  
(**flattered, flattery**)

**forge**—the furnace in a blacksmith shop used for heating metal

## G

---

**guardian**—a person who watches and/or protects something or someone

# H

---

**harm**—to hurt or damage someone or something

**hideous**—very ugly

# J

---

**journey**—a trip

# M

---

**maid of honor**—an unmarried female attendant of a bride

**massive**—huge

**master**—an expert (**masters**)

**mead**—a drink made by mixing water, honey, malt, and yeast

**mince words**—to speak in an indirect and dishonest way

**mistletoe**—a plant with thick leaves and white berries; It grows on trees.

**mourn**—to feel or show sadness after a death or loss (**mourned**,  
**mourning**)

# P

---

**patience**—able to put up with problems without getting upset

**prophecy**—a prediction of what will happen in the future (**prophecies**)

# R

---

**raven**—a large, black bird that was one of many flying spies for Odin  
(**ravens**)

**realm**—a kingdom

**rogue**—a person who playfully causes trouble

**rumor**—a thing that people say to others about someone or something that may or may not be true (**rumors**)

# S

---

**scoundrel**—a cruel, dishonest person

**serpent**—a snake

**steed**—a horse

**summon**—to call for (**summoned**)

**surly**—rude, mean, unfriendly

**swear**—to make a serious promise (**sworn**)

# T

---

**triumph**—victory

## V

---

**veil**—material worn on the head to cover the face

**vein**—a vessel like a tube that carries blood to the heart from other parts of the body (**veins**)

**villainy**—evil behavior

**vow**—to make an important and serious promise (**vowed**)

## W

---

**what a pity**—that's too bad

**wisdom**—knowledge and good judgment gained over time

**wound**—an injury caused when something cuts or breaks the skin

**writhe**—to twist and turn in pain (**writhed**)

- What was the setting of the selection?
  - Canada
  - Norway
  - North America
  - all of the above
- What does the word **convinced** mean in the following sentence from the selection?
 

Many others were not **convinced**.

  - sane
  - reminded
  - sure
  - removed
- Why did Ingstad think the houses at L'Anse aux Meadows were Viking houses?

**The Ingstadts had seen similar Viking houses in Iceland and Greenland that looked the same.**

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

- Why it is important to know that Vikings explored and settled land in North America almost 500 years before Christopher Columbus?
  - because the Vikings were thought to be a group of people who didn't explore
  - because the Vikings were thought to have explored North America after Christopher Columbus
  - because Christopher Columbus has long been thought of as the person who first came to North America
  - because Christopher Columbus is thought to have sailed with the Vikings
- What did the Ingstadts find in the archaeological dig that proved women had been present in the settlement?
  - pins
  - cooking utensils
  - a spindle whorl
  - houses
- What does the word **excavate** mean in the following sentence from the selection?
 

Then, they began to **excavate** the site.

  - dig up
  - fill up
  - look up
  - make up

- Number the events in the selection in order from 1–5.
  - 5 Almost all historians agree that the houses dug up by the Ingstadts were built by Vikings.
  - 2 Helge began visiting various villages along the coast.
  - 3 The team found great evidence of Vikings having lived at L'Anse aux Meadows, like a pin and a spindle whorl.
  - 1 Helge and Anne read the Viking sagas.
  - 4 The team used carbon dating to find out how old the houses were.
- Write *true* or *false* on the blank following the sentence.
 

A lot of carbon-14 left in an animal bone means the animal died a long time ago. \_\_\_\_\_ **false**
- Why did the author write this selection?
  - to inform readers about the theory that Vikings explored North America
  - to inform readers about the theory that Vikings explored Norway
  - to inform readers about the theory that Vikings explored Greenland
  - to inform readers about the theory that Vikings explored South America

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

- Number the events from the selection in order from 1–4.
  - 1 Leif Eriksson sailed across the ocean.
  - 2 Gustavson had a visit from a farmer who had made a great discovery.
  - 4 Craftsmen built a full-size replica of the Oseberg ship.
  - 3 The Oseberg burial mound revealed the bodies of two women.
- What does the word **stunned** mean in the following sentence from the selection?
 

What he saw **stunned** him.

  - calmed
  - shocked
  - disturbed
  - cooled
- Why was a ship placed in the large burial mound?
  - The ship was no longer seaworthy.
  - The ship belonged to the king of Norway.
  - The ship could be used to sail to the land of the dead.
  - The ship was beautifully decorated with wood carvings.



13. What did Gustavson and his team do with the ship pieces after they had been sent to Oslo?
- A. They used them to build a Viking house.
  - B. They checked the carbon-14 level in the wood.
  - C. They put the ship pieces back together in their original position.
  - D. They put them in a pile in a museum.

14. Why was the older woman who was found in the burial mound thought to be an important person?

**She had been given a fancy burial.**

15. What was the setting of the selection?

- A. Oslo
- B. Oseberg
- C. Norway
- D. all of the above

16. Why did the author write this selection?

- A. to inform the reader that Vikings may have explored North America before Columbus
- B. to inform the reader that grave goods were buried with the dead
- C. to inform the reader that Viking ships sink
- D. to inform readers why the Oseberg ship was an important discovery

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

**1.1**  
continued

Mid-Year Assessment

17. What does the word **perfected** mean in the following sentence from the selection?

Scientists think that the Oseberg ship was built before the Vikings **perfected** their shipbuilding skills.

- A. destroyed
  - B. improved
  - C. delayed
  - D. managed
18. Why might craftsmen have taken the full-size replica they built of the Oseberg ship out for a test voyage?
- A. to see if they knew how to sail
  - B. to see if they knew how to build a full-size replica
  - C. to see if they should build more ships
  - D. to see if the ship was seaworthy and could travel in water

19. Number the events from the selection in order from 1–3.

- 3 Odin put Fenris on a deserted island.
- 1 Odin cast the writhing serpent into the sea.
- 2 Odin sent the old hag to the underworld.

20. Odin decided the best thing to do with Loki's children would be to

**put them in faraway places where they could do no harm.**

21. Why did Odin think it wasn't enough to just keep Fenris on the island?

- A. Fenris continued to fight and kill people.
- B. Fenris continued to scare people and could get to Asgard.
- C. Fenris continued to grow larger and could try to escape.
- D. Fenris continued to grow smaller and lose his strength.

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

He **tugged** on the chain with all his **might**.

- A. He tugged on the chain with all his wit.
- B. He tugged on the chain with all his terror.
- C. He tugged on the chain with all his fear.
- D. He tugged on the chain with all his strength.

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

**1.1**  
continued

Mid-Year Assessment

23. Why did Odin think Fenris would never agree to wear the chain?

- A. Odin thought Fenris would know he was trying to keep him in a faraway place.
- B. Odin thought Fenris would want something else around his neck.
- C. Odin thought Fenris would hurt himself if he wore the chain.
- D. Odin thought Fenris would go to Hel and complain.

24. What did Fenris mean when he asked for "a sign of good faith?"

- A. He wanted a sign that the gods were being honest.
- B. He wanted a sign that the gods were not ready to leave.
- C. He wanted a sign that the gods were trying to trick him.
- D. He wanted a sign that the gods were keeping secrets.

25. Write *true* or *false* on the blank that follows the sentence.

Fenris was able to break the chain the gods looped around his neck. \_\_\_\_\_ **false**

26. Why would the serpent be writhing, or twisting from side to side in pain, when Odin threw it into the sea?

- A. Odin was holding it by the tail.
- B. Odin gently placed it in the sea.
- C. It wanted to bite Odin for grabbing it.
- D. It wanted to swim in the sea.

27. Why did the author write this selection?
- A. to inform the reader about children
  - B. to tell a story about taking care of Odin and the other gods
  - C. to inform the reader about monsters
  - D. to tell a story about keeping the world safe from harm

28. Which of the following words would be on a dictionary page with the following guide words?

cling	cluck
-------	-------

- A. clotting
- B. click
- C. cluster
- D. clump

29. Which of the following words would be on a dictionary page with the following guide words?

afterlife	ample
-----------	-------

- A. aft
- B. amplify
- C. affable
- D. ampersand

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

30. Which of the following words would be on a dictionary page with the following guide words?

mind	monster
------	---------

- A. middle
- B. monstrous
- C. miffed
- D. minion



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

### Words with the /k/ Sound

Use the clues to fill in the crossword puzzle with this week's spelling words, listed in the box.

quickly	kindness	calendar	character	Loki
course	coarse	kangaroo	soccer	lookout



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

### Dictionary Practice

Use the sample dictionary page to answer the questions.

coalition	courtship
<b>coarse</b> <i>adjective</i> 1. Having a rough surface or texture. 2. Rude and offensive, as in coarse behavior. 3. Having large particles, as in coarse salt.	
<b>course</b> <i>noun</i> 1. A part of a meal served by itself: The main course was a pasta dish. 2. A series of lessons or classes. 3. An area where certain sports are played, as in a golf course. 4. A route: The ship followed a straight course from Florida to Bermuda.	

1. What are the two guide words on the page? coalition courtship
2. What are the two entry words on the page? coarse course
3. How many definitions are there for *course*? 4
4. Which of the two entry words has a sample sentence? What is it?  
**course:** The ship followed a straight course from Florida to Bermuda. or The main course was a pasta dish.
5. Which of the two entry words has more definitions? course

- Are both entry words the same part of speech? If so, what is it? If not, what are they? **No, coarse is an adjective and course is a noun.**
- Would the word *cowboy* be on this page? **no**
- Which of these words would come before *coalition*?  
**cobweb** **coach** **coast**
- Which of these words would come after *courtship*?  
**coverup** **courthouse** **count**
- Which entry word would describe Thor? **coarse**
- Which entry word would describe dessert? **course**

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

2.2

### Sif's Golden Hair

- Who are the main characters in this chapter?  
**The main characters are Odin, Thor, Sif, and Loki.**
- Where does this chapter take place?  
**The chapter takes place in Asgard.**
- What is the meaning of the word **enraged** in this sentence from the chapter?  
Thor was **enraged**.  
A. very fiery  
B. very red  
**C. very angry**  
D. very bulged  
Page **12**

- Using the numbers 1–4, put these chapter events in order:  
**2** Thor arrives in his goat cart.  
**4** Loki arrives.  
**3** Sif pulls off the veil.  
**1** Thought and Memory return to Odin.
- Why does Odin blame himself for the problems with Loki?  
**Odin had invited Loki to join the gods in Asgard even though he was a giant, not a god.**  
Page **16**
- Compare and contrast Mount Olympus and Asgard.

Mount Olympus		Asgard
home of gods	What is important about this place?	home of the Viking gods
Zeus	Who lives there?	Odin & gods
Zeus	Who is the leader of the gods?	Odin

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

2.3

### Cause and Effect: Conjunction *because*

Draw two lines under the word *because* to show it is a conjunction. Decide which of the two simple sentences happened first and write the word *Cause* over top of it. Decide which simple sentence happened second and write the word *Effect* over top of it. Answer the question in complete sentences.

- Cause** **Effect**  
**Because** my friend looked so sad, we all tried to cheer him up.  
Why did we try to cheer up my friend? We all tried to cheer him up **because** he looked so sad.
- Effect** **Cause**  
1. Susan read that book three times **because** it was so thrilling.  
Why did Susan read that book three times?  
**Susan read the book three times because it was so thrilling.**
- Effect** **Cause**  
2. Mom picked up my baby brother **because** he was crying and crying.  
Why did Mom pick up my baby brother?  
**Mom picked up my baby brother because he was crying and crying.**
- Cause** **Effect**  
3. **Because** his pen ran out of ink, Ben needed to get another one.  
Why did Ben need to get another pen?  
**Ben needed a new pen because his pen ran out of ink.**

Decide which simple sentence happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Add the word because before the simple sentence that happens first and is the cause; join the two sentences and write them as a one sentence including the word because.

Cause Effect  
I forgot to clean up my room. I wasn't allowed to go out to play.  
Because I forgot to clean up my room, I wasn't allowed to go out to play.

- Cause Effect  
Peaches are my favorite fruit. I asked for them for supper.  
Because peaches are my favorite fruit, I asked for them for supper.
- Effect Cause  
I asked to have my room painted purple. Purple is my favorite color.  
I asked to have my room painted purple because purple is my favorite color.
- Effect Cause  
I leaned over to pick my pencil up. I dropped my pencil.  
I leaned over to pick up my pencil because I dropped my pencil.

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

3.1

### Mid-Year Grammar Assessment

- Read the sentence carefully and choose the words that are nouns.

The plate of steaming pasta and meatballs smells wonderful.

- A. teaming, meatballs, wonderful
- B. plate, pasta, meatballs
- C. plate, smells, wonderful
- D. steaming, plate, meatballs

- Read the sentence carefully and choose the words that are adjectives.

The pink donuts taste sweet and yummy.

- A. donuts, sweet, yummy
- B. pink, taste, yummy
- C. pink, sweet, yummy
- D. donuts, taste, yummy

- Read the sentences carefully and choose the words that are verbs.

My family watches the speedy jets at the airport. We stroll up and down the corridors before our flight. Finally, we board the airplane.

- A. speedy, stroll, flight
- B. watches, stroll, board
- C. family, airport, airplane
- D. airport, corridors, board

- Choose the sentence that has the vertical line correctly placed between the subject and the predicate.
  - A. Emily and Pedro | play video games together.
  - B. Emily | and Pedro play video games together.
  - C. Emily and Pedro play | video games together.
  - D. Emily and Pedro play video | games together.
- Choose the sentence that has the vertical line correctly placed between the subject and the predicate.
  - A. The colorful kite flew | high in the bright, blue sky.
  - B. The colorful kite flew high | in the bright, blue sky.
  - C. The colorful kite | flew high in the bright, blue sky.
  - D. The colorful | kite flew high in the bright, blue sky.
- Choose the group of words that is a complete sentence.
  - A. Humans are vertebrates.
  - B. Jason and John.
  - C. Is sweet and tasty.
  - D. The dark, looming clouds.

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

3.1  
continued

- Choose the group of words that is a fragment.
  - A. Sammy is my best friend in the whole world.
  - B. My pet goldfish is bright orange.
  - C. *Adventures in Light and Sound* is a great book!
  - D. Sang all day.

Change these fragments into complete sentences:

- ran around the block

Answers may vary.

- my sister and her friend

Answers may vary.

- Read the sentence carefully and choose the adjective that describes a noun.

Jack collects stamps for his huge collection.

- A. collects
- B. huge
- C. collection
- D. stamps

11. Read the sentence carefully and choose the adjective that describes a noun.

There are five members in the family.

- A. five  
B. family  
C. members  
D. are
12. Read the run-on sentence carefully and choose the example that shows the sentence divided correctly.

Mark rode his bicycle all over the park he loves to ride all day.

- A. Mark rode his bicycle all over. The park he loves to ride all day.  
B. Mark rode his bicycle. All over the park he loves to ride all day.  
C. Mark rode his bicycle all over the park he loves. To ride all day.  
 D. Mark rode his bicycle all over the park. He loves to ride all day.

Read the following paragraph carefully and then answer questions 13–15.

Fall is the prettiest season of the year. The leaves are turning beautiful colors. The reds, yellows, and oranges are so vibrant. I love to jump in the leaves that are in piles in my yard. It is so much fun. Don't you love fall, too?

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

13. Of these four sentences, which would be the topic sentence of the paragraph?
- A. The leaves are turning beautiful colors.  
 B. Fall is the prettiest season of the year.  
C. Don't you love fall, too?  
D. I love to jump in the leaves that are in piles in my yard.
14. Of these four sentences, which would be the concluding sentence of the paragraph?
- A. The leaves are turning beautiful colors.  
B. The reds, yellows, and oranges are so vibrant.  
 C. Don't you love fall, too?  
D. I love to jump in the leaves that are in piles in my yard.
15. Choose the best title for the paragraph.
- A. Leaves Change Color  
B. Jumping is Fun  
C. Raking Leaves in Fall is Hard Work  
 D. Fall is Beautiful

16. Read the following paragraph and choose the irrelevant sentence.

When I wake up with a fever, Mother keeps me at home for the day. She feeds me meals that I like and brings me lots of water to drink. I sleep most of the day, trying to get better. I do my homework right after school. Sometimes I need to go to the doctor as well. My mom takes great care of me!

- A. I sleep most of the day, trying to get better.  
B. My mom takes great care of me!  
 C. I do my homework right after school.  
D. She feeds me meals that I like and brings me lots of water to drink.
17. Number the following sentences in the correct order they should appear in a paragraph:
- 2 Spread the peanut butter on one piece of bread and the jelly on the other.  
1 Get out the bread, peanut butter, and jelly to make a sandwich.  
4 Enjoy your sandwich!  
3 Carefully put your two pieces of bread together.

Create sentences.

18. **subject:** Bob

**verb:** go, future tense \_\_\_\_\_

**Answers may vary but should include the words**  
will go.

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

19. **subject:** my neighbors  
**verb:** bring, past tense \_\_\_\_\_  
**Answers may vary but should include the word**  
brought.
20. Adverbs are words that describe \_\_\_\_\_.
- A. nouns  
 B. verbs  
C. adjectives  
D. conjunctions
21. Choose the sentence that correctly uses an adverb.
- A. The tight belt pinched my skin.  
 B. My brother carefully wrapped the birthday present.  
C. Our teacher asked us to read our books.  
D. I am so glad you came to my house.

22. Read the sentence carefully and choose the word that the adverb describes.

The frantic squirrel quickly scampered up the tree.

- A. squirrel
- B. scampered
- C. frantic
- D. tree

Read the sentence carefully, underline the adverb, and tell whether the adverb tells *when*, *where*, or *how*. Then, answer the question.

23. John has never ridden a horse in his life. when  
 What word does the adverb describe? has ridden

24. The furry, white cat slept outside on the picnic table. where  
 What word does the adverb describe? slept

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

25. and 26. Read each simple sentence. Add adjectives, adverbs, and synonyms to the sentences, using the boxes provided. Then, write new, more interesting sentences.

Starter Sentence: <b>The child played the game.</b>			
Adjectives to describe <b>the child</b>	Adjectives to describe <b>the game</b>	Adverbs to describe <b>when</b>	Adverbs to describe <b>where</b>
<b>Answers may vary</b>	<b>Answers may vary</b>	<b>Answers may vary</b>	<b>Answers may vary</b>
Synonyms for <b>played</b>			

New sentence: Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_

Starter Sentence: **Roses bloom in my yard.**

Adjectives to describe the <b>roses</b>	Adjectives to describe the <b>yard</b>	Adverbs to describe <b>when</b>	Adverbs to describe <b>how</b>
<b>Answers may vary</b>	<b>Answers may vary</b>	<b>Answers may vary</b>	<b>Answers may vary</b>
Synonyms for <b>bloom</b>			

New sentence: Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_

27. Choose the ending of the sentence to use the conjunction *but* correctly.

Chipmunks like nuts but \_\_\_\_\_.

- A. nuts are good to eat
- B. robins like worms instead
- C. squirrels live in trees
- D. chipmunks eat them everyday

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

Choose the sentence that is punctuated correctly.

28. A. "Do you like to play football," asked Mr. Sanders?  
 B. "Do you like to play football." asked Mr. Sanders?  
 C. "Do you like to play football," asked Mr. Sanders.  
 D. "Do you like to play football?" asked Mr. Sanders.

Rewrite the sentences using correct capitalization and punctuation.

29. timmy screamed someone help me  
Timmy screamed, "Someone help me!"
30. my mother said please finish your homework so we can play a game  
My mother said, "Please finish your homework so we can play a game."

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

## E.3

### Sif's Golden Hair

Without looking at your Reader, put the following sentences in the correct order. Look carefully as one of the sentences did not happen in the story. Put an X in the blank before that sentence. When finished, look back at "Sif's Golden Hair" in your Reader and check your work.

- 1 The Valkyries cleared the table.
- 7 "You will restore Sif's hair!" said Odin.
- 4 Thor blamed Loki for cutting Sif's hair.
- 5 Everyone knew that whenever something was broken, Loki was guilty.
- X Odin ate pieces of meat with his ravens.
- 2 Thor and Sif arrived to speak with Odin.
- 6 Odin called an assembly of the gods.
- 3 Sif's veil fell to her shoulders to show her yellow stubble instead of hair.

Pretend you are Odin, the father of the Norse gods, and write the conversation you would have had with Loki after hearing Thor's complaint. Your ideas may be very different from what happened in the myth.

Begin with this statement:

"Oh, Loki!" said Odin. "What am I going to do with you?"

Answers may vary.

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

## 3.2

### Loki and the Dwarves

1. The dwarves are described in the chapter as "grouchy, surly, and unpleasant." Use your own words to describe the dwarves.

Answers may vary.

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2. Loki is called a "smooth talker." What does that mean? What was he able to do simply by speaking?

Being a "smooth talker" means he can flatter someone into doing what he wants. He talked the dwarves into making things for him.

3. Why did Loki talk the dwarves into making a spear and a boat?

Loki tricked the dwarves into making presents for Odin and Thor (the spear and the boat) because they were angry with him.

Page 22

4. The chapter says Sif's golden hair is "a wonder to behold." What does the word **behold** mean?

- A. touch
- B. carry
- C. see
- D. shine

5. Why would a spear be a good gift for Odin?

Odin was the father of the Norse gods, a ruler.

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6. The last sentence in the chapter says that all was well in Asgard - "at least for the moment." Predict what might happen next. Do you think that peace will last? Why or why not?

Answers may vary.

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

**3.4**

***-ive*: Suffix Meaning “relating to”**

creative—(adjective) relating to making or inventing something	Answers may vary.
cooperative—(adjective) relating to working with others toward a common goal	Answers may vary.
expressive—(adjective) relating to showing what you think or feel	Answers may vary.
decorative—(adjective) relating to making something beautiful	Answers may vary.

Write the correct word to complete each sentence.

expressive	active	creative
cooperative	productive	decorative

1. She has a creative mind and can make many unique pieces of jewelry.
2. Dad said he had such a productive day at work that he might go in late tomorrow and relax in the morning for a change.
3. Dawn added a decorative blue vase to the shelf to fill in an empty spot in the bookcase.
4. The lyrics of a new song I heard on the radio are very expressive and tell about an experience the singer had as a child.

5. Thomas is active in school clubs like the Book Club, Student Safety, and Math Masters.

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

Answers may vary but should include the word cooperative.

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

**3.6**

***-ly*: Suffix Meaning “in a \_\_\_\_\_ way”**

appreciatively—(adverb) in an appreciative way	Answers may vary.
inventively—(adverb) in an inventive way	Answers may vary.
cooperatively—(adverb) in a cooperative way	Answers may vary.
creatively—(adverb) in a creative way	Answers may vary.

Write the correct word to complete each sentence.

appreciatively	creatively	decoratively
actively	inventively	cooperatively

1. We worked cooperatively as a team to clear snow off our neighbor’s sidewalk so he could safely go outside.
2. My coach nodded appreciatively to me for coming out of the game and letting another player have some playing time.
3. Megan creatively designed what she wanted her bedroom to look like with new paint, furniture, and some of her artwork displayed.
4. The sculptor decoratively displayed his work in a way that no one had ever done at the gallery before.

5. The class actively tracked the progress of the hurricane as part of their science unit about weather.

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

Answers may vary but should include the word inventively.



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

4.1

Mid-Year Morphology Assessment

- We went to a special reception with an artist to \_\_\_\_\_ her work before the gallery with her art opened to the public.  
A. viewed  
 B. preview  
C. review
- Circle the word that best fits in the blank.

Our neighbor called to \_\_\_\_\_ announce the birth of his son.

- A. joyous  
 B. joyously
- If you have *misplaced* your keys, you have \_\_\_\_\_  
**placed them wrong, or you have lost them**
- Mom asked an \_\_\_\_\_ **artist** whose work she liked if he would create some pieces to hang in our house.  
A. actor  
 B. artist  
C. organist

- What word with the suffix *-y* means "full of holes that let something in or allow something to escape?"

**leaky**

- Circle the correct suffix to add to the root word in the sentence.

Jessie saw several poison\_\_\_\_\_ snakes in the reptile house at the zoo.

- A. *-ist*  
 B. *-ous*  
C. *-er*
- Dad said we need to eat a \_\_\_\_\_ snack instead of having junk food so we chose bananas.  
 A. nutritional  
B. nutrition  
C. nutritionally
- If Nina is *unable* to attend your birthday party, what does that mean?  
**Nina is not able to come.**
- An \_\_\_\_\_ came to our school to check for damage to the roof after the storm.  
A. inspect  
 B. inspector  
C. inspection

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

4.1  
continued

- Robert can only drink *nondairy* milk. This means he can drink milk that is **not made with milk**.
- Circle the correct suffix to add to the root word in the sentence.

We watched as the magic\_\_\_\_\_ pulled all sorts of things out of his hat.

- A. none  
B. *-al*  
 C. *-ian*
- What does **reload** mean in the following sentence?

Dad has to **reload** the car because he forgot to put the folding table in first on the bottom.

Answer: **to load again**

- That soccer \_\_\_\_\_ just scored an amazing goal by heading the ball in the net!  
A. playing  
 B. player  
C. play

- Circle the correct prefix to add to the root word in the sentence.

I \_\_\_\_\_ like cabbage and don't enjoy when Mom serves it with dinner.

- A. *mis-*  
 B. *dis-*  
C. *un-*

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

**E.4**

**Suffixes *-ive* and *-ly***

Read each sentence and circle the word with either the suffix *-ive* or both suffixes *-ive* and *-ly*. Then, write the word, putting one letter on each blank, and write the part of speech and meaning of the word.

1. The group had a productive meeting, getting through all items on the agenda.

Word: P R O D U C T I V E

Part of Speech: adjective

Meaning: a meeting where much was produced

2. She decoratively arranged the flowers in two vases before putting them on the table.

Word: D E C O R A T I V E L Y

Part of Speech: adverb

Meaning: in a decorative way

3. My sister and I worked cooperatively to clean out the playroom and make a pile of things we don't use anymore to donate to charity.

Word: C O O P E R A T I V E L Y

Part of Speech: adverb

Meaning: in a way that is cooperative

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4. Derek came up with an inventive way to display the results of his science experiment.

Word: I N V E N T I V E

Part of Speech: adjective

Meaning: relating to making something new that no one else has ever made

5. I am appreciative of all that my teacher does to help me learn!

Word: A P P R E C I A T I V E

Part of Speech: adjective

Meaning: relating to being thankful

6. Kate creatively designed a new cover for her writing project.

Word: C R E A T I V E L Y

Part of Speech: adverb

Meaning: relating to making or inventing something

7. He is an active person and likes to ride his bike, swim, hike, and run.

Word: A C T I V E

Part of Speech: adjective

Meaning: energetic

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**E.4**

continued

8. The artist expressively presented his work at the gallery opening, describing how emotional it was to create the pieces.

Word: E X P R E S S I V E L Y

Part of Speech: adverb

Meaning: relating to showing what you think or feel

Now, match the letters you wrote in numbered blanks to the following message that needs decoding.

N	O	R	S	E	m	Y	T	h	S
1	2	3	4	5	6	7	8		
A	R	E	f	U	N!				
9	10	11	12	13					

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**4.2**

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

**Stolen Thunder**

1. Why might Thor have thought that Loki had stolen Mjöllnir?

Answers may vary.

2. What is the meaning of the word **cackle** in the following sentence from the chapter?

Thrym paused briefly to **cackle** and enjoy his own villainy.

- A. cry softly
- B. laugh noisily
- C. yell angrily
- D. sing beautifully

3. Compare and contrast Loki and Thrym.

Loki		Thrym
changes – usually god sized	Appearance?	a giant
tricky	Behavior?	honest, happy with his villainy
don't trust him	What do the gods think of him?	not much good because he's a giant

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4. What do you think Thor will do to get his hammer, Mjöllnir, back?

Answers may vary.

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

4.3

### Answer Comprehension Questions Using Conjunction *because*

Read the following story and look carefully for answers to the comprehension questions that follow. Make sure you restate the question when you write the beginning of your answer.

#### The Surprise Party

Mother and I had planned and prepared all day, making sure that everything was ready for a special supper because it was Grandma's birthday today. Grandma was coming for supper because she always came for supper on Sundays and it was Sunday. What she didn't know was that it was going to be a special Sunday because Mother and I had kept the party a big secret! I can't wait to see the look on her face when she arrives and we all shout, "Surprise!" Because I love her so very much, seeing her happy will make my day! I just know this will be the best Sunday ever because Grandma will be surprised and will open her presents. Because she is fifty years old today, I wrapped up fifty small pictures I had drawn for her, one for each year she has been alive!

Example: Why were Mother and I planning and preparing all day?

Mother and I were planning and preparing all day because it was Grandma's birthday.

1. How do you know that Grandma is coming for supper?

I know Grandma is coming for supper because she always comes for supper on Sunday and it is Sunday.

2. Why doesn't Grandma know that this Sunday will be special with a party?

Grandma doesn't know that this Sunday will be special because Mother and I have kept it a secret.

3. Why does the writer think this will be the best Sunday ever?

The writer thinks this will be the best Sunday ever because Grandma will be surprised and will open her presents.

4. What gift does the writer have for her Grandma and why did she choose this gift?

The writer has fifty small pictures for Grandma because Grandma is celebrating her fiftieth birthday.

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

4.5

Take-Home Worksheet

### Practice Conjunctions *and*, *but*, and *because*

Choose the conjunction that belongs in each blank and write it on the line.

- Eric had the lead part in the play, "Androcles and the Lion," and did a wonderful job!
- My brother's car is a beautiful shade of silver, but it's so covered with mud, it's hard to tell!
- My friend, Alan, and I go fishing together each Saturday.
- Because the sky is so blue, I wanted to get my watercolors and paint a picture of it.
- I reread *Stories of Ancient Rome* five times because it was full of great stories.
- Why does the bunny wiggle his nose and hop all over his cage?
- Hot dogs are my favorite food but I don't like ketchup on them!
- I like to go swimming in the summer because it is very hot outside.

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

**5.2**

**A Plan Is Made**

Circle *true* or *false* and write the page number where you found the answer.

	Circle <i>True</i> or <i>False</i>		Page
Odin had the idea that Thor should go get his hammer himself.	True	<input checked="" type="radio"/> False	38
Thor was eager to grab Loki.	<input checked="" type="radio"/> True	False	40
Odin's wife, Frigga, talked Thor into the plan.	<input checked="" type="radio"/> True	False	42
Ten days later, the gods were hard at work getting Thor ready.	True	<input checked="" type="radio"/> False	42
Thor had trouble getting into the corset.	<input checked="" type="radio"/> True	False	44
Freya allowed Thor to wear her famous golden necklace.	<input checked="" type="radio"/> True	False	46
They left in a chariot pulled by lions.	True	<input checked="" type="radio"/> False	46

1. In the chapter, Thor calls Loki a **rogue**. What does the word **rogue** mean?
- A. peacekeeper
  - B. troublemaker
  - C. Norse god
  - D. person in disguise

2. Which word best describes Thor at the beginning of the chapter?
- A. happy
  - B. sad
  - C. angry
  - D. jolly

3. What is the plan for getting back Thor's hammer?

**Thor and Loki dress as Freya and her maid of honor to trick Thrym.**

4. The end of the chapter states that Thor and Loki set off on their excellent adventure. What is an excellent adventure?

**Answers may vary.**

5. Predict how this plan will turn out.

**Answers may vary.**

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

**6.1**

**The Wedding Feast**

1. List all the food and drink that Thor, dressed as Freya, had at the wedding feast. What did he do after eating and drinking all of this?

**tray of snacks** After he finished  
**8 big salmon** eating, he belched  
**half an ox** loudly.  
**3 barrels of mead**  
 Page 50

2. Thrym tried to "steal a kiss" from Freya (Thor in disguise). What does it mean to "steal a kiss?"

**Answers may vary.**

3. Loki saw the danger when Thrym commented on how much Freya had eaten. What danger did Loki see?
- A. Loki saw the danger of Freya finding out that Thor was disguised as her.
  - B. Loki saw the danger of Odin finding out that Thor was disguised as Freya.
  - C. Loki saw the danger of Thrym finding out that Thor was disguised as Freya.
  - D. Loki saw the danger of Thor finding out that Thrym was disguised as him.
- Page 50

5. What did Loki tell Thrym was the reason that Freya's eyes were burning like raging fires?

**Loki told Thrym that Freya (Thor) hadn't slept for 8 nights but had sat up thinking of Thrym.**

Page 52

6. What is the real reason that Freya's eyes were burning like raging fires?

**Freya (Thor) was furious that Thrym had stolen his hammer.**

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

**7.1**

**Balder, the Beautiful**

Circle *true* or *false*. Then, write the page number where you found the answer.

	Circle True or False	Page
Loki was jealous of Balder because everyone was paying too much attention to him.	<input checked="" type="radio"/> True <input type="radio"/> False	<b>56</b>
Balder had a nightmare about his death.	<input checked="" type="radio"/> True <input type="radio"/> False	<b>56</b>
Odin sent out two doves to see if Balder was in danger.	<input type="radio"/> True <input checked="" type="radio"/> False	<b>58</b>
Balder's mother Frigga set out with a plan to protect him.	<input checked="" type="radio"/> True <input type="radio"/> False	<b>60</b>
Loki disguised himself as an old man and spoke to Frigga.	<input type="radio"/> True <input checked="" type="radio"/> False	<b>62</b>
Frigga decided the mistletoe was harmless because it didn't even have roots of its own.	<input checked="" type="radio"/> True <input type="radio"/> False	<b>64</b>
Loki knew that mistletoe could hurt Balder.	<input checked="" type="radio"/> True <input type="radio"/> False	<b>64</b>

1. Why did Frigga want so much to protect her son? \_\_\_\_\_

**Frigga loved her son.**

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2. Who was Hel and what was she doing? **Hel was the goddess of the underworld and she was preparing to receive one of the gods in the kingdom of the dead.**

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3. What does the word **harm** mean in this sentence?

He knew there was almost nothing that could **harm** Balder.

- A. want
- B. hurt
- C. help
- D. warn

4. What do you think will happen next?

**Answers may vary.**

5. Compare Remus and Balder.

Remus		Balder
<b>Rome</b>	Where did he live (setting)?	<b>Asgard</b>
<b>argumentative, jealous</b>	List some characteristics of each.	<b>good, kind, beautiful</b>
<b>Romulus</b>	Name of his brother(s)?	<b>Hod, Hermod</b>

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

**7.2**

**Practice Conjunction *because***

Part 1: Read the following story and follow your teacher's instructions.

**Paula's Morning**

"Paula! Paula!" called Mother, "Get up!" Paula looked at the clock and jumped out of bed. It was 8:15 and Paula knew that was very late. She looked out the window. None of the other children were waiting at the bus stop. "Oh no! I must have missed my bus!" sighed Paula.

Paula quickly showered, brushed her teeth, grabbed her backpack, and raced downstairs. Mother was waiting to drive her to school.

When Paula arrived at school, classes had already started. That's when she realized her stomach was growling. Not only was she late for school, she had missed breakfast. Sadly, she hurried to her classroom. She hoped Mrs. Jones wouldn't be angry with her.

She quietly entered the classroom and Mrs. Jones gave her a big smile and said, "Oh, Paula! We're so glad you're here today!" Paula knew it was going to be a good day after all.

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Part 2: For each pair of sentences below, decide which part you need to write the conjunction *because* and then, write it on the appropriate blank. Use the word *because* in each pair just one time. Draw an X in the blank that doesn't need the word *because*. Remember to capitalize the first word in a sentence.

1.  **Because** light and sound are such interesting topics to learn about  
 I can't wait to come to school to learn more!
2.  **W**  
 **because** we can't go outside to play today  
 it is raining too hard.
3.  **Because** the mirror in my bathroom has a big crack in it  
 the reflection of my face looks funny.
4.  **I**  
 **because** it's very cold in my room today  
 the heater is broken.
5.  **I**  
 **because** I couldn't play soccer this season  
 I broke my ankle and am wearing a cast.

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

8.1

The Death of Balder

1. What things did the gods throw at Balder that bounced off him?

The gods threw rocks at Balder that bounced off him.

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2. What does the word raved mean in the following sentence from the chapter?

When Frigga heard, she was in despair. She cried and raved.

- A. clapped slowly to herself
B. sang loudly for all to hear
C. talked wildly without making sense
D. ran quietly by herself

3. How did Loki trick Balder's brother, Hod, into shooting an arrow at Balder?

Loki pretended to be concerned that Hod wasn't joining in the fun and told Hod he'd help him.

Page 66, 68

4. Write a new ending for the story in which Balder does not die when struck by the mistletoe arrow.

Answers may vary.

5. Compare the underworld in Gods, Giants, and Dwarves to the underworld in Stories of Ancient Rome.

Table with 3 columns: Gods, Giants, and Dwarves; Underworld; Stories of Ancient Rome. Rows include Hel, Hermod, Sleipner, and a quote about Balder.

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

8.2

Suffix Puzzles

Choose the best word to fit in the blank from the choices below it. Write the word in the blank.

Puzzle #1

Learning about Viking myths is interesting. I am so appreciative that our teacher is guiding us through these stories. Odin had tried to actively help Loki in the past, but Loki finally went too far. He cut off Sif's hair. Odin sent Loki to ask the dwarves to make more golden hair for Sif. The dwarves were very creative and because Loki came up with an inventive way to flatter the dwarves, they made other gifts for Loki to take to the gods to make up for his bad deed.

When Thor's hammer was stolen, the gods convinced Thor to work cooperatively with Loki to get the hammer back. Their plan involved disguises and a fake wedding. When Thrym the giant brought the hammer out at the wedding feast, Thor expressively answered Thrym's question and burst out of his disguise, showing how angry he was that the hammer had been stolen. Thor went back to Asgard and celebrated with the gods that he had his hammer back.

Puzzle #2

I love going to the state fair. People find creative ways to make different kinds of pies, jams, and other food. There are so many animals with their owner's actively showing them. The decorative ribbons are placed on items entered into a variety of contests. The rides are so much fun too! It takes so many people working cooperatively to make the fair run smoothly.

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

9.1

Loki's Punishment

- 1. Why did the gods vow to hunt Loki down and punish him?

The gods vowed to hunt Loki down and punish him because he had done so much evil the gods had lost patience with him.

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- 2. Why do you think Odin had defended Loki for so long?

Answers may vary.

- 3. Describe the setting where the gods took Loki to punish him and tell why that setting is important to the chapter.

The cavern was deep underground. The gods strapped a poisonous serpent to the roof so its poison could drip on Loki. Answers may vary for why setting is important.

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- 4. Put these statements in the correct order to show what happened in the chapter:

4 Loki's wife Siguna came to help Loki.

2 Loki disguises himself as a salmon.

6 Siguna says, "For the moment, we are beaten."

1 The gods lost all patience with Loki.

3 Thor captured Loki.

5 Siguna caught the drops of poison in a cup.

- 5. Write a different ending in which Loki escapes at the end of the chapter.

Answers may vary.

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

10.2

Cause and Effect: Conjunction because

Draw two lines under the word because to show it is a conjunction. Decide which of the two simple sentences happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Answer the question in a complete sentence.

Cause Effect
Because my friend was sick, he couldn't come to my birthday party.

Why couldn't my friend come to my birthday party?

My friend couldn't come to my birthday party because he was sick.

- 1. I saw that movie four times because it was so funny.

Why did I see that movie four times?

I saw that movie four times because it was so funny.

- 2. Mom scolded my little sister because she didn't pick up her toys.

Why did Mom scold my little sister?

Mom scolded my little sister because she didn't pick up her toys.

Decide which simple sentence happened first and write the word Cause over top of it. Decide which simple sentence happened second and write the word Effect over top of it. Add the word because before the simple sentence that happens first and in the cause; join the two sentences and write them as a one sentence including the word because.

Cause Effect
I forgot to clear my dishes off the table. I wasn't allowed to go watch TV.
Because I forgot to clear my dishes off the table, I wasn't allowed to watch TV.

- 1. Cause Effect
Carrots are my favorite vegetable. I asked for them for lunch.

Because carrots are my favorite vegetable I asked for them for lunch.

- 2. Effect Cause
I asked for a new book. New books are such fun!

I asked for a new book because new books are such fun.

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

**10.2**  
continued

Add adjectives and adverbs to the first set of rows. Add simple sentences to the second set of rows to answer the question *why*. Choose from your list to create a new, more interesting sentence using the conjunction *because*.

Starter Sentence: The kitten purred.			
Adjectives to describe the kitten	Adverbs to describe how	Adverbs to describe when	Adverbs to describe where
1. Answers may vary.	1. Answers may vary.	1. Answers may vary.	1. Answers may vary.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Simple sentences that answer the question, "Why did the kitten purr?"			
1. Answers may vary.			
2.			

New sentences:

- Answers may vary.

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

**PP1**

## Nouns, Verbs, and Adjectives

Reminder:

- Nouns = words that name a person, place, or thing
  - Common nouns = words that name in general terms, not capitalized
  - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns

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

- Dancers are lovely and graceful.
- Sophia's yard is small and fenced.
- Apple trees were once small, brown seeds.
- Penguins like cold climates.
- Joe read the enjoyable story about kind pirates.
- The author read a scary chapter from her new book.
- Some tired sailors mopped the messy deck.
- Today, people watch huge whales from rented boats.
- The warm bread and sweet cheese tasted great!
- The green hoses of the weary gardeners looked like slithery snakes.

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

**PP2**

## Subjects and Predicates

Sentences have two parts:

- the subject, which tells who or what the sentence is about
- the predicate, which tells what the subject is or does

Draw a vertical line separating the subject and predicate.

- Their large eyes | hunt for tasty insects.
- Chris | made the lunch for the birthday party.
- Leah | planned the tricky experiment.
- My relatives | are visiting for the weekend.
- The teacher | helps her students all day.
- An ivy plant | makes a nice gift.
- Dad | told his daughter thank you.
- The members of the club | knew the Smiths well.
- The president | begins the meeting with a funny story.
- That girl | calls her mother each hour.

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

**PP3**

## Practice Parts of Speech, Subjects and Predicates

Reminder:

- Nouns = words that name a person, place, or thing
  - Common nouns = words that name in general terms, not capitalized
  - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

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

- Those two children | sang a happy tune.
- Four quiet girls | giggled in the corner.
- Her parents | planned the trip to the ocean.
- Lori | can float the longest of all of her friends.
- The rain | hammered down on the tin roof.
- My grandmother | called me on my birthday all the way from Alaska.
- Mrs. Stone | drove Charlie to the zoo.

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8. We pitched the tent next to our friends' tent.
9. Woodpeckers peck away at the gutters on my house.
10. The angry hawk flew away after the loud noise.

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

### Complete Sentences vs. Fragments

**Reminder:**

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the group of words is a complete sentence, write 'yes' and add the correct punctuation to show that it is a sentence. If the group of words is a fragment, write 'no'. On the blanks on the back, change the fragments into complete sentences by adding either a subject or predicate, depending on which is missing.

	yes	no
1. Ran all the way to school		no
2. Bob and Tom are twins.	yes	
3. The furry puppy licked my hand.	yes	
4. Was the silliest thing		no
5. Red, brown, and yellow		no
6. Do you want to come to my house?	yes	
7. The storm clouds overhead		no
8. Yellow and orange peaches		no
9. Stars twinkle in the sky.	yes	
10. Hummed the song for an hour		no

Corrected Fragments:

Answers may vary.

\_\_\_\_\_

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

### Sentences vs. Fragments

**Reminder:**

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the sentence is complete:

- circle "complete"
- add the correct end punctuation

If the sentence is incomplete:

- circle "incomplete"
- circle which part of the sentence is missing, the subject or the predicate

1. Parrots in the jungle	complete	incomplete	subject	predicate
2. Helicopters landed here.	complete	incomplete	subject	predicate
3. He became famous.	complete	incomplete	subject	predicate
4. Is her favorite activity	complete	incomplete	subject	predicate
5. The moon shone above.	complete	incomplete	subject	predicate
6. I run to my class.	complete	incomplete	subject	predicate
7. Have loved her dancing	complete	incomplete	subject	predicate
8. Gulls are sea birds.	complete	incomplete	subject	predicate
9. Drink at water holes	complete	incomplete	subject	predicate
10. The bird's feathers	complete	incomplete	subject	predicate

Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

Answers may vary.

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

## Change Fragments and Run-On Sentences into Simple Sentences

**Reminder:**

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.
- A run-on sentence is made up of two simple sentences run together that need to be split into two simple sentences.

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

1. is their favorite food

Answers may vary.

---

2. Adam and his brother

Answers may vary.

---

3. are their friends

Answers may vary.

---

4. told me to jump up and sing

Answers may vary.

---

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

5. Colorful leaves are found on the trees we like to play in them when they fall to the ground.

Colorful leaves are found on the trees. We like to play with them when they fall to the ground.

6. My cousin is a great basketball player she can slam dunk the ball.

My cousin is a great basketball player. She can slam dunk the ball.

7. Are you hungry we could go get lunch.

Are you hungry? We could go get lunch.

8. The math lesson today was really easy I love math so much.

The math lesson today was really easy. I love math so much.

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

## Grammar Review

**Reminder:**

- Nouns = words that name a person, place, or thing
  - Common nouns = words that name in general terms, not capitalized
  - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Part 1: Mark parts of speech in the following sentences. Circle nouns, box adjectives, and draw arrows to the nouns they describe. Draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.

The coiled snake looked beautiful in the summer sun.

1. Many curious people watch the night sky.

2. The talented baseball player hit the baseball over the high wall.

3. The tired athlete puts his warm-up suit and track shoes into a tattered black bag.

Part 2: Change the following fragments into simple sentences. Remember to include correct punctuation and capitalization.

4. a good interviewer Answers may vary.

5. mixes the flour and butter well to make cookies Answers may vary.

6. the colorful, hand-painted portrait Answers may vary.

Part 3: Change the following run-on sentences into two simple sentences. Remember to include correct punctuation and capitalization.

7. The swimmer set a new world record he is a great swimmer.  
The swimmer set a new world record. He is a great swimmer.

### Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* above each subject and the letter *P* above each predicate.
- draw two lines under the conjunction *and*

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

Example: <sup>S</sup> The turtles <sup>S</sup> and <sup>P</sup> fish <sup>S</sup> swim in the pond. No

1. <sup>S</sup> We <sup>P</sup> eat spaghetti and <sup>S</sup> meatballs for dinner. No

2. <sup>S</sup> I <sup>P</sup> asked her a question, and <sup>S</sup> she <sup>P</sup> answered it. Yes

3. <sup>S</sup> We <sup>P</sup> met my grandparents and <sup>S</sup> my cousins at the beach. No

4. <sup>S</sup> My sister <sup>P</sup> got a new sweater, and <sup>S</sup> I <sup>P</sup> got new shoes. Yes

Write the letter "S" over the subjects and the letter "P" over the predicate in each simple sentence. Draw a line to separate the subject and predicate in each simple sentence. Then, join the two simple sentences together using the conjunction *and* to make a compound sentence. Draw two lines under the word *and* to show that it is a conjunction.

Example: <sup>S</sup> My brother | <sup>P</sup> takes piano lessons. | <sup>S</sup> I | <sup>P</sup> take guitar lessons.  
My brother takes piano lessons, and I take guitar lessons.

5. <sup>S</sup> We <sup>P</sup> went to the park. | <sup>S</sup> I <sup>P</sup> collected leaves.  
We went to the park and I collected leaves.

6. <sup>S</sup> It <sup>P</sup> was cold outside. | <sup>S</sup> My mother <sup>P</sup> told us to wear coats.  
It was cold outside and my mother told us to wear coats.

7. <sup>S</sup> I <sup>P</sup> asked for roller skates. | <sup>S</sup> My sister <sup>P</sup> asked for a skateboard.  
I asked for roller skates and my sister asked for a skateboard.

### Identify Topic and Concluding Sentences

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Food stores are organized in ways that make lots of sense. Around the outside walls of the store are the areas that have counters where people work to prepare food and make things for shoppers to buy. You will find the bakery where the bakers are cooking up wonderful smelling cookies and cakes. Next, workers are making yummy sandwiches and serving salads to shoppers. There is even a person arranging lovely flowers into vases. On the inside rows of the store are the cans and boxes of foods for people to buy. (It is so smart the way food stores are laid out!)

Puzzles are my very favorite toy to play with when I have nothing else to do. I love the shapes and colors of the pieces and the pictures they make when the puzzle is finished. It is so much fun to connect all of the outside pieces first and then try to fill in the middle. Watching the puzzle picture appear from the pieces as I put the puzzle together is a fun sort of magic. (Puzzles fill up my time in very neat ways.)

Kittens are the funniest and cutest little animals on earth. I enjoy watching them scamper about, chasing things only they can see. They love to reach out to grab a ball or a piece of yarn and really have fun when their claws catch them. Their little eyes dart from this to that, noticing all that moves around them. I could watch a kitten play for hours and just laugh!

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

## Organize a Paragraph

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then number the remaining sentences that provide supporting details in the correct order.

2 Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.

TS Making a peanut butter and jelly sandwich is an easy thing to do.

1 First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place them all on a counter.

CS Before you know it, you are ready to sink your teeth into your yummy sandwich!

3 Put your two pieces of bread together to make a sandwich.

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

## Irrelevant Sentences in Paragraphs

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

Each paragraph has a topic sentence, followed by additional sentences. However, there is a sentence that does not relate to the topic sentence. Draw a box around the topic sentence of each paragraph. Cross out the irrelevant sentence in the paragraph. Draw a circle around the concluding sentence.

Apple pie is my favorite dessert. I love the flavor of the cinnamon and the warm apples. I especially love to add a big scoop of icy cold vanilla ice cream on the side. ~~Peach pie is made of peaches.~~ If we had apple pie every night for dessert, I would be a happy person!

When Robin comes to babysit me, I am so thrilled. She reads stories to me and uses so many funny voices when she reads. She likes to play board games with me and sometimes I think she even lets me win. She is such a kind person who is a joy to be around. ~~My brother's name is Jack.~~ I hope Robin can come again soon to take care of me.

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

## Irrelevant Sentences

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

For each paragraph, draw a box around the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Fruit comes in all shapes and colors. Some fruits are red and round like apples. Some are yellow and long like bananas. ~~I like playing in the park during the summer.~~ Other fruits, like grapes, are small, green, and sweet. The bright colors of fruits make me want to eat them up!

Keeping my desk neat at school really helps me to do well. My reader and papers are stacked up in piles and my pencils and crayons are in my pencil box. ~~I like recess the best when I can go out and play on the playground.~~ My 3-ring binder is always where it should be in my desk. When I need to find something in my desk quickly, it is easy when everything is in its place.

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

## PP14

### Sentence Order and Titles in Paragraphs

#### Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Number the sentences in order to make good paragraphs and add titles to your paragraphs. Make sure you number the topic sentence as first and the concluding sentence as last.

#### Paragraph #1:

2 After reading the introduction, I like to look through the pictures before I decide on a book.

**TS** Checking the right book out of the library can take more than just looking at the front cover.

1 First I like to read the introduction to the book on the inside front cover.

4 Finally, reading the first paragraph or two can help me decide if the book is right for me.

3 The captions under the pictures can also help me to discover what the book is about.

**CS** Checking out a book that doesn't interest me is not much fun so it's worth it to look closely.

Now add a title to your paragraph: Answers may vary.

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#### Paragraph #2

3 Chocolate chips are then added to the batter.

1 Before you begin, turn on the oven to the correct temperature.

**CS** Chocolate chip cookies right out of the oven are the best ever!

6 When the timer rings, carefully take the pan of cookies out of the oven.

7 Next, take the cookies off the cookie sheet.

2 Get out bowls and mix up the batter, adding flour, eggs, sugar, and baking soda.

5 Put the filled baking sheet in the oven and set the timer.

8 Enjoy eating your warm, gooey cookies!

**TS** Baking chocolate chip cookies is so easy and they make everyone happy.

4 When the batter is ready, place teaspoonfuls on a cookie sheet.

Now add a title to your paragraph: Answers may vary.

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

## PP15

### Paragraph Writing

#### Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Sally's new umbrella came in very handy yesterday. As Sally got ready for work that morning, she listened to the weather forecast on the radio, which said rain was likely. Walking out the door, she grabbed her umbrella and then walked to work. About noon, the skies opened up and it began pouring. When it came time to walk home, Sally was very pleased she had listened to the forecast because she walked home under her umbrella, dry and comfortable. Umbrellas sure are handy things to have!

Building a snowman is so easy and so much fun! First, you begin with a small snowball and you roll it around the yard, all the while picking up more and more snow. Your small snowball is quickly a large snowball, large enough to be the base of your snowman. Next, you do the same to make a second large snowball, though one that is just a bit smaller than the first one and you set it on top of the base. Then, you make a third snowball that is the smallest of the three and set it on top of the second snowball. Last, you add a hat, a carrot for a nose, rocks for the eyes and mouth, and sticks for the arms. Your snowman is complete, and wasn't that a blast?

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Painting a landscape scene is difficult but very rewarding. First, you need to choose a setting to paint. Then, you should look carefully at the landscape, noticing the trees, hills, ponds, birds, flowers, and whatever else is a part of your setting. It is wise to paint slowly and not try to complete everything at once. As you paint more and more parts of your setting, you will see the painting nearly come to life. When you have finished, you will have a beautiful landscape scene that you could frame and either hang on your wall or give away as a thoughtful gift. Painting a landscape is a wonderful activity.

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

**PP18**

**Past, Present, and Future Tenses**

**Reminder:**

- The **present tense** of a verb tells what the subject is doing right now.
- The **past tense** of a verb tells what the subject already did.
- The **future tense** of a verb tells what the subject will do later.

Draw a wiggly line under the verbs in each sentence. Remember, future tense has the word *will* preceding the verb. Then, write the words *present, past, or future* on the line after the sentence.

1. We learned about the classification of animals earlier this year. past
2. The princess will marry the prince at the end of the fable. future
3. The students studied reading after grammar. past
4. After supper, we will eat the chocolate cake. future
5. Before we know it, we will become fourth graders! future
6. I wish for a pet fish. present
7. Mark played his guitar all day yesterday. past
8. My friends and I love hamburgers. present
9. Grandma wrote poems for me when he was a little boy. past
10. Alexander Graham Bell invented many things in his lifetime. past

Fill in the blanks with the correct form of the verb listed.

1. Dora rinsed the shampoo out of her hair. (*rinse*, past tense)

2. Robin and Rosie will play hopscotch on the weekend. (*play*, future tense)
3. Mrs. White will read us a story this afternoon. (*read*, future tense)
4. The talented artists drew the animals to look life-like. (*draw*, past tense)
5. That pen belongs to Sally! (*belong*, present tense)

Fill in the following chart:

Present tense	Past tense	Future tense
Sam jumps.	Sam jumped.	Sam will jump.
The boys giggle.	The boys giggled.	The boys will giggle.
I want.	I wanted.	I will want.
We worry.	We worried.	We will worry.
The kitten scratches.	The kitten scratched.	The kitten will scratch.
The fire burns.	The fire burned.	The fire will burn.
The children laugh.	The children laughed.	The children will laugh.
Mother bakes.	Mother baked.	Mother will bake.
Grandma writes.	Grandma wrote.	Grandma will write.

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

**PP19**

**Practice the Verb to have**

Present and Past Tense of the Verb to have	
Singular	Plural
I <i>have, had</i> a plan.	We <i>have, had</i> a plan.
You <i>have, had</i> a plan.	You <i>have, had</i> a plan.
He, She, It <i>has, had</i> a plan.	They <i>have, had</i> a plan.

Write the correct word on the blank in each sentence.

1. Frank and Fred have an art gallery.  
(have, has)
2. Frank has the ability to paint beautiful portraits.  
(have, has)
3. Their shop has many rooms with walls covered with paintings of all shapes and sizes.  
(have, has)
4. My family and I have taken many trips to see their gallery.  
(have, has)
5. Have you ever seen Frank and Fred's gallery before?  
(Have, Has)

Rewrite the five sentences above in past tense.

1. Frank and Fred had an art gallery.

2. Frank had the ability to paint beautiful portraits.
3. Their shop had many rooms with walls covered with paintings of all shapes and sizes.
4. My family and I had taken many trips to see their gallery.
5. Had you ever seen Frank and Fred's gallery before?

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

**PP20**

**Irregular Verbs (say, make, go, take, and come)**

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is *present tense*, *past tense*, or *future tense*.

Example: Last Friday, we said (say) "hello" to our new friends.  past  present  future

Tomorrow, we will say 'goodbye' to our new friends.  past  present  future

1. One week from today, I will make (make) my first cake.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

2. Last week, I went (go) to visit my grandmother.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

3. Today, I take (take) my sister with me to the store.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

4. Mary always comes (come) to see me today.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

5. You say (say) you like to ride bicycles, so let's go.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

Write sentences using provided subjects and verbs.

1. subject: Cindy

verb: *make*, past tense Answers may vary.

\_\_\_\_\_

2. subject: They

verb: *go*, future tense Answers may vary.

\_\_\_\_\_

3. subject: The purple cow

verb: *come*, present tense Answers may vary.

\_\_\_\_\_

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

**PP21**

**Irregular Verbs (see, bring, mean, speak, and draw)**

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is *present tense*, *past tense*, or *future tense*.

Example: Last Friday, we saw (see) the circus clowns perform.  past  present  future

Tomorrow, we will see the clowns perform at the circus.  past  present  future

1. Next week, I will bring (bring) my uncle to your house.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

2. Last week, I spoke (speak) in front of the whole school.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

3. Today, I look at my spelling worksheet and I see (see) it is easy.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

4. Mark always means (mean) what he says.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

5. You drew (draw) great pictures yesterday on the board.  past  present  future

Answers may vary.

\_\_\_\_\_  past  present  future

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

**PP22**

**Quotation Marks**

Reminder:

- Quotation marks are punctuation marks used to show exactly what a person says or has said.

Rewrite the following sentences, adding the correct punctuation and capitalization.

- tommy yelled i'm so happy that it is saturday  
**Tommy yelled, "I'm so happy that it is Saturday!"**
- the child chased her puppy around the corner and said please come here  
**The child chased her puppy around the corner and said, "Please come here."**
- do you like painting or drawing better our art teacher asked  
**"Do you like painting or drawing better?" our art teacher asked.**

- you are my very best friend remarked sam  
**"You are my very best friend," remarked Sam.**

Circle the letter of the sentence that has the correct punctuation and capitalization.

- I learned to speak English by listening to my parents said mary
  - "I learned to speak English by listening to my parents." said Mary.
  - "I learned to speak English by listening to my parents said Mary."
  - "I learned to speak English by listening to my parents said," Mary.
  - "I learned to speak English by listening to my parents," said Mary.
- Mr. Brown asked do any of you speak another language
  - "Mr. Brown asked, do any of you speak another language."
  - Mr. Brown asked, "do any of you speak another language?"
  - Mr. Brown asked, "Do any of you speak another language?"
  - "Mr. Brown asked, Do any of you speak another language?"
- how does your body make all of those different sounds she asked
  - "how does your body make all of those different sounds," she asked.
  - "How does your body make all of those different sounds? she asked?"
  - "how does your body make all of those different sounds?" she asked?"
  - "How does your body make all of those different sounds?" she asked.

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

**PP23**

**Adverbs that Tell *when* and *where***

Reminder:

- Adverbs can tell when an action happens and where an action happens.

Choose the adverb that best fits in each blank and write it in.

weekly      always      last      after      sometimes

We visit my grandfather weekly. We always go on Sunday afternoon. I like to bring books sometimes and read them to him. When I do bring books, he asks me to read my favorite book last. He knows I will be excited about it and read it well at the end. After I read my books to him, we have dinner.

Write a sentence using each adverb.

- recently*  
**Answers may vary.**
- tomorrow*  
**Answers may vary.**

Choose the adverb that best fits in each blank and write it in.

there      home      already      outside

My brother and I ran outside to look for our friend. We did not see anyone so we walked home. When we got there, we saw a note on the door. It was from David and said "Meet at my house, and we'll go to the park together!" We got to David's house and another note said he had already gone to the park. We found him at the park and played until it got dark!

Write a sentence using each adverb.

- never*  
**Answers may vary.**
- inside*  
**Answers may vary.**



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

## PP25

### Conjunction *but*

#### Reminder:

- A conjunction is a part of speech used to connect words or groups of words.
- The conjunction *but* is used to connect groups of words. It signals that "something different," such as a different idea, will come after the *but*.

Create compound sentences by connecting the two simple sentences with the conjunction *but*. Draw two lines under the conjunction and label the subjects with the letter 'S' and the predicates with the letter 'P'.

- Marshmallows are fun to melt. They can make a mess.  
<sup>S</sup> Marshmallows are fun to melt <sup>P</sup> but <sup>S</sup> they <sup>P</sup> can make a mess.
- The day is sunny and beautiful. The sky is getting dark off in the distance.  
<sup>S</sup> The day is sunny and beautiful <sup>P</sup> but <sup>S</sup> the sky <sup>P</sup> is getting dark off in the distance.
- My new kitten is very naughty. I laugh at her so often.  
<sup>S</sup> My new kitten is very naughty <sup>P</sup> but <sup>S</sup> I laugh at her <sup>P</sup> so often.

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- This grammar homework seems very easy tonight. I'm going to do my best and not hurry.

<sup>S</sup> This grammar homework seems very easy tonight <sup>P</sup> but <sup>S</sup> I'm going to do my best and not hurry.

- The salesman knocked on our door. We were out of town.

<sup>S</sup> The salesman knocked on our door <sup>P</sup> but <sup>S</sup> we <sup>P</sup> were out of town.

Create the second part of a compound sentence using the conjunction *but*.

- David likes peanut butter and jelly sandwiches, but

Answers may vary.

(Hint: Think about a family member who likes a different kind of sandwich.)

- Lulu loved the book she just read, but

Answers may vary.

(Hint: Think about a friend who read the same book but who had a different idea about it.)

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

## PP26

### Prefix *un-*

#### Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *un-* means "not."

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

- It is time for math so I am unable to finish my reading assignment at the moment.  
(able, unable)
- Broken glass on the playground is unsafe.  
(safe, unsafe).
- I poured two glasses of milk and I did an excellent job of making sure the amount of milk in each was even so you and I would get the same amount.  
(even, uneven)
- Adding another flag to our model of the historic fort is unnecessary because we already have the only two flags that are supposed to be there.  
(necessary, unnecessary)
- Steven is feeling well enough to go to soccer practice today after missing the last two due to illness.  
(well, unwell)
- She was very unhappy with the grade she earned on her science test because she studied very hard and thought she did much better than the grade indicated.  
(happy, unhappy)

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Add the prefix to the root word to make a new word. Write the meaning of the word.

- Root Word: known    Meaning: was aware of or familiar with  
*un-* + known = unknown

Meaning: not aware or familiar with

- Root Word: covered    Meaning: had something over or on top of to protect or hide it

*un-* + covered = uncovered

Meaning: not having something over or on top of to protect or hide it

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

## PP27

### Prefix *non-*

#### Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *non-* means “not.”

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

1. All living things need food and water to survive.  
(living, nonliving)
2. Allie is allergic to milk and dairy products so she drinks nondairy milk made from soy.  
(dairy, nondairy)
3. The chapters in *Gods, Giants, and Dwarves* are fictional selections of Norse myths.  
(fictional, nonfictional)
4. My dad approached the hurt dog in a nonthreatening way so it wouldn't try to bite him while he tried to help.  
(threatening, nonthreatening)
5. After using it to wipe up the spilled bottle of juice, the paper towel became nonabsorbent and I had to get a new one to finish cleaning up.  
(absorbent, nonabsorbent)
6. David looked at me without speaking to make a nonverbal agreement to let our young cousin play the new video game first.  
(verbal, nonverbal)

Unit 6 167

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Add the prefix to the root word to make a new word. Write the meaning of the word.

1. Root Word: flammable    Meaning: able to be set on fire or burn quickly  
*non-* + flammable = **nonflammable**

Meaning: not able to be set on fire or burn quickly

2. Root Word: judgmental    Meaning: tending to judge people too quickly or harshly  
*non-* + judgmental = **nonjudgmental**

Meaning: not tending to judge too quickly or harshly

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

## PP29

### Prefix *re-*

#### Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means “to do again.”

Write the letter next to each word to match the word to its meaning.

- |                  |  |
|------------------|--|
| <u>C</u> rewrite | A. to put things into a container again  |
| <u>D</u> redo    | B. to report information again   |
| <u>A</u> reload  | C. to make letters, words, or numbers again or create something to be read again |
| <u>E</u> rename  | D. to complete or perform an action again  |
| <u>G</u> refill  | E. to label something again  |
| <u>B</u> retell  | F. to look at again  |
| <u>F</u> review  | G. to make something full again  |

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

refill      review      redo      rename      retell

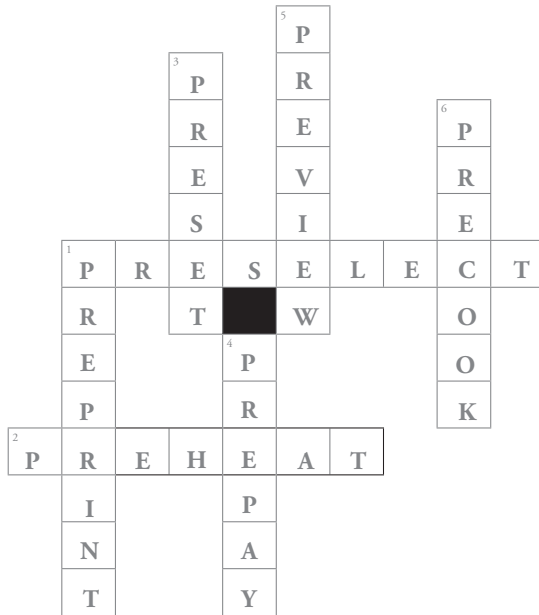
1. Our teacher told us to review our answers before turning in the test.
2. I have to refill my water bottle before soccer practice because my sister drank what was in it.
3. Rachel's mother asked her to retell the story of how she thinks she lost her lunchbox at school.
4. He wants to redo the flag for his report on Australia because he thinks he can make it even better.
5. The city decided to rename a street in honor of an important member of the community and unveiled the new sign.

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

**PP30**



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

**PP31**

**Prefix re- and pre-**

**Reminder:**

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means "to do again" and the prefix *pre-* means "before."

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

1. Dad decided to load the car for our day trip to the mountains while we finished our breakfast.  
(load, reload)
2. Ross chose to preprint the class notes before he got to school so he could look them over and be ready for the lesson.  
(reprint, preprint)
3. The recipe says to preheat the oven to 400 degrees while you prepare the batter for the muffins.  
(preheat, reheat)
4. He wants to redo one part of the wall with paint where someone smudged the first coat.  
(do, redo)
5. The lady in the store said we could prepay for the book before it arrived and pick it up when it came.  
(prepay, repay)
6. I would like to rewrite my thank you note to Grandma because I forgot to add one thing.  
(write, rewrite)

Write a sentence using the word.

1. Word: *refill*  
Answers may vary.  
\_\_\_\_\_
2. Word: *preset*  
Answers may vary.  
\_\_\_\_\_

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

**PP32**

**Prefix dis-**

**Reminder:**

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means "not."

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

1. Miss Sullivan had to disconnect the printer from the computer to move both items to a new spot in the front corner of the classroom. yes
2. Our puppy will disobey me by sitting when I tell him to sit and staying when I tell him to stay. no
3. Mom might disapprove if I finish my homework before playing soccer at the park. no
4. The neighbors across the street dislike people parking in front of their house and blocking their driveway. yes
5. She and I disagree on whether our history presentation should be about ancient China or ancient Egypt. yes

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

1. *distrust*

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

\_\_\_\_\_

2. *dislike*

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

\_\_\_\_\_

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

Prefix *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *mis-* means “wrong.”

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

misunderstand    misused    misjudged    misspell    misbehave    misplaced

- My younger brother did something wrong with an object to perform a task the tape and covered his book with the entire roll of tape.  
Word: misused    Part of Speech: verb  
Prefix: mis-
- Our teacher said it is possible to know the wrong meaning of double-digit subtraction so we would be spending a lot of time practicing how to do it.  
Word: misunderstand    Part of Speech: verb  
Prefix: mis-
- Sam put something in the wrong location his lunch on the field trip so I shared some of mine with him.  
Word: misplaced    Part of Speech: verb  
Prefix: mis-

4. He did not write or name the letters in a word in the wrong order any words on the last two spelling assessments!

Word: misspell    Part of Speech: verb

Prefix: mis-

5. Mom made sure to explain why it was important not to act wrong at the reception for Dad's promotion at work

Word: misbehave    Part of Speech: verb

Prefix: mis-

6. Heather formed an opinion that is wrong how long she would be out walking and should have taken a water bottle with her.

Word: misjudged    Part of Speech: verb

Prefix: mis-

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

Prefixes *dis-* and *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means “not” and the prefix *mis-* means “wrong.”

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

- |  |                               |                                  |
|--|-------------------------------|----------------------------------|
| 1. I _____ that we should review our report on Thomas Edison before printing it to be sure they aren't any errors. | <input type="radio"/> agree   | <input type="radio"/> disagree   |
| 2. He _____ the distance between the two trees and needs a longer rope to tie up his hammock.                      | <input type="radio"/> judged  | <input type="radio"/> misjudged  |
| 3. When something went wrong, the gods usually knew that it was Loki who had _____ and done something bad.         | <input type="radio"/> behaved | <input type="radio"/> misbehaved |
| 4. I _____ onions on my pizza because they are yummy.  | <input type="radio"/> like    | <input type="radio"/> dislike    |
| 5. Morgan said it is easy to _____ her last name because it is so long and unique.                                 | <input type="radio"/> spell   | <input type="radio"/> misspell   |
| 6. It is easier to _____ someone who has told the truth in the past instead of someone who always lies.            | <input type="radio"/> trust   | <input type="radio"/> distrust   |

7. She \_\_\_\_\_ the invitation to the party, which had the address listed, so she had to call the host and ask for the address.

placed

misplaced

8. Before we moved to our new house, we called the power company to have them \_\_\_\_\_ our cable service on our moving date.

connect

disconnect

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

1. *disapprove*  
Part of Speech: verb      Root Word: approve  
Meaning: not approve
2. *misunderstand*  
Part of Speech: verb      Root Word: understand  
Meaning: not understand
3. *misused*  
Part of Speech: verb      Root Word: used  
Meaning: not used correctly
4. *disobey*  
Part of Speech: verb      Root Word: obey  
Meaning: not obey

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

**PP35**

### Suffix -er

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-er* means "a person who."

Write the letter to each word to match the word to its meaning.

- |                  |  |
|------------------|--|
| <u>C</u> player  | A. a person who chases and kills wild animals for food or sport                                      |
| <u>E</u> singer  | B. a person who shows someone how to do something  |
| <u>A</u> hunter  | C. a person who participates in a game or sport  |
| <u>B</u> teacher | D. a person who grows crops and raises animals   |
| <u>F</u> painter | E. a person who makes musical sounds with his or her voice   |
| <u>D</u> farmer  | F. a person who covers something with a colored, liquid-like substance to make a picture or decorate |

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

**PP36**

counselor   actor   sailor   inspector   governor   visitor

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

**PP37**

### Suffixes -er and -or

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffixes *-er* and *-or* both mean "a person who."

Add the correct suffix, *-er* or *-or*, to the root word to complete the sentence. Write the word below the sentence.

1. The inspector found a crack in the wall after the earthquake.  
Word: inspector
2. The football player had to come out of the game so the team doctors could look at his leg, which he hurt during the last play.  
Word: player
3. Dad read that a very talented actor has agreed to portray Abraham Lincoln in a new movie.  
Word: actor
4. The singer practiced a few lines from most of her songs before the concert to make sure the microphone worked and the band accompanying her could be heard.  
Word: singer

5. My aunt works as a counselor at a high school and she helps students with their college applications.

Word: counselor

6. Our teacher said we would do a complicated science experiment next week that will take several days to complete.

Word: teacher

7. During the boat race, the sailors had to work together to man their boat and use the wind and water current to get around markers in the bay.

Word: sailors

8. Every farmer has his or her own system for taking care of animals and crops.

Word: farmer

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

### Suffix *-ist*

**Reminder:**

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ist* means "a person who makes or plays."

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

1. The organist  
(organ, organist) played music as we entered and exited the church for the wedding.
2. I have only read the first novel  
(novel, novelist) in the series but I intend to read the others as well.
3. There was a guest violinist  
(violin, violinist) playing with the orchestra over the weekend.
4. My favorite cartoon  
(cartoon, cartoonist) in the newspaper has animals acting like people when nobody is around.
5. Sometimes an artist  
(art, artist) will participate in an art show with others to showcase his or her work.
6. During the concert, the guitarist  
(guitar, guitarist) changed instruments several times based on the songs the band played.

Add the suffix to the root word to make a new word. Write the meaning of the word.

1. **Root Word:** *column*  
**Meaning:** an article that regularly appears in a newspaper or magazine

*column* + *-ist* = columnist

Meaning: \_\_\_\_\_  
a person who writes an article that regularly appears in a newspaper or magazine

2. **Root Word:** *solo*  
**Meaning:** a piece of music that is performed by one person

*solo* + *-ist* = soloist

Meaning: \_\_\_\_\_  
a person who performs a piece of music written to be performed by one person

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

### Suffix *-ian*

**Reminder:**

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ian* means "a person who is skilled in."

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

1. The politician  
(politics, politician) held a press conference to announce that he planned to run against the governor in the election.
2. We won two tickets at the school raffle to see a famous comedian  
(comedy, comedian) in person next month.
3. When we asked Dad how the broken DVD player was fixed overnight, he said it was magic  
(magic, magician).
4. David decided he wanted to be a pediatrician  
(pediatrics, pediatrician) after medical school so he took an internship in that area of medicine.
5. I like to listen to music  
(music, musician) when I clean my room and do my chores because it makes it all more fun.
6. The local college hosts many summer camps, one of which is just about math and led by two mathematicians  
(mathematics, mathematicians) who work at the college.

Write a sentence using each word.

1. *musician*

Answers may vary.

2. *magician*

Answers may vary.

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

**PP40**

### Suffixes *-ist* and *-ian*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ist* means "a person who plays or makes" and the suffix *-ian* means "a person who is skilled in."

Choose the correct word or words from the box to answer each question.

artist	magician	politician	violinist	novelist	guitarist
magician	organist	mathematician	cartoonist	comedian	pediatrician

1. Which word describes someone who writes fiction books?

novelist

2. Which words describe people who are somehow involved with music?

organist      guitarist  
violinist      artist

3. If you were someone who was skilled in doing impossible things by saying special words or performing special actions, who would you be?

magician

4. Violinists, guitarists, and organists are all considered

musicians

5. Some people would also call a cartoonist an artist.

6. Once you are an adult, you no longer need to see a pediatrician for your health problems.

7. Mathematician could help you do your math homework

8. Which word describes someone who is skilled in doing things that makes people laugh?

comedian

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

**PP41**

### Suffix *-y*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-y* means "full of."

Write the letter next to each word to match the word to its meaning.

- |                |   |
|----------------|---|
| <u>C</u> dirty | A. full of the unplanned occurrence of good events  |
| <u>A</u> lucky | B. full of a reddish brown substance that forms on certain metals when they are exposed to moisture |
| <u>D</u> curly | C. full of soil   |
| <u>G</u> salty | D. full of spirals or winding shapes  |
| <u>B</u> rusty | E. full of something that is untidy and dirty   |
| <u>F</u> leaky | F. full of holes that let something in or allow something to escape                                 |
| <u>E</u> messy | G. full of a natural white substance used to flavor and preserve food                               |

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

lucky      messy      leaky      rusty      curly

- My sister likes to wear her hair up because it is so curly and hard to manage.
- The kitchen counter and sink were very messy after we finally got the cookie dough in the oven to bake.
- The leaky skylight in the ceiling on the porch drips water onto the furniture every time it rains.
- He was the lucky winner of the grand prize raffle drawing for a new set of expensive headphones.
- The rusty hinges made it hard to open the door to the shed so Dad decided to replace them.

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

### Suffix -ous

Reminder:

- A suffix is a syllable placed in after of a root word. Suffixes change the meaning of the root word.
- The suffix **-ous** means "full of."

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

1. He was _____ for making hit movies based on real events.	fame	<u>famous</u>
2. Nate found the _____ in a bad situation when he discovered his dog had somehow locked him out of the house.	<u>humor</u>	humorous
3. I was _____ that I accidentally knocked over my grandmother's green vase and broke it.	fury	<u>furious</u>
4. It remains a _____ as to who left the flowers on our door step.	<u>mystery</u>	mysterious
5. Not all snakes have _____ venom; some don't have any venom at all.	poison	<u>poisonous</u>
6. Some people think it is _____ to jump off rocks into a lake if you don't know how deep the water is.	danger	<u>dangerous</u>

7. She shouted with _____ when she found out she had passed the bar exam to become a lawyer.	<u>joy</u>	joyous
8. When I looked out the window of the airplane, I could see we were crossing over very _____ terrain.	mountain	<u>mountainous</u>

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

- joyous*  
Part of Speech: adjective      Root Word: joy  
Meaning: full of joy
- furious*  
Part of Speech: adjective      Root Word: fury  
Meaning: full of fury
- dangerous*  
Part of Speech: adjective      Root Word: danger  
Meaning: full of danger
- mysterious*  
Part of Speech: adjective      Root Word: mystery  
Meaning: full of mystery

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

### Suffix -ly

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix **-ly** means "in a \_\_\_\_\_ way."

Add **-ly** to the adjective under the blank to make a new word to complete the sentence.

- The driver sped dangerously around the corner without looking for traffic.  
(dangerous)
- My younger brother furiously stomped his feet when he didn't get the toy he wanted.  
(furious)
- The actors in the play humorously acted out their parts, making the audience laugh loudly.  
(humorous)
- Some red bumps mysteriously appeared on my arm after I was outside so I hope didn't brush up against any poison ivy.  
(mysterious)
- The pilot famously landed the plane on the river when the landing gear stopped working.  
(famous)



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

PP45

### Suffixes *-ous* and *-ly*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-ous* means "full of" and the suffix *-ly* means "in a \_\_\_\_\_ way."

Circle the letter of the best answer.

1. Which of the following is a good example of a person behaving *furiously*?  
 A. A man screaming at the person who just took the parking spot he wanted  
 B. A woman thanking a person for holding the door open for her
2. Which of the following is a good example of a *mountainous* place?  
 A. The Alps  
 B. Mediterranean Sea
3. Which of the following is a good example of a person acting *mysteriously*?  
 A. A girl asking her mother if she can bring some family photographs to school  
 B. A boy sneaking into his brother's room when no one is looking
4. Which of the following is a good example of a *joyous* reaction?  
 A. A man hugging everyone around him while they clap and cheer  
 B. A woman closing the door to her office so that nobody can bother her
5. Which of the following is a good example of something *poisonous*?  
 A. Fruits and vegetables for sale at the farmer's market  
 B. Cleaning supplies locked in a closet at the end of the hall

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6. Which of the following is a good example of a person *humorously* entertaining others?  
 A. A man wearing dark clothes and hiding behind a screen  
 B. A man using a puppet and a funny voice to tell jokes and poke fun at people in the news

Write your own example of the idea provided.

1. Idea: A good example of a *famous* event

Example **Answers may vary.** \_\_\_\_\_

\_\_\_\_\_

2. Idea: A good example of a *dangerous* situation

Example **Answers may vary.** \_\_\_\_\_

\_\_\_\_\_

3. Idea: A good example of a person acting *dangerously*

Example **Answers may vary.** \_\_\_\_\_

\_\_\_\_\_

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