

Unit 4

Teacher Guide

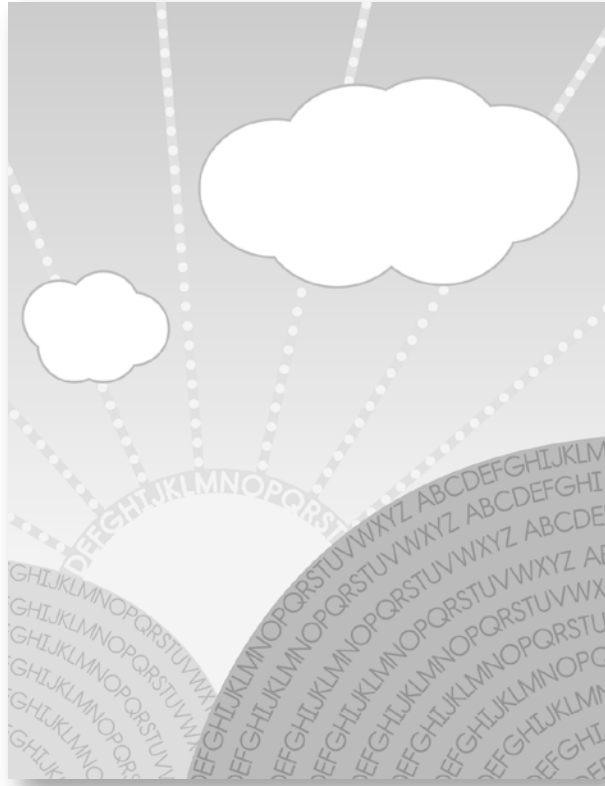
Core Knowledge Language Arts® • Skills Strand



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GRADE 3





Unit 4

Teacher Guide

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GRADE 3

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Alignment Chart for Unit 4

The following chart contains both core content and language arts objectives. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 4		Lesson																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Reading Standards for Literature: Grade 3																					
Key Ideas and Details																					
STD RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.																				
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details of a fiction text read independently by explicitly referring to the text		✓			✓	✓	✓									✓				
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is read independently in a fiction text, by explicitly referring to the text, including asking and answering why questions that require recognizing or inferring cause/effect relationships		✓					✓													
STD RL.3.2	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.																				
CKLA Goal(s)	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		✓			✓	✓	✓									✓				
STD RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.																				
CKLA Goal(s)	Describe characters in a fiction text read independently (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		✓			✓	✓	✓									✓				

Alignment Chart for Unit 4

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Craft and Structure																					
STD RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.																				
CKLA Goal(s)	Refer to parts of stories and dramas that are read independently, when writing or speaking about a text, using terms such as <i>introduction</i> , <i>conclusion</i> , <i>chapter</i> , and <i>scene</i> ; describe how each successive part builds on earlier sections																✓				
Range of Reading and Level of Text Complexity																					
STD RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.																				
CKLA Goal(s)	By the end of the year, read and comprehend literature, including stories and dramas, at the high end of the Grades 2–3 text complexity band, independently and proficiently		✓			✓	✓	✓									✓	✓			

Alignment Chart for Unit 4

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Reading Standards for Informational Text: Grade 3

Key Ideas and Details																				
STD RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.																			
CKLA Goal(s)	Ask and answer questions to demonstrate understanding of a nonfiction/informational text read independently, referring explicitly to the text as the basis for the answers	✓		✓	✓					✓		✓	✓	✓		✓			✓	
	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details of a nonfiction/informational text read independently by explicitly referring to the text	✓		✓	✓				✓		✓	✓	✓		✓				✓	
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is read independently in a nonfiction/informational text, by explicitly referring to the text, including asking and answering why questions that require recognizing or inferring cause/effect relationships	✓																		
STD RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.																			
CKLA Goal(s)	Determine the main idea of a nonfiction/informational text read independently; recount the key details and explain how they support the main idea	✓	✓							✓	✓	✓		✓					✓	
STD RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.																			
CKLA Goal(s)	Describe the relationship between a series of historical events or scientific ideas or concepts, or steps in technical procedures in a text read independently, using language that pertains to time, sequence, and cause/effect	✓																		

Alignment Chart for Unit 4

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

Reading Standards for Foundational Skills: Grade 3

Phonics and Word Recognition

STD RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

STD RF.3.3b Decode words with common Latin suffixes.

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

✓

✓

✓

✓

✓

✓

STD RF.3.3c Decode multisyllable words.

CKLA Goal(s) Decode multisyllable words



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

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

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

Fluency

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

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

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



STD RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CKLA Goal(s) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

✓

Writing Standards: Grade 3

Text Types and Purposes: Opinion

STD W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CKLA Goal(s) Introduce the topic or text that they are writing about, state an opinion, and create an organizational structure that lists reasons

✓

STD W.3.1b Provide reasons that support the opinion.

CKLA Goal(s) Provide examples and reasons that support an opinion

✓

✓

Alignment Chart for Unit 4

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Speaking and Listening Standards: Grade 3																					
Comprehension and Collaboration																					
STD SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.																				
STD SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.																				
CKLA Goal(s)	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion	✓	✓	✓	✓			✓		✓		✓			✓	✓		✓			
	Prior to independently reading a text, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic		✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓					
	Make predictions (orally or in writing) prior to and while reading a text independently, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions	✓					✓	✓													
STD SL.3.1d	Explain their own ideas and understanding in light of the discussion.																				
CKLA Goal(s)	During a discussion, explain ideas and understanding in relation to the topic	✓	✓	✓	✓			✓		✓		✓			✓	✓		✓			
Presentation of Knowledge and Ideas																					
STD SL.3.4	Report on topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.																				
CKLA Goal(s)	Retell orally important facts and information from a fiction or nonfiction/informational text read independently							✓													
Conventions of Standard English																					
STD L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																				
STD L.3.1d	Form and use regular and irregular verbs.																				
CKLA Goal(s)	Form and use regular and irregular verbs		✓		✓	✓		✓	✓	✓			✓	✓	✓	✓					

Alignment Chart for Unit 4


Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
STD L.3.1e	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.																					
CKLA Goal(s)	Form, and use the simple verb tenses, e.g., <i>I walked; I walk; I will walk</i>		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓						
STD L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*																					
CKLA Goal(s)	Determine agreement between subjects and verbs and between pronouns and antecedents		✓		✓	✓		✓		✓				✓		✓						
STD L.3.2c	Use commas and quotation marks in dialogue.																					
CKLA Goal(s)	Use commas and quotation marks in dialogue																		✓		✓	
STD L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.																					
CKLA Goal(s)	Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words	✓		✓	✓		✓		✓	✓		✓		✓	✓		✓					
Vocabulary Acquisition and Use																						
STD L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.																					
STD L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).																					
CKLA Goal(s)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>)			✓	✓				✓	✓				✓	✓							
STD L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.																					
CKLA Goal(s)	Use root words, affixes, and glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓				✓		

Alignment Chart for Unit 4

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
STD L.3.5	Demonstrate understanding of word relationships and nuances in meaning.																					
STD L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).																					
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)			✓	✓				✓	✓				✓	✓							
Additional CKLA Goals																						
CKLA Goal(s)	Alphabetize words to the third letter					✓					✓											

 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 4

The content focus of Unit 4 is the ancient Roman civilization. Students will build upon their knowledge of other ancient civilizations studied in earlier grades, such as ancient Greece in Grade 2. The Reader for this unit makes use of the fictional classroom of Mrs. Teachwell to serve as a conduit for delving into the study of ancient Rome. Fictional students and Mrs. Teachwell deliver “reports” on various topics. Students are likely to be amused by the characters in the classroom. You may want to take a few moments at the beginning of the unit to talk about the traits of Charlie Chatter, Rachel Readmuch, Tim Timetable, and David King.

During this unit’s **spelling** exercises, students will review words with spelling patterns of r-controlled vowels, as well as words in which /ee/ is spelled ‘ee’, ‘e’, ‘ea’, ‘ie’, ‘i’, ‘ae’, ‘y’, ‘ey’, and ‘e_e’. Challenge Words will continue. A new element, the Content Word, is introduced. Each week, students will have the option of trying to spell a content-related word on the weekly spelling assessment. The Content Word will follow the spelling pattern for the week, but will be more challenging than the other spelling words.

You will also continue to teach **dictionary** skills. As this unit progresses, students should become proficient in using guide words independently. The dictionary worksheets have been designed to provide ample practice. If you find that there is insufficient time to complete every worksheet item, you may select fewer items for each student to complete.

This unit also presents an opportunity to talk about the fact that not all of the unit spelling words, especially the proper nouns, e.g., the names of countries, oceans, etc., may be included in student dictionaries. You may want to enlist the help of the librarian to obtain a copy of a larger, more comprehensive adult dictionary. If you have Internet access in your classroom, another option would be to make use of an online dictionary.

In **grammar**, students will review verb tenses and the verbs *to be* and *to have* as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. Students will also be introduced to the correct punctuation needed for presenting items in a series in a sentence and will review the use of quotation marks in dialogue.

During the **morphology** portion of the lessons, students will work with the suffixes *-er*, *-or*, *-ist*, *-ian*, *-y*, and *-al*. Students will learn how suffixes change the meaning of root words. They will also learn that suffixes added to a word can change the part of speech of that word. As they complete oral and written exercises in this unit, students will have opportunities to apply their new knowledge of the changed meaning of the words.

Unit Overview

Here is an overview of the Unit 4 schedule. Please see the *Tell It Again! Read-Aloud Anthology for The Ancient Roman Civilization* for the corresponding Listening & Learning schedule.

Week One					
Min.	Day 1	Day 2	Day 3	Day 4	Day 5
25	Chapter 1 “Rome, Then and Now”	Chapter 2 “The Legend of Romulus and Remus”	Chapter 3 “The Roman Gods, Part I”	Chapter 4 “The Roman Gods, Part II”	Spelling Assessment: R-Controlled Vowels Spelled ‘ar’, ‘or’, ‘ir’, ‘ur’, and ‘er’
25	Spelling: Introduce R-Controlled Vowels Spelled ‘ar’, ‘or’, ‘ir’, ‘ur’, and ‘er’	Grammar: Introduce Verb Tenses	Morphology: Introduce Suffixes <i>-er</i> and <i>-or</i>	Grammar: Introduce Verb <i>to be</i>	Chapter 5 “Cupid and Psyche, Part I”
15	Due to the extended time needed to introduce the unit, there is no small group/independent work today.	Extension	Grammar: Practice Verb Tenses	Morphology: Practice Suffixes <i>-er</i> and <i>-or</i>	Grammar: Practice Subject-Verb Agreement
15			Spelling: Practice R-Controlled Vowels Spelled ‘ar’, ‘or’, ‘ir’, ‘ur’ and ‘er’	Spelling: Practice R-Controlled Vowels Spelled ‘ar’, ‘or’, ‘ir’, ‘ur’, and ‘er’	Spelling: Practice Dictionary Skills

Week Two					
Min.	Day 6	Day 7	Day 8	Day 9	Day 10
25	Chapter 6 “Cupid and Psyche, Part II”	Chapter 7 “The Sword of Damocles”	Chapter 8 “The Roman Republic”	Chapter 8 “The Roman Republic”	Spelling Assessment: /ee/ Spelled ‘ee’ and ‘e’
25	Spelling: Introduce /ee/ Spelled ‘ee’ and ‘e’	Grammar: Introduce Verb <i>to have</i>	Morphology: Introduce Suffixes <i>-ist</i> and <i>-ian</i>	Grammar: Review (25)	Chapter 9 “Hannibal Crosses the Alps”
15	Extension	Extension	Grammar: Practice Verb Tenses	Morphology: Practice Suffixes <i>-ist</i> and <i>-ian</i>	Grammar: Practice Verbs <i>to be</i> and <i>to have</i>
15			Spelling: Practice /ee/ Spelled ‘ee’ and ‘e’	Spelling: Practice /ee/ Spelled ‘ee’ and ‘e’	Spelling: Practice Dictionary Skills

Week Three					
Min.	Day 11	Day 12	Day 13	Day 14	Day 15
25	Chapter 10 “Julius Caesar: Great Fighter, Great Writer”	Chapter 11 “Julius Caesar: Crossing the Rubicon”	Chapter 11 “Julius Caesar: Crossing the Rubicon”	Chapter 12 “After Caesar: Augustus and the Roman Empire”	Spelling Assessment: /ee/ Spelled ‘ea’, ‘ie’, ‘i’, and ‘ae’
25	Spelling: Introduce /ee/ Spelled ‘ea’, ‘ie’, and ‘i’	Grammar: Introduce Irregular Verbs	Morphology: Introduce Suffixes –y and –al	Grammar: Introduce Irregular Verbs	Chapter 13 “Androcles and the Lion”
15	Extension	Extension	Grammar: Review	Morphology: Practice Suffixes –y and –al	Grammar: Review Irregular Verbs
15			Spelling: Practice /ee/ Spelled ‘ea’, ‘ie’, and ‘i’	Spelling: Practice /ee/ Spelled ‘ea’, ‘ie’, and ‘i’	Spelling: Practice Dictionary Skills

Week Four					
Min.	Day 16	Day 17	Day 18	Day 19	Day 20
25	Chapter 14 “Androcles and the Lion: Reader’s Theater”	Chapter 15 “The Rise of Christianity”	Unit Assessment	Remediation & Enrichment: Chapters 16–18	Spelling Assessment: /ee/ Spelled ‘ey’, ‘y’, and ‘e_e’
25	Spelling: Introduce /ee/ Spelled ‘ey’, ‘y’, and ‘e_e’	Grammar: Introduce Quotation Marks		Grammar: Practice Quotation Marks	Remediation & Enrichment: Chapters 16–18
50			Pausing Point 2, Day 1 Independent Writing: Final Copy/Publish	Pausing Point 2, Day 2 Independent Writing: Final Copy/Publish	Domain Assessment
20	Independent Writing: Draft/Revise	Independent Writing: Edit/Final Copy	Pausing Point 2, Day 1 Independent Writing: Final Copy/Publish	Pausing Point 2, Day 2 Independent Writing: Final Copy/Publish	Remediate/Reassess as needed; Independent Writing
30	Independent Writing: Draft/Revise	Independent Writing: Edit/Final Copy	Independent Writing: Final Copy/Publish	Independent Writing: Final Copy/Publish	Remediate/Reassess as needed; Independent Writing

Spelling

Students will be reviewing sound-spelling patterns throughout the year. In the first three weeks of this unit, there will be follow-up classroom spelling activities. Students should be urged to study the words at home each night.

During this unit’s spelling exercises, students will review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. In Lessons 1–5, students will review r-controlled vowels spelled ‘ar’, ‘or’, ‘er’, ‘ir’, and ‘ur’. The spelling ‘or’ will be pronounced /or/ and /er/. In Lessons 6–10, students will review the sound of /ee/ spelled ‘ee’ and ‘e’. In Lessons 11–15, students will review the sound of /ee/ spelled ‘ea’, ‘ie’, and ‘i’. In Lessons 16–20, students will review the sound of /ee/ spelled ‘y’, ‘ey’, and ‘e_e’.

On the first day of each week, teachers should introduce the spelling list by reproducing the table in Lessons 1, 6, 11, and 16 on the board or chart paper. Students should be told that this table will remain posted all week for reference, but will be taken down prior to the assessment.

Challenge Words will also be introduced with each spelling list and should be added to the table as they will be on the spelling assessment. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. If needed, a guide to pronunciation will be outlined when the Challenge Words are introduced.

A new element, the Content Word, is introduced. Each week, students will have the option of trying to spell a content-related word on the weekly spelling assessment.

Students will continue to apply the skill of alphabetizing words in finding and using guide words in the dictionary to locate words.

On the weekly spelling assessments, students will write the assigned words as well as the Challenge Words. The Content Word is optional for students and will not count as incorrect if not attempted or spelled incorrectly. 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. Then, they have students turn the pen back in to them and use a pencil for corrections. In this way, teachers can more clearly see exactly what errors students are making. Correcting their own errors heightens students' awareness of specific spelling errors and will solidify their understanding of correct spelling. A classroom chart is provided for you at the end of each week so that you may analyze mistakes that students are making. The results of this chart, paired with other classroom observations, may help you identify students who would benefit from targeted, remedial instruction in certain letter-sound correspondences, using the *Assessment and Remediation Guide*.

Grammar

Grammar continues with a review and expansion of skills introduced in second grade. Students will review verb tenses and the verbs *to be* and *to have* as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. Students will review the use of quotation marks in dialogue. They will have two large blocks of grammar instruction each week. In Weeks 1, 2, and 3, students will have two follow-up lessons to practice and reinforce the material taught in the 25-minute lessons. As an alternative to grammar worksheets with more challenging activities, we recommend 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.

Students will enjoy playing a game called Match Me if You Can to practice grammar concepts already taught. In Lesson 3, students will match the verb tenses of the verbs in sentences on a game card with a space marked 'past', 'present', or 'future' on the game board. In Lesson 10, students will match the correct or incorrect usages of the verbs *to be* or *to have* on a game card with a space marked 'correct' or 'incorrect' on the game board. In Lesson 10, an additional strategy is added to the game, as students choose which way to move their markers to land on more preferable spaces.

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 common suffixes *-er*, *-or*, *-ist*, *-ian*, *-y*, and *-al*. They will review how suffixes change the meaning of root words and how they may change the part of speech of that word. Morphology is taught in one 25-minute block and one review block for the first three weeks. Students will define and use words with these suffixes in different contexts.

Extension

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

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

In Lessons 7 and 12, extension activities have been provided that include responding to a writing prompt focusing on an excerpt of a chapter already read and debating two sides of an issue. In Lessons 2, 6, and 11, options have been provided for you to choose from during that time.

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

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

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

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

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

Reader: *Stories of Ancient Rome*

The nonfiction reader for Unit 4, entitled *Stories of Ancient Rome*, consists of selections describing the historical events and culture of the ancient Roman civilization. Students will read the legend of Romulus and Remus about the founding of Rome, as well as several myths about Roman gods and goddesses. They will study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Additional chapters include information about Constantine, Justinian, the city of Pompeii, and Horatius.

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 seven academic vocabulary words: *persuade*, *argue*, *propose*, *model*, *judge*, *debate*, and *results*. 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.

- We define *persuade* to mean to get someone to believe something based on your reasons.
- To *argue* means to give your opinion with supporting details.
- To *propose* is to suggest an idea or action.
- To *model* is to copy.
- To *judge* means to form an opinion about something.
- To *debate* is to discuss a topic from different points of view.
- *Results* are things produced or caused by something else.
- We encourage you to define these words for students and use all seven 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 ancient Roman civilization listed in the *Tell It Again! Read-Aloud Anthology* for this domain-based unit. The selections that students will read in *Stories of Ancient Rome* 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 individual image cards and the classroom timeline that you will create following each read-aloud, will also be good resources as students read the various chapters of this Reader.

Fluency Packet

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

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

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

Vocabulary Cards

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

Skills Workbook

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

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

Student Performance Task Assessments

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

A unit assessment of the morphology and grammar skills taught is included in Lesson 18, along with an assessment of silent reading comprehension using “Carthage Must Be Destroyed!,” a nonfiction selection, and “The Parrot,” a fiction selection.

You may also want to begin to take periodic measurements of students’ fluency levels. You may use either “Cicero Goes to the Senate,” the selection included for fluency assessment, or any of the additional chapters in the reader for this purpose. Recording and scoring sheets for “Cicero Goes to the Senate” have been included in the Skills Workbook. Assessing fluency requires that you listen to students read orally one-on-one and can be time consuming. You may want to begin by assessing

those students whom you believe may be at highest risk, in order to gain baseline information.

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

Pausing Point

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

In addition, directions are also included for introducing and discussing each of the additional chapters in the reader.

Teacher Resources

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

Assessment and Remediation Guide

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

Lesson 1

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Rome, Then and Now,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Rome, Then and Now” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer oral questions that require making interpretations about why civilizations sprang up along banks of a river (RI.3.1)
- ✓ Determine the main idea of “Rome, Then and Now”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Describe the relationship between a series of events in ancient Rome that pertain to time (RI.3.3)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Rome and its beginnings in “Rome, Then and Now” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Rome, Then and Now” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Rome, Then and Now” to check and support understanding (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band independently and proficiently (RI.3.10)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Rome, Then and Now” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Rome, Then and Now,” explicitly drawing on preparation and other information known about Rome and its beginnings to explore content under discussion (SL.3.1a)
- ✓ Make predictions prior to reading *Stories of Ancient Rome* based on title and images (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Rome and its beginnings (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with the r-controlled spelling patterns ‘ar’, ‘or’, and ‘er’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “Rome, Then and Now”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 1.1	45
Spelling	Introduce Spelling Words	board; Individual Code Chart; Worksheet 1.2	35
Take-Home Material	Family Letter; “Rome Then and Now”; <i>Stories of Ancient Rome</i> Glossary	Worksheets 1.2, 1.3, and PP26	*

Advance Preparation

You may wish to draw the spelling table on the board or chart paper before beginning to teach this lesson.

<i>'ar' > /ar/</i>	<i>'or' > /or/</i>	<i>'or' > /er/</i>	<i>'er' > /er/</i>	<i>'ur' > /er/</i>	<i>'ir' > /er/</i>

You may also choose to list the Spelling Patterns to go over with students during the lesson.

- When a /w/ comes before the /er/ sound, it will likely be spelled as ‘or’, as in *worship*. Other examples include *worth*, *worst*, and *worry*.
- When the /er/ sound is heard at the end of a word, the most frequent spelling is ‘er’, though occasionally it can be spelled as ‘ar’ or ‘or’. The words *doctor* and *motor* are examples of ‘or’ at the end of the word. The spellings ‘ir’ and ‘ur’ are rarely used at the end of words

Note to Teacher

In this unit, students will focus on seven academic vocabulary words, three of which are *persuade*, *argue*, and *propose*. 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.

- We define to *persuade* to mean to get someone to believe something based on your reasons.
- To *argue* means to give your opinion with supporting details.
- To *propose* is to suggest an idea or action.

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.

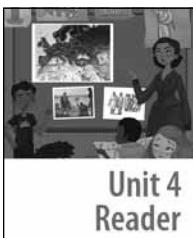
Reading Time

45 minutes

Whole Group: “Rome, Then and Now”

Introducing the Reader

- Make sure that each student has a copy of the Reader, *Stories of Ancient Rome*.
- Read the title of the reader to students and ask if they know where the city of Rome is located. (Italy)
- Ask students if they know anything else about Rome. (Responses may include it is a city that was founded long ago.)
- Ask students to predict what this Reader might be about.
- 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.
- Again, ask students if they have any predictions about what the reader might be about.



Chapter 1



Worksheet 1.2

Remember to use academic vocabulary when appropriate: *persuade, argue, and propose*

- Tell students that as they read the chapters of this Reader, they will be introduced to a teacher named Mrs. Teachwell and her students who are also learning about ancient Rome.
- Write *Mrs. Teachwell* and the names of her students on the board, asking students to read the names; point out the humor in their names and ask if they have any guesses why the students may have these particular names. (*Charlie Chatter, Rachel Readmuch, Tim Timetable, Dave King*)

Introducing the Chapter

- Tell students that the title of today’s chapter is “Rome, Then and Now.”
- Ask students to share thoughts about how a city might change over time.
- Ask students if they have seen photographs of their grandparents. Ask students if buildings, clothing, furniture, or other things looked different in those photographs than they do today.
- 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 “Rome Then and Now” 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.
- Although students should be decoding independently, the words are divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units.

Vocabulary for “Rome, Then and Now”

1. **civ|il|iza|tion**—a group of people living together, often in cities, with the same laws, leaders and form of government, language and writing system (**civilizations**) (8)
2. **E|trus|can**—a person who was part of a civilization to the north of Rome who the Romans defeated (**Etruscans**) (8)
3. **con|quer***—[‘qu’ > /k/ (*mosquito*)] to take control of something by force (**conquered**) (8)
4. **Med|i|ter|ra|ne|an**—the sea around which the Romans created their empire; an important body of water for trade, war, and transportation (10)
5. **Je|sus**—a religious teacher born in the Palestine region of the Roman Empire, also called Jesus Christ; Christianity is based on his teachings. (12)
6. **BC/BCE**—before Christ (Jesus); before the Christian Era or before the Common Era (12)

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 6 and 7

- Read the title of the chapter together as a class, “Rome, Then and Now.”
- Call students’ attention to the map on **page 7** and point out the black dot labeled “Rome.”
- Now, ask students to read **page 6** to themselves to find the answer to the question: “Why are Mrs. Teachwell’s students confused when she talks to them about the location of Rome on the map?”

- When students have finished reading, restate the question and ask students to answer. (Mrs. Teachwell said that the small dot on the map represented the location of a place called Rome, but then she also outlined a much larger area and indicated that all of this land was also known as Rome.) You may need to reread the first two sentences on **page 6** aloud, as you gesture in a manner similar to Mrs. Teachwell, pointing to the map.
- Ask, “What is the name of the river along which the town of Rome first started?” (Tiber)
- Direct students’ attention to the caption on **page 7**.

Pages 8 and 9

- Display the image for this chapter and the Vocabulary Card for *civilization*.
- Have students look up the word *civilization* in the glossary and read the definition together as a class. Note for students that the plural form of *civilization* (*civilizations*) is used in this chapter.
- Display the Vocabulary Cards for *Etruscan* and *conquer* and read the definitions together as a class. Note for students that *Etruscans* and *conquered* are used in this chapter.
- Tell students to read **pages 8–9** to themselves to find the answer to the question: “Why does Charlie think the Roman civilization is like Egypt?”
- When students have finished reading, restate the question and ask students to answer. (The Egyptian civilization grew next to the Nile River. Rome grew along the Tiber River.)
- Ask students, “Why do you think civilizations sprang up along the banks of a river?” (Answers may vary but could include accessibility to water for drinking and growing food, transportation, trading, etc.)
- Now ask, “What groups of people did the Romans fight and conquer to the north and south of Rome?” (Etruscans to the north and Greeks to the south) Ask students, “How do you know your answer is correct?” (Students should be able to read the sentences that reference the answer.) Explain that this is how the Roman civilization grew larger and larger, i.e., the Romans conquered other people and other countries.
- Direct students’ attention to the image and caption on **page 9**.

Pages 10 and 11

- Display the Vocabulary Card for *Mediterranean* and have students find and read the definition from the glossary.
- Look at the map on **page 11** and have students locate the Mediterranean Sea, Rome, the Tiber River, the Nile River, and Egypt. (Egypt is not labeled, but students should point to the vicinity of the Nile River.)
- Ask students to read **page 10** to themselves to find the answer to the question: “What other countries or areas did Rome take over?”
- When students have finished reading, restate the question and ask students to answer. (Spain, France, the Balkans, Turkey, the Middle East, Egypt, the coast of North Africa)
- Now, ask students to point to the country of Italy on the map and describe its shape. (It looks like a boot.) Also, ask students to name the body of water that the boot of Italy sticks out into. (Mediterranean Sea)

Pages 12 and 13

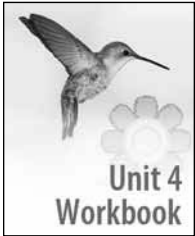
- Have students locate the following bold words on **page 12**: *Jesus* and *BC/BCE*. Display the Vocabulary Cards and explain the words to students.
- Ask students to read **page 12** to themselves to find the answer to the question: “When did the Roman civilization start?”
- When students have finished reading, restate the question and ask students to answer. (about 2,500 years ago, which was about 500 years *before* the birth of Jesus) Ask students to read the sentences that reference the answer.
- Call students’ attention to the caption and image on **page 13**. Be sure students understand that parts of ancient buildings, like the ones in the image, still stand today amidst modern buildings in the city of Rome. Ask students to imagine what it would be like to have ancient buildings like the ones in the image in the town or city where they live today.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Rome, Then and Now”

1. *Inferential* How do ancient Rome and present-day Rome differ in size? (Answers may vary but should include that ancient Rome was much larger than the present-day city of Rome.)
 2. *Literal* Tim Timetable will enjoy the chapters that include what? (D. dates) Why? (Tim Timetable is interested in dates, which is evidenced by his last name.)
 - A. rivers
 - B. references to Romans
 - C. facts about Italy
 - D. dates
 3. *Inferential* What is the main idea of the chapter? (Students may not exactly state the main idea like this but it should closely resemble the following: Ancient Rome grew as Romans won wars and conquered lands. It was set in present-day Italy, which is located in the Mediterranean Sea.)
- Have students complete Worksheet 1.1 independently or as a teacher-guided activity.
 - Remind students to answer the questions on Worksheet 1.1 with their reader shut and then verify their answers by finding the sentences that contain the answers. Students should then write the page numbers on their worksheet.



Worksheet 1.2

Introduce Spelling Words

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

- | | |
|--------------|--------------------------------------|
| 1. tarnish | 12. messenger |
| 2. portion | 13. giraffe |
| 3. circulate | 14. sir |
| 4. turkey | 15. sword |
| 5. worship | 16. barbecue |
| 6. marbles | 17. slurp |
| 7. motor | 18. mirth |
| 8. servant | 19. Challenge Word: above |
| 9. doctor | 20. Challenge Word: beginning |
| 10. surgery | Content Word: Mediterranean |
| 11. immortal | |

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

- Go back through the list of words, having students read the words and tell you what letters to circle for the r-controlled vowel sounds.

- | | |
|----------------------|--------------------------------------|
| 1. t arnish | 12. messenger |
| 2. p o rtion | 13. giraffe |
| 3. c irculate | 14. s ir |
| 4. t urkey | 15. sword |
| 5. w orship | 16. barbecue |
| 6. m arbles | 17. slurp |
| 7. m otor | 18. mirth |
| 8. s ervant | 19. Challenge Word: above |
| 9. d octor | 20. Challenge Word: beginning |
| 10. s urgery | Content Word: Mediterranean |
| 11. i mmortal | |

- Point to the two Challenge Words on the board. Explain to students that the Challenge Words, *above* and *beginning*, are also part of their spelling list and are words used very often. They do not follow this week’s spelling patterns and need to be memorized. Use the Challenge Words in sentences as examples for students: “The eagles fly high *above* us.” “*Beginning* today, we will eat healthier lunches.”
- Tell students that this week, you are introducing a new element: the Content Word. Explain that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the test 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, *Mediterranean*, does follow one of the spelling patterns for this week as the ‘er’ is pronounced /er/. *Mediterranean* is a content-related word. The Mediterranean Sea is the body of water around which the Romans created their empire.
- Now, draw the following table on the board:

‘ar’ > /ar/	‘or’ > /or/	‘er’ > /er/	‘ur’ > /er/	‘ir’ > /er/

- Ask students to refer to the r-controlled vowel spellings on **page 4** of the **Individual Code Chart**.
- Ask students to find the /ar/ row and follow it across. Ask them how many spellings there are for /ar/. (one) Have students name the letters always used to represent the /ar/ sound. (‘ar’ as in *car*) Ask students to tell you which of the spelling words to list under the ‘ar’ > /ar/ header. As students name the words, write them on the board under the correct header, ‘ar’ > /ar/. (*tarnish, marbles, barbecue*) Briefly explain the meaning of each word.

- Ask students to find the /or/ row and follow it across. Ask them how many spellings there are for /or/. (six) Say, “Of the six spellings, which one is used most frequently?” (‘or’) Tell students that ‘or’ > /or/ is the only spelling for the sound /or/ they are studying this week. Ask students if that is going to make it easier or harder to spell. (easier)
- Ask students to identify the spelling words with the ‘or’ > /or/ spelling. Tell students that only three words follow this pattern. Ask students to name the words as you write them on the board under the correct header, ‘or’ > /or/. (*portion, immortal, sword*) Briefly explain the meaning of each word.
- Ask students to identify the spelling words with the ‘or’ > /er/ spelling. Tell students that only three words follow this pattern. Say the words with them, emphasizing the /er/ sound. As they name the words, write them on the board under the correct header, ‘or’ > /er/. (*worship, motor, doctor*) Briefly explain the meaning of each word.
- Ask students to find the /er/ row and follow across. Have students put their finger on the ‘er’ spelling. Ask them to look at the power bar and tell you what it means. (The ‘er’ > /er/ is the most used spelling for /er/.) Point out that there are four words that follow this pattern. As they name the words, write them on the board under the correct header, ‘er’ > /er/. (*servant, surgery, messenger, Mediterranean*) Briefly explain the meaning of each word.
- Point out that with so many different spellings for /er/, this is often a difficult sound to spell correctly.
- Ask students to tell you which words to list under each of the remaining headers. Be sure students recognize that *surgery* should be listed under two headers because it has two different r-controlled vowel spellings. (‘ur’ > /er/ and ‘er’ > /er/) Briefly explain the meaning of each word.

‘ar’ > /ar/	‘or’ > /or/	‘or’ > /er/	‘er’ > /er/	‘ur’ > /er/	‘ir’ > /er/
tarnish	portion	worship	servant	turkey	circulate
marbles	immortal	motor	surgery	surgery	giraffe
barbecue	sword	doctor	messenger	slurp	sir
			Mediterranean		mirth

Challenge Word: above

Challenge Word: beginning

- Practice the words as follows during the remaining time. Call on a student to read any word. Then, have the student orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: “Did 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 of the words are used or time has run out.
- Tell students that this table will remain on display until the assessment so 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

Family Letter; “Rome Then and Now”; *Stories of Ancient Rome* Glossary

- Have students take home Worksheet 1.2 to share with a family member, Worksheet 1.3 to read to a family member, and Worksheet PP26 to use as a reference during this unit.

Lesson 2

✓ 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 Legend of Romulus and Remus” by explicitly referring to the text (RL.3.1)
- ✓ Ask and answer oral questions that require making judgments about why Romulus and Remus are considered to be the legendary founders of Rome (RL.3.1)
- ✓ Recount stories read independently, including legends; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “The Legend of Romulus and Remus” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ 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 (RL.3.10)
- ✓ Determine the main idea of “The Legend of Romulus and Remus”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Romulus and Remus in “The Legend of Romulus and Remus” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Legend of Romulus and Remus” (RI.3.7)
- ✓ Independently read “The Legend of Romulus and Remus” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “The Legend of Romulus and Remus,” explicitly drawing on preparation and other information known about Romulus and Remus to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “The Legend of Romulus and Remus,” identify what they know and have learned related to Romulus and Remus (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Romulus and Remus (SL.3.1d)
- ✓ Form and use regular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g., *I walked; I walk; I will walk* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “The Legend of Romulus and Remus”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 2.1	25
Grammar	Introduce Verb Tenses	board or chart paper; Worksheets 2.2, 3.7	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	“The Legend of Romulus and Remus”; Past, Present, and Future Tenses	Worksheets 2.3, 2.4	*

Advance Preparation

Have the chart you prepared in a previous lesson, showing present tense verbs, ready for the Grammar lesson. Add the words *Present Tense Verbs* to the header.

Present Tense Verbs	
Singular	Plural
I cry, fly, dry	We cry, fly, dry
You (one person) cry, fly, dry	You (more than one person) cry, fly, dry
He, She, It cries, flies, dries	They cry, fly, dry

If your present tense verbs chart is on chart paper, prepare the following word cards either on index cards or sticky notes. For words *plan, watch, kiss, mesh, and mix*, make 5 cards each. For words *plans, watches, kisses, meshes, and mixes*, make 1 card each.

Create and display the following poster entitled “Verb Tenses” for use during the Grammar lesson:

Verb Tenses
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.

Write the following words on the board or chart paper for use during the Grammar lesson:

- | | |
|---------|---------|
| 1. plan | 6. like |
| 2. sob | 7. fry |
| 3. jog | 8. cry |
| 4. hope | 9. dry |
| 5. bake | |

Reading Time

25 minutes

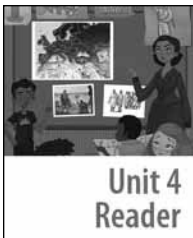
Whole Group: “The Legend of Romulus and Remus”

Introducing the Chapter

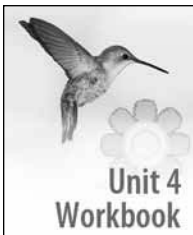
- Review key information that students learned from reading the previous chapter, i.e., that the modern city of Rome is located in the country of Italy and that Italy is mostly surrounded by the Mediterranean Sea. Also, review that Rome is an ancient city that started out as just a few houses on the hills surrounding the Tiber River about 2,500 years ago.
- Tell students that the title of today’s chapter is “The Legend of Romulus and Remus.”
- Tell students that the word *legend* means an old story passed down from long ago that is usually not true or may only be partially true. Tell students that this legend is about Romulus and Remus and describes how Rome started as a city.
- 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 “The Legend of Romulus and Remus” 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.



Chapter 2



Worksheet 2.1

Remember to use academic vocabulary when appropriate: *persuade*, *argue*, and *propose*.

- Although students should be decoding independently, the words are divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units.

Vocabulary for “The Legend of Romulus and Remus”

1. **em|pire***—a group of nations or territories ruled by the same leader, an emperor or empress; like a kingdom (14)
2. **his|tor|i|an**—a person who writes about history (**historians**) (14)
3. **Rom|u|lus**—one of the brothers who started Rome according to legend; He killed his brother Remus in a fight over where to build the city and then built Rome and named it after himself. (14)
4. **Re|mus**—one of the brothers who started Rome according to legend; He was killed by his brother Romulus in a fight over where to build the city. (14)
5. **threat**—someone or something that is or may be dangerous (14)
6. **she-wolf**—a female wolf (18)
7. **taunt**—to tease or make someone upset by making fun of or being mean to the person (22)
8. **leg|end|ar|y**—well-known or stemming from an old story passed down from long ago that is usually not true (24)

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 14 and 15

- Remind students that they are reading about Mrs. Teachwell and her class. Remind them that in the last chapter, Mrs. Teachwell and her class decided that they would take turns giving reports about ancient Rome.

- Ask students “Who is giving the report in this chapter?” (Mrs. Teachwell)
- Display the image for this chapter and the Vocabulary Cards for *empire*, *historian*, *Romulus*, *Remus*, and *threat*. Because the definitions for *Romulus* and *Remus* will give the story away, you may wish to postpone reading the definitions for *Romulus* and *Remus* until after students have read the chapter. Have students read the definitions for *empire*, *historian*, and *threat* together as a class. Note for students that *historians* is used in this chapter.
- Point students’ attention to the image on **page 15** and read the caption aloud to the class. Ask students to point to various figures in the illustration and say who they think each person may be.
- Say to students, “I wonder who the king of Latium is and why he would want to drown Romulus and Remus. Let’s read **page 14** to find out.”
- Tell students to read **page 14** to themselves to find the answer to the question: “Who were Romulus, Remus, and the king of Latium?”
- When students have finished reading, restate the question and ask students to answer. (Romulus and Remus were twin brothers and the king of Latium was their uncle.)
- Ask, “Who were their mother and father?” (Their mother was a woman named Rhea Silvia. Their father was the god Mars.)
- Now, ask students, “Why did the king of Latium (Rhea Silvia’s brother) want to kill Romulus and Remus?” (He felt threatened and thought they might grow up and take his crown.) Have a student read the sentence(s) that reference(s) the answer.
- Ask, “What did the king of Latium tell his servant to do?” (drown Romulus and Remus in the Tiber River)

Pages 16 and 17

- Since the text on **page 16** is very short, tell students to read it to themselves without any further introduction and ask them to also look at the image and caption on **page 17**.
- When students have finished reading, remind them that the king told the servant to drown the twins. Ask, “Was the king of Latium successful in *persuading* his servant to drown the twins?” (No, the servant put the twins in a basket in the Tiber River.)

- Ask students to predict what might happen after the basket washes up on the banks of the Tiber River. (Answers may vary.)

Pages 18 and 19

- Display the Vocabulary Card for *she-wolf* and read the definition together as a class.
- Have students read **pages 18–19** to themselves to find the answer to the question: “What happened to Romulus and Remus?”
- When students have finished reading, restate the question and ask students to answer. (A she-wolf found and took care of the twin brothers until they were adopted by a shepherd and his wife, who raised them.)
- Direct students’ attention to the image and caption on **page 19**.

Pages 20 and 21

- Tell students to read **pages 20–21** to themselves to find the answer to the question: “What happened when Romulus and Remus grew up?”
- When students have finished reading, restate the question and call on one student to answer. (They decided they wanted to build a city near the Tiber River, but they disagreed about where exactly to build the city.)
- Direct students’ attention to the image and caption on **page 21**.

Pages 22 and 23

- Display the Vocabulary Card for *taunt*. Have students read the definition together as a class.
- Have students read **pages 22–23** to themselves to find the answer to the question: “How did the twins resolve their disagreement about where to build the city?”
- When students have finished reading, restate the question and call on one student to answer. (Each brother decided to build his own city on a different hill by himself.)
- Ask students to also explain what Remus did to taunt Romulus. (He teased him about how low his wall was and easily stepped over it to prove that the wall would not protect the city.)
- Direct students’ attention to the image and caption on **page 23**.

Pages 24 and 25

- Display the Vocabulary Card for *legendary* and have students read the definition together as a class.

- Have students read **pages 24–25** to themselves to find the answer to the question: “What happened next?”
- When students have finished reading, restate the question and ask students to answer. (Romulus and Remus fought. Romulus killed Remus.)
- Ask, “Did Romulus continue to build his city?” (yes, the city was named Rome, after Romulus.)
- Finally, ask, “Why are Romulus and Remus considered to be the legendary founders of Rome?” (Answers may vary but could include that this is a legend about how these twins first began the building of Rome.)
- Direct students’ attention to the image and caption on **page 25**.

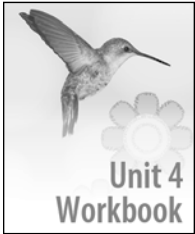
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “The Legend of Romulus and Remus”

1. *Inferential* What parts of the story of Romulus and Remus make it a legend? (Answers may vary but could include being raised by a she-wolf.)
2. *Literal* Choose the statement that is true (C. Romulus killed Remus.):
 - A. Remus killed Romulus.
 - B. Romulus and Remus are sisters.
 - C. Romulus killed Remus.
 - D. Romulus and Remus were raised by goats.
3. *Inferential* What is the main idea of the chapter? (Students may not exactly state the main idea like this but it should closely resemble the following: Romulus and Remus were twins who were raised in an odd way and fought over whose city was better resulting in Romulus killing Remus. Romulus went on to name Rome after himself.)

- Have students complete Worksheet 2.1 independently or as a teacher-guided activity.



Worksheets 2.2, 3.7

For additional practice, see Pausing Point Worksheet PP7. For more challenge, see Pausing Point Worksheet PP8.

Introduce Verb Tenses

- Ask students if they remember the difference between present tense, past tense, and future tense verbs. Allow students time to share lessons learned in second grade.
- Direct students’ attention to the present tense verbs chart you placed on the board in advance and review the meanings of present, past, and future tense.

Present Tense Verbs	
Singular	Plural
I cry, fly, dry	We cry, fly, dry
You (one person) cry, fly, dry	You (more than one person) cry, fly, dry
He, She, It cries, flies, dries	They cry, fly, dry

- Ask, “Can you tell me the tenses of the verbs in the following sentences?”
- Read the following sentences aloud to the class:
- Ask students to identify the verb in each sentence and write the verbs on the board as students identify them. (*walk, walked, will walk*)
- Ask, “How are these three verbs different?” (ending *-ed*, word *will*)
- Point out the ending of the past tense verb. (*-ed*)
- Point out the word *will* that precedes the future tense verb. (*will walk*)
- Tell students you will read out a list of sentences. Students are to hold up one finger if the verb in the sentence is present tense, two fingers if the verb is past tense, and three fingers if the verb is future tense.

1. The boys swim in the lake. (present tense, one finger)
2. Tim and his pet goat jogged along the path. (past tense, two fingers)
3. She will sneeze when she smells the flowers. (future tense, three fingers)

- Remind students that in previous lessons, they learned that verb endings changed in present tense verbs when they followed the subject pronouns *he*, *she*, and *it*.
- Direct students' attention to the present tense verbs chart you prepared in advance.

Present Tense Verbs	
Singular	Plural
I plan, watch, kiss, mesh, mix, fry	We plan, watch, kiss, mesh, mix, fry
You (one person) plan, watch, kiss, mesh, mix, fry	You (more than one person) plan, watch, kiss, mesh, mix, fry
He, She, It plans, watches, kisses, meshes, mixes, fries	They plan, watch, kiss, mesh, mix, fry

- Erase or remove the sticky notes showing the verbs *cry*, *fly*, and *dry*.
- Ask students to assist you in filling in the chart with these verbs, one at a time: *plan*, *watch*, *kiss*, *mesh*, *mix*, and *fry*.
- Ask, "What is added to present tense verbs that follow *he*, *she*, or *it* and end with the letters 'ch', 's', 'sh', and 'x'?" (They end with the letters *-es*.)
- Say, "Describe how the ending of a present tense verb changes when it ends with a consonant and the letter 'y' and follows *he*, *she*, or *it*." (The 'y' is changed to an 'i' and *-es* is added.)
- Next, ask students to verbally change the endings on the chart to reflect past tense. (Examples: *I planned*, *I watched*, *I kissed*, *I meshed*, *I mixed*, *I fried*)
- Ask, "What is added to the ending of a past tense verb?" (the letters *-ed*)
- Tell students that most verbs end with *-ed* to show past tense and this is true for verbs that follow all of the subject pronouns. There is no change after the pronouns *he*, *she*, and *it* when the verb is past tense.
- Direct students' attention to the first group of words you placed on the board earlier and have them assist you in adding the ending *-ed* to create past tense verbs. Ask them to think back to lessons in second grade.

1. plan	planned
2. sob	sobbed
3. jog	jogged

- Students may not remember to double the final consonant, incorrectly spelling the words ‘planed’, ‘sobed’, and ‘joged’. Remind students that when verbs end with a single vowel and a consonant, the consonant should be doubled before adding *-ed*.
- Next, point to the second group of words you placed on the board and ask students to add *-ed* to the words to make them past tense. Ask them to think back to lessons in second grade.

4. hope	hoped
5. bake	baked
6. like	liked

- Students may not remember to drop the final ‘e’ before adding *-ed*, incorrectly spelling the words ‘hopeed’, ‘bakeed’, and ‘likeed’. Remind students that when verbs end with ‘e’, you need to drop the ‘e’ before adding *-ed*.
- Last, point to the third group of words you placed on the board and ask students to add *-ed* to the words to make them past tense. Ask them to think back to lessons in second grade.

7. fry	fried
8. cry	cried
9. dry	dried

- Students may not remember to change the ‘y’ to ‘i’ before adding *-ed*, incorrectly spelling the words ‘fryed’, ‘cryed’, and ‘dryed’. Remind students that when verbs end with a consonant and the letter ‘y’, the ‘y’ is changed to an ‘i’ before adding *-ed*.
- Turn to Worksheet 2.2 and complete it as a teacher-guided activity.
- If there is time, have students tear out Worksheet 3.7 and cut apart the game cards for use in Lesson 3. Students should carefully tuck the cards back in their workbooks to use in a later lesson.

Extend Student Knowledge

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

Take-Home Material

"The Legend of Romulus and Remus"; Past, Present, and Future Tenses

- Have students take home Worksheet 2.3 to read to a family member and Worksheet 2.4 to complete.

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 to demonstrate understanding of “The Roman Gods, Part I,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Roman Gods, Part I” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the Roman gods in “The Roman Gods, Part I” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Roman Gods, Part I” (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band independently and proficiently (RI.3.10)
- ✓ Decode words with common Latin suffixes – *er* and –*or* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “The Roman Gods, Part I” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “The Roman Gods, Part I,” explicitly drawing on preparation and other information known about the Roman gods to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “The Roman Gods, Part I,” identify what they know and have learned related to the Roman gods (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the Roman gods (SL.3.1d)
- ✓ Form and use the simple verb tenses, e.g., *I walked; I walk; I will walk* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with the r-controlled spelling patterns ‘ar’, ‘or’, and ‘er’ (L.3.2f)
- ✓ Determine the meaning of words formed when –*er* or –*or* 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 *sailors, counselors*) (L.3.5)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “The Roman Gods, Part I”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 3.1	25
Morphology	Introduce Suffixes –er and –or	board or chart paper; Worksheets 3.2–3.5	25
Grammar	Match Me if You Can	Worksheets 3.6, 3.7; game pieces; dice	15
Spelling	Blank Busters	Worksheet 3.8	15
Take-Home Material	“The Roman Gods, Part I”	Worksheet 3.9	*

Advance Preparation

Prepare a KWL chart large enough to use with Parts I and II of “The Roman Gods.”

You will need dice (one die per pair of students) and game markers for each student for use during the Grammar lesson. Beans, small erasers, or cut squares of construction paper in different colors will work. If students did not cut apart their game cards during Lesson 2, have them cut them apart before the Grammar lesson.

Make sure the suffix poster is on display for the Morphology lesson.

A **suffix** is a syllable placed after a root word. Suffixes change the meaning of the root word.

Reading Time

25 minutes

Whole Group: “The Roman Gods, Part I”

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Roman Gods, Part I.” Ask students to share what they may already know about gods and goddesses. (perhaps from their study of other ancient civilizations, such as Egypt, Mesopotamia, or Ancient Greece in earlier grades)
- Turn student attention to the KWL chart that you have created. Ask students to volunteer anything they may already ‘**K**’now about the Roman gods. If students have difficulty coming up with anything to say, point out that the title says “The Roman Gods” and ask whether they think the Romans believed in just one or more than one god.



Chapter 3



Worksheet 3.1

Remember to use academic vocabulary when appropriate: *persuade*, *argue*, and *propose*.

- Record any student response(s) on the chart. Do not worry if this is the only item that you record in the ‘**K**’now column.
- Now, ask students to turn to a partner and discuss “What do you ‘**W**’onder about the Roman gods?” Record student responses on the chart.
- Tell students that you will come back to this chart as they read the chapter.
- 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 “The Roman Gods, Part I” 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.
- Although students should be decoding independently, the words are divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units.

Vocabulary for “The Roman Gods, Part I”

1. **im|mor|tal**—able to live forever (**immortals**) (26)
2. **Mount O|lym|pus**—the home of the Roman gods and goddesses (28)
3. **mar|riage**—[‘ia’ > /i/ (*carriage*)] the committed partnership between two people to make a home and raise a family (30)
4. **tri|dent**—Neptune’s magical, three-pronged spear that was shaped like a fork (32)
5. **rough**—not calm (32)
6. **mes|sen|ger**—someone who delivers messages back and forth (36)
7. **beau|ti|ful**—[‘eau’ > /ue/ (*beauty*)] very pretty, lovely (38)
8. **mis|sion**—[‘sion’ > /sh/ /ə/ /un/ (*session*)] a very important job (38)

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter so that the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 26–27

- Read the title of the chapter together as a class, “The Roman Gods, Part I.” Ask students who from Mrs. Teachwell’s class is giving the report in today’s chapter. (Mrs. Teachwell)
- Tell students that as they read today, they should look for the answer to the question: “What did I ‘L’earn (point to the ‘L’ column of the chart) today about the Roman gods that I did not ‘K’now (point to the ‘K’ column of the chart) before?”
- Display the image for this chapter and the Vocabulary Card for *immortal* and discuss the definition of the word. Note for students that *immortal* (an adjective) and *immortals* (a noun) are used in this chapter.
- Tell students to read **pages 26–27** to themselves to find the answer to the question: “How were the Roman gods different from humans?”
- When students have finished reading, restate the question and call on one student to answer. (The gods were immortal and lived forever. Humans die.) Record this information in the ‘L’earn column of the chart.
- Call students’ attention to the chart on **page 27**. Read the name of each Greek god or goddess one-by-one, along with the corresponding Roman name. For each name, ask students what they remember about that particular god or goddess.

Pages 28–29

- Display the Vocabulary Card for *Mount Olympus* and read the definition together as a class.
- Ask students to read **pages 28–29** to themselves to fill in the blank in the sentence: “The god who was in charge of all the other Roman gods was named _____.”
- When students have finished reading, reread the sentence and call on one student to answer. (Jupiter)
- Direct students’ attention to the image and caption on **page 29**.
- Ask, “What did Jupiter do when he got angry at someone?” (threw a thunderbolt at the person who angered him) Record this information in the ‘L’earn column of the chart.
- Ask students if any of this information answered the questions posed in the ‘W’onder column of the chart.

Pages 30–31

- Display the Vocabulary Card for *marriage* and read the definition together as a class.
- Have students read **pages 30–31** to themselves to find the answer to the question: “Who was Jupiter’s wife?” Remind students that as they read, they need to continue to think of what they are learning that they might record on the chart.
- When students have finished reading, restate the question and call on one student to answer. (Juno) Record this information in the ‘L’earn column of the chart.
- Also, ask students, “Who was Jupiter’s brother and what did he rule?” (Neptune; the seas and oceans)
- Direct students’ attention to the image and caption on **page 31**.

Pages 32–33

- Display the Vocabulary Cards for *trident* and *rough* and read the definitions together as a class.
- Ask students to read **pages 32–33** to themselves to fill in the blank in the sentence: “Neptune used his trident to _____.”
- Direct students’ attention to the image and caption on **page 33**.

- When students finish reading, reread the sentence and have a student fill in the blank. (calm the seas or make them rough) Record this information in the ‘**L**earn column of the chart.
- Again, refer to the ‘**W**onder column of the chart to see if any questions posed there have been addressed or answered.

Pages 34–35

- Since the text on **page 34** is very short, tell students to read it to themselves without any further introduction and ask them to also look at the caption and image on **page 35**.
- When students have finished reading, ask, “Why would Roman soldiers pray to Mars?” (Mars was the god of war and Roman soldiers fought in many wars.)
- Record this information in the ‘**L**earn column of the chart.

Pages 36–37

- Display the Vocabulary Card for *messenger* and read the definition together as a class.
- Ask students to read **pages 36–37** to themselves to fill in the blank in the sentence: “Paintings of Mercury often show him with wings on his feet and shoes because _____.”
- When students have finished reading, reread the sentence and ask a student to fill in the blank. (He was the messenger of the gods and was very fast.)
- Record this information in the ‘**L**earn column of the chart.
- Direct students’ attention to the image and caption on **page 37**.
- Again, refer to the ‘**W**onder column of the chart to see if any questions posed there have been addressed or answered.

Pages 38–39

- Display the Vocabulary Cards for *beautiful* and *mission* and read the definitions together as a class.
- Ask students to read **pages 38–39** to themselves to find the answer to the question: “What would Venus do if she wanted someone to fall in love?”

- When students have finished reading, restate the question and have students answer. (She would send her son Cupid to shoot one of his magic arrows at the person. That person would then fall in love with the first person he or she saw next.)
- Record this information in the ‘L’earn column of the chart.
- Direct students’ attention to the image and caption on **page 39**.

Pages 40–41

- Ask students to read **pages 40–41** to themselves to fill in the blank in the sentence: “Mercury, Venus, Mars, Jupiter, and Neptune are all _____ named after Roman gods.”
- When students have finished reading, reread the sentence and have a student fill in the blank. (planets in our solar system)
- Record this information in the ‘L’earn column of the chart.
- Direct students’ attention to the image and caption on **page 41**.
- Again, refer to the ‘W’onder column of the chart to see if any questions posed there have been addressed or answered.

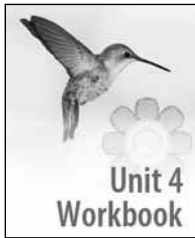
Wrap-Up

- Use the following question to promote a discussion:

Discussion Question on “The Roman Gods, Part I”

1. *Literal* Choose the statement that is false. (C. Mars was the god of peace.)
 - A. Neptune was the god of the seas.
 - B. Jupiter lived on Mount Olympus.
 - C. Mars was the god of peace.
 - D. Mercury moved very quickly.

- Ask students what additional information should now be recorded in the ‘L’earn column of the chart and add it.
- Discuss with students any remaining unanswered questions from the ‘W’onder column of the chart that they might want to continue thinking about tomorrow. If so, make a star beside those questions.
- Have students complete Worksheet 3.1 independently.



Worksheets 3.2–3.5

For additional practice, see
Pausing Point Worksheet PP20.

Introduce Suffixes *-er* and *-or*

- Review the suffix poster with students and remind them that they added the suffixes *-ed* and *-ing* to root words in spelling in Unit 2.
A **suffix** is a syllable placed after a root word. Suffixes change the meaning of the root word.
- Tell students that the two suffixes they will study this week are *-er* and *-or*.
- Write the suffixes on the board and point out that the suffix *-or* is often pronounced /er/ at the end of words rather than the expected /or/, just like the spelling words *worship*, *motor*, and *doctor*.
- Explain that both *-er* and *-or* mean “a person who.”
- Also, tell students that this week’s root words are verbs. Ask students what verbs are. (action words) When *-er* and *-or* are added to verbs, the new words are nouns. Ask students what nouns are. (people, places, or things)
- Write the word *paint* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to cover something with a colored, liquid substance to make a picture or decorate; For next week’s art project, we will *paint* a picture of different flowers.)
- Add the suffix *-er* to *paint* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (a person who covers something with a colored, liquid substance to make a picture or decorate)
- Ask students to provide sentences using the word *painter*. (Answers may vary.)
- Write the word *sail* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to travel on water in a boat; The captain knows how to *sail* in all kinds of weather.)
- Add the suffix *-or* to *sail* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (a person who travels on water in a boat)

- Ask students to provide sentences using the word *sailor*. (Answers may vary.)
- Continue in this manner for the remaining *-er* and *-or* 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.

- Tell students there is no trick for remembering which suffix to add to root words, *-er* or *-or*. Students will just have to learn which suffix goes with which root word.

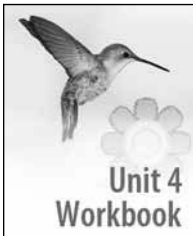
Root Word	Meaning	Affixed Word	Meaning	Sentence
farm	(verb) to grow crops and raise animals	farmer	(noun) a person who grows crops and raises animals	The <u>farmer</u> plowed his fields to get them ready for planting.
hunt	(verb) to chase and kill wild animals for food or sport	hunter	(noun) a person who chases and kills wild animals for food or sport	A <u>hunter</u> may wear camouflage to hide him from the animals he chases.
sing	(verb) to make musical sounds with your voice	singer	(noun) a person who makes musical sounds with his or her voice	When the concert began, we heard a <u>singer</u> start a song before the lights turned on to show her to the audience.
teach	(verb) to show someone how to do something	teacher	(noun) a person who shows someone how to do something	Our <u>teacher</u> set up all the materials for a science experiment while we were at recess.
play	(verb) to participate in a game or sport	player	(noun) a person who participates in a game or sport	One <u>player</u> came out of the football game because he was hurt on the last play.
act	(verb) to behave in a particular way or perform on stage	actor	(noun) a person who behaves in a particular way or performs on stage	The <u>actor</u> who played the role of the referee also played the role of the police officer later in the play.
counsel	(verb) to give advice to people about their problems	counselor	(noun) a person who gives advice to people about their problems	Sometimes the <u>counselor</u> at our school comes to our class and teaches lessons about being a good friend and good person.
govern	(verb) to officially control and lead	governor	(noun) a person who officially controls and leads	The <u>governor</u> of New York lives in Albany, the capital city.
inspect	(verb) to examine carefully	inspector	(noun) a person who examines carefully	After the storm, an <u>inspector</u> came to see what kind of damage there was to the courthouse.
visit	(verb) to go see people or places for a certain amount of time	visitor	(noun) a person who goes to see people or places for a certain amount of time	Mom said we would have a <u>visitor</u> come to the house on Saturday who is new to the neighborhood and wants to meet people.

- Have students complete Worksheets 3.2–3.5 as a teacher-guided activity or independently.

Grammar

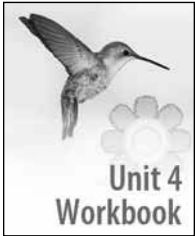
15 minutes

Match Me if You Can



Worksheets 3.6, 3.7

- Tell students today they will play a new game called Match Me if You Can.
- In this game, they will practice identifying verb tenses.
- Have students pair up and have one student tear out Worksheet 3.6 (game board). Have the partners shuffle their cards from Worksheet 3.7 that they cut apart in Lesson 2.
- Have students place the game cards face down on the desk near the game board.
- Have students follow these rules to play:
 1. Begin at 'Start' and move around the board.
 2. Roll a die, move your marker, and take a card.
 3. Read the sentence aloud and state whether the verb is in present, past, or future tense.
 4. If the tense of the verb on your card matches the space your marker is on, keep the card.
 5. If the tense does not match the space your marker is on, turn the card face down and place it on the bottom of the pile.
 6. Continue in this fashion until all cards are gone.
 7. The player with the most cards wins.
- Move around the room, offering assistance if necessary.
- If time remains, have students reshuffle the cards and play the game again.



Worksheet 3.8

Blank Busters

- Tell students they will practice writing the spelling words for this week.
- Tell students to turn to Worksheet 3.8.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to a spelling word to have the sentence make sense: *-s*, *-es*, *-ies*, *-es*, and *-ing*.
- Ask students to read the state in **number 1** silently and fill in the blank. When students have completed **number 1**, call on one student to read **number 1** aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move on to **number 2** and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

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

Take-Home Material

"The Roman Gods, Part 1"

- Have students take home Worksheet 3.9 to read to a family member.

Lesson 4

Grammar

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Roman Gods, Part II,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Roman Gods, Part II” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the Roman gods in “The Roman Gods, Part II” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Roman Gods, Part II” (RI.3.7)
- ✓ By the end of the year, read and comprehend non-fiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band independently and proficiently (RI.3.10)
- ✓ Decode words with common Latin suffixes *-er* and *-or* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “The Roman Gods, Part II” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “The Roman Gods, Part II,” explicitly drawing on preparation and other information known about the Roman gods to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “The Roman Gods, Part II,” identify what they know and have learned related to the Roman gods (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the Roman gods (SL.3.1d)
- ✓ Form and use irregular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g. *I walked; I walk; I will walk* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with the r-controlled spelling patterns ‘ar’, ‘or’, and ‘er’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-er* or *-or* 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 *hunters, teachers*) (L.3.5)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “The Roman Gods, Part II”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 4.1	25
Grammar	Introduce the Present and Past Tense of the Verb <i>to be</i>	board or chart paper; Worksheet 4.2	25
Morphology	Practice Suffixes <i>-er</i> and <i>-or</i>	Worksheet 4.3	15
Spelling	Word Sort	Worksheet 4.4	15
Take-Home Material	“The Roman Gods, Part II”; Practice the Verb <i>to be</i>	Worksheets 4.5, 4.6	*

Advance Preparation

Place the following chart on the board or chart paper for the Grammar lesson:

Present Tense of the Verb <i>to be</i>	
Singular	Plural
I _____ glad.	We _____ glad.
You (one person) _____ glad.	You (more than one person) _____ glad.
He, She, It _____ glad.	They _____ glad.

If your chart is on chart paper, create the following index cards or sticky notes. For words *are* and *were*, make 4 cards each. For word *was*, make 2 cards. For words *is* and *am*, make 1 card.

Make copies of the following page for use during the Grammar lesson:

1. My little brother _____ happy yesterday.

2. Mary and John _____ sick over this past weekend.

3. _____ you at school last week?

4. You didn't eat breakfast so you _____ hungry long before lunch.

5. I _____ hopeful that it would rain today.

6. My mother and I _____ lonely when my dad went on a trip.

7. All of you _____ sad when the story ended.

8. Last Friday I _____ thrilled to pass my spelling assessment.

9. You _____ so silly when you acted out that play!

10. Last summer the bugs _____ so noisy at night.

Prepare the following word clues for the Morphology lesson. You may find it easiest to simply place the page on a copier to make one copy. Then, just cut the clues apart with scissors. Students will read these clues to play charades.

1. I make pictures by using a brush to put a liquid substance in a variety of colors on paper, walls, or canvas. Who am I? (painter)
2. I am a person who looks at things very closely to examine them. Who am I? (inspector)
3. I am a person who grows things like corn, wheat, or beans. Who am I? (farmer)
4. I am a person who pretends to be a different character and I get up in front of people or in front of a camera to act like that character. Who am I? (actor)
5. I am a person who takes my sailboat out onto the water and has to wait for the wind to blow to move it. Who am I? (sailor)
6. I am a person who makes musical sounds with my voice for other people to hear and enjoy. Who am I? (singer)
7. I am a person who officially controls and leads the government of a state, helps different offices run smoothly, and helps with laws. Who am I? (governor)
8. I am a person who shows students how to do something and helps them to do their best in school. Who am I? (teacher)
9. I am a person who comes to see your school for a certain period of time (and I might wear a badge that says I am just visiting). Who am I? (visitor)
10. I am a person who participates in a game for a team and works with others to help the team do its best. Who am I? (player)

Put the following example on the board for the Spelling lesson:

Example: 'er' > /er/

herd

earth

aerospace

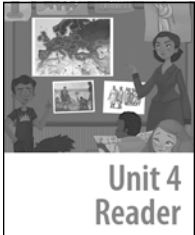
shepherd

Reading Time

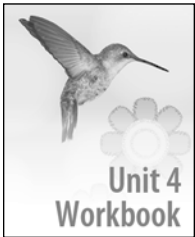
25 minutes

Whole Group: "The Roman Gods, Part II"

Introducing the Chapter



Chapter 4



Worksheet 4.1

- Tell students that the title of today's chapter is "The Roman Gods, Part II."
- Turn students' attention to the KWL chart that you created for "The Roman Gods, Part I." Ask students to use the chart to review what they learned about gods and goddesses in "The Roman Gods, Part I."
- Ask students if there is anything additional they would like to add to the chart showing what they '**K**'now about the Roman gods. Record any student responses on the chart.
- Now, ask students if they have any additional things that they would like to add to the '**W**'onder column. Record any student responses on the chart.
- 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 "The Roman Gods, Part II" 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.

- Although students should be decoding independently, the words are divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units.

Vocabulary for “The Roman Gods, Part II”

1. **black|smith**—a person who molds hot iron into metal objects (42)
2. **shrine**—a place where people pray to or worship gods and goddesses (44)
3. **priest|ess**—a woman who performs special duties to honor and communicate with the gods (44)
4. **wis|dom**—knowledge and good judgment gained over time (46)
5. **sa|tyr**—[‘yr’ > /er/ (*martyr*)] a creature who was half man, half goat and was often found with Bacchus (**satyrs**) (50)

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 42–43

- Direct students’ attention to the KWL chart that you created as a class in a previous lesson. Reread with students what they added to the chart in that lesson.
- Read the title of the chapter together as a class, “The Roman Gods, Part II.” Ask students who from Mrs. Teachwell’s class is giving the report in today’s chapter. (Mrs. Teachwell)
- Tell students that as they read today, they should pay attention to any new information that they learn about Roman gods and goddesses, looking especially for the answers to any of their questions in the ‘**W**’onder column.

- Additionally, tell students that as they read today, they should look for the answer to the question: “What did I ‘L’earn (point to the ‘L’ column of the chart) today about the Roman gods that I did not ‘K’now (point to the ‘K’ column of the chart) before?”
- Display the image for this chapter and the Vocabulary Card for *blacksmith* and read the definition together as a class.
- Direct students’ attention to the image and caption on **page 43**. Say to students, “I wonder what the god Vulcan is making. Let’s read to find out.”
- Have students read **pages 42–43**. When students have finished reading, restate the question and have students answer. (Vulcan was the god of fire and a blacksmith. He made swords, helmets, and shields.)
- Ask students, “Why would Vulcan make these things?” (The gods often fought and they needed weapons.) Record this information on the ‘L’earn column of the chart.
- Ask students if any of this information answered questions posed in the ‘W’onder column of the chart.

Pages 44–45

- Display the Vocabulary Cards for *shrine* and *priestess* and read the definitions together as a class.
- Ask students to read **pages 44–45** to themselves to find the answer to the question: “What did Apollo rule?”
- When students have finished reading, restate the question and ask students to answer. (the sun, music, and poetry)
- Also ask, “What did the Greeks and Romans do when they wanted to ask Apollo’s advice?” (sent messengers to his shrine in Delphi, Greece)
- Ask, “What kind of questions could the Greeks and Romans have asked Apollo?” (Answers may vary but should make mention of the fact that, as god of the sun, Apollo influenced the weather. For example, the Romans may have wanted to know if there was going to be enough sun for their crops to grow.)
- Also, ask students, “What was unusual about the answers that the priestess of Apollo gave messengers who asked questions?” (The answers were in the form of riddles that needed to be figured out.) Remind students that as they read, they need to continue to think of what they are learning that they might record on the chart.

- Record this information in the ‘L’earn column of the chart.
- Ask students if any of this information answered the questions posed in the ‘W’onder column of the chart.
- Direct students’ attention to the image and caption on **page 45**.

Pages 46–47

- Display the Vocabulary Card for *wisdom* and read the definition together as a class.
- Have students read **pages 46–47** to themselves to find the answer to the question: “Why would Minerva’s animal be an owl?”
- When students have finished reading, restate the question and have students answer. (Answers may vary but could include that an owl is known for being wise and Minerva was the goddess of wisdom.)
- Record this information in the ‘L’earn column of the chart.
- Ask students if any of this information answered the questions posed in the ‘W’onder column of the chart.
- Direct students’ attention to the image and caption on **page 47**.

Pages 48–49

- Since the text on **page 48** is very short, tell students to read it to themselves without any further introduction and ask them to also look at the image and caption on **page 49**.
- When students have finished reading, ask, “Why would Diana be shown with a bow and arrow?” (Diana was the goddess of the hunt and bows and arrows are used in hunting.)
- Record this information in the ‘L’earn column of the chart.
- Ask students if any of this information answered the questions posed in the ‘W’onder column of the chart.

Pages 50–51

- Display the Vocabulary Card for *satyr* and read the definition together as a class. Note for students that *satyrs* is used in this chapter.
- Have students read **pages 50–51** to themselves to fill in the blanks in the sentence: “Bacchus transformed himself into a _____ and the pirates into _____ when they tried to kidnap him.”

- When students have finished reading, reread the sentence and have students fill in the blanks. (lion, dolphins)
- Record this information in the ‘L’earn column of the chart.
- Ask students if any of this information answered the questions posed in the ‘W’onder column of the chart.
- Direct students’ attention to the image and caption on **page 51**.

Wrap-Up

- Ask students what information should now be recorded in the ‘L’earn column of the chart and add it there.
- If there is time, use the following questions to promote a discussion:

Discussion Questions on “The Roman Gods, Part II”

1. *Literal* What was unusual about Minerva’s birth? (She sprang fully grown from Jupiter’s head.)
2. *Literal* Choose all answers that are correct. (A, D)
 - A. Blacksmiths make things from metal.
 - B. The priestess of Apollo told stories that rhymed.
 - C. Minerva’s animal was a hawk.
 - D. Diana was the goddess of the moon.

- Have students complete Worksheet 4.1 independently or as a teacher-guided activity.

Grammar

25 minutes

Introduce the Present and Past Tense of the Verb *to be*

- Review with students how verbs change following subject pronouns.
- Explain that today, students are going to review a verb that is not an action verb, but is still a verb. Read the following sentences and have students listen for the verbs. After each sentence, call on a student to say the verb they hear.



Worksheet 4.2

For additional practice, see Pausing Point Worksheet PP9. For more challenge, see Pausing Point Worksheet PP10.

1. I am happy. (*am*)
2. You are sick. (*are*)
3. We are in the gym. (*are*)
4. They are home today. (*are*)
5. He is my friend. (*is*)

- Tell students these verbs are forms of the verb *to be*.
- Ask, “Do you remember what the verbs *am*, *are*, and *is* are called and why they are called that?” (linking verbs, because they link the subjects to the words that describe them)
- Direct students’ attention to the chart you placed on the board in advance and have them fill in the chart with the words *are*, *is*, and *am*.

Present Tense of the Verb <i>to be</i>	
Singular	Plural
I am glad.	We are glad.
You (one person) are glad.	You (more than one person) are glad.
He, She, It is glad.	They are glad.

- Point out that the form of this verb changes when it follows the subject *I* as well as the subjects *he*, *she*, and *it*.
- Have students turn to Worksheet 4.2 and complete the front as a teacher-guided activity and the back independently.
- Change the word *Present* to the word *Past* in the title of the chart. Erase or remove sticky notes showing present tense verbs.
- Say, “If I **am** glad today, yesterday I _____ glad.”
- Have students fill in the missing past tense verbs on the chart.

Past Tense of the Verb <i>to be</i>	
Singular	Plural
I was glad.	We were glad.
You (one person) were glad.	You (more than one person) were glad.
He, She, It was glad.	They were glad.

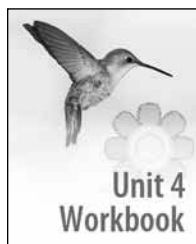
- Point out that once again, the verbs change according to the subject pronoun used.

- Pair up students.
- Pass out the page you copied for the Grammar lesson in advance and have pairs of students take turns coming to the front of the class to read their sentences in this manner:
 1. Call on a pair of students to come to the front to read their sentence.
 2. Have one of the students read the sentence and the other call on another pair of students to fill in the blank by supplying the correct form of the verb.
 3. The pair called on should confer, fill in the blank, and state whether the verb is in the past tense, present tense, or the future tense.
 4. If correct, that pair of students should then come to the front of the room to read their sentence and call on another pair to fill in the blank and supply the correct verb tense.
- The activity continues until each student pair has had a turn.

Morphology

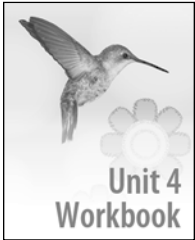
15 minutes

Practice Suffixes *-er* and *-or*



Worksheet 4.3

- Tell students that today, they will read clues about words with the suffixes *-er* and *-or*, which they will then act out for their classmates to guess.
- Group students in teams of two or three, depending on the needs of the class.
- Pass out the word clues that you prepared in advance.
- Have students work together briefly (no more than two or three minutes) to plan how they will act out the clues to the charade.
- Ask a student group to come to the front of the room and act out the given clue. The first group to guess correctly gets the next turn to act out the group's charade.
- If time permits, have students complete Worksheet 4.3. If there is no time during this lesson to complete the worksheet, you may choose to assign it at a different time during the day or for homework.



Worksheet 4.4

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

Word Sort

- Tell students they will sort words using the r-controlled vowel patterns they are practicing this week.
- Direct students' attention to the example on the board.

Example: 'er' > /er/

herd earth aerospace shepherd

- Ask students to identify the r-controlled vowel pattern. ('er' > /er/)
- Tell students to read the words below the header with you. (*herd, earth, aerospace, shepherd*)
- Ask students which letters in the word *herd* have the sound /er/. ('er') Circle the letters 'er' in the word *herd*.
- Read *earth* and ask students which letters in the word *earth* have the sound /er/. Students should say 'ear'. Circle the letters 'ear' in *earth*.
- Read *aerospace* and ask students which letters in the word *aerospace* have the sound /er/. Students should say that the 'aer' is not pronounced /er/. Do not circle anything in the word *aerospace*. Tell students that the 'aer' in *aerospace* is such a rare spelling of the sound /air/ that it is not listed on the Individual Code Chart.
- Read *shepherd* and ask students which letters in the word *shepherd* have the sound /er/. ('er') Circle the letters 'er' in *shepherd*.
- Ask students which of the words in the example follow the 'er' > /er/ pattern. As students say the words *herd* and *shepherd*, write them on the board below the example.
- Explain that *earth* does have the sound /er/ but does not follow the r-controlled spelling pattern because there is an 'a' between the 'e' and the 'r'. Have students read the words written below the example on the board. (*herd, shepherd*)
- Have students turn to Worksheet 4.4.

- Have students read **number 1**, which has the r-controlled header 'ar' > /ar/. Ask them to read each word aloud, circling the letters with the /ar/ sound. Next, ask students which words have the sound /ar/ spelled 'ar'. (*remarks, apart, scarlet*) Note for students that the 'ar' in *dollar* says /er/ and the 'ear' in *pear* says /air/.
- Tell students to write the words with circled letters that follow the 'ar' > /ar/ pattern on the lines. Have students read the words.
- Tell students to complete **number 2**, 'or' > /or/, independently. When students have finished, call on one student to say which letters were circled in the list of words. ('or' in *scorch*, 'oar' in *board*, 'or' in *forget*, 'ore' in *store*, and 'or' in *correct*) Review as needed, having students change incorrect answers. Then, ask students to read which words they wrote on the lines. (*scorch, forget, correct*)
- Repeat this process with **numbers 3–6**.

Take-Home Material

"The Roman Gods, Part II"; Practice the Verb to be

- Have students take home Worksheet 4.5 to read to a family member and Worksheet 4.6 to complete.

Lesson 5

✓ Objectives

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

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Cupid and Psyche, Part I” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including legends; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “Cupid and Psyche, Part I” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ 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 (RL.3.10)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Cupid and Psyche in “Cupid and Psyche, Part I” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Cupid and Psyche, Part I” (RI.3.7)
- ✓ Independently read “Cupid and Psyche, Part I” with purpose and understanding (RF.3.4a)
- ✓ Make predictions on what Venus will do to punish Psyche and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Prior to independently reading “Cupid and Psyche, Part I,” identify what they know and have learned related to Cupid and Psyche (SL.3.1a)
- ✓ Form and use regular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g., *I walked; I walk; I will walk* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Alphabetize to the third letter

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1; optional pens	25
Reading Time	Whole Group: “Cupid and Psyche, Part I”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheets 5.2, 5.3	25
Grammar	Subject-Verb Agreement	prepared sentence strips or index cards	15
Spelling	Practice Dictionary Skills	dictionary; Worksheet 5.4	15

Advance Preparation

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

Create a series of index cards for the Grammar lesson, with the following words written in different colors:

In red: I, You, He, She, It, We, They

In blue: study, pass, listen, discuss, pack, row, fish, watch, lose, catch, open, splash, row, fry, cry, fly, try, clean, fix, plan, prepare, pass, punch, push, mix, empty, worry

Draw the table below on the board for use during the Dictionary Skills lesson:

b	a	b	b	l	e		
b	i	r	c	h			

Write the following guide words and word list on the board or chart paper for use during the Spelling lesson:

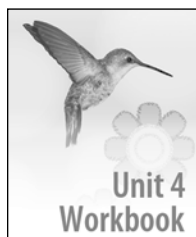
Guide Words: babble birch

Possible entry words: calendar better berth bottom

Spelling

25 minutes

10 Spelling Assessment



Worksheet 5.1

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

- Have students turn to Worksheet 5.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *other*, they would write that word under the header 'er' > /er/.
- Tell students that if a word fits under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.

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

- | | |
|--------------|--------------------------------------|
| 1. sir | 12. messenger |
| 2. marbles | 13. portion |
| 3. servant | 14. mirth |
| 4. tarnish | 15. turkey |
| 5. worship | 16. sword |
| 6. slurp | 17. doctor |
| 7. immortal | 18. giraffe |
| 8. surgery | 19. Challenge Word: above |
| 9. circulate | 20. Challenge Word: beginning |
| 10. barbecue | Content Word: Mediterranean |
| 11. motor | |

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

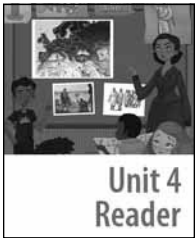
1. Roman sailors prayed to Neptune that he would calm the waters.
2. Jupiter carried a thunderbolt that he threw when angry.

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

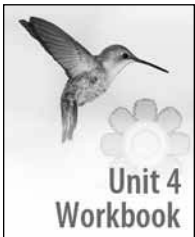
Note to Teacher

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

Whole Group: “Cupid and Psyche, Part I”



Chapter 5



Worksheets 5.2, 5.3

Introducing the Chapter

- Tell students that the title of today’s chapter is “Cupid and Psyche, Part I.” Ask students what they remember about Cupid from the Listening & Learning Read-Aloud called “Roman Gods and Goddesses.”
- Ask students to turn to Worksheet 5.2 and complete the entire ‘Before’ column of the Anticipation Guide prior to previewing vocabulary and reading the chapter.

Note: This Anticipation Guide is long because it covers two chapters, “Cupid and Psyche, Part I” and “Cupid and Psyche, Part II.” Students will read Part II during the next lesson and complete the remainder of the guide after reading Part II.

- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Note to Teacher

Students should be comfortable at this point with looking up words in the glossary so you will see fewer references to this activity. As always, if you feel that your class needs more practice, feel free to include it in the lessons.

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 “Cupid and Psyche, Part I” 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.
- Although students should be decoding independently, the words are divided into syllables for your convenience, with any unusual letter-sound correspondences also noted. If needed, assist students in decoding these words using the established procedures described in detail in the earlier Grade 3 units.

Vocabulary for “Cupid and Psyche, Part I”

1. **jeal|ou|sy**—wanting what someone else has, wanting complete attention (**jealous**) (52)
2. **do his moth|er’s bid|ding**—follow orders from his mother (54)
3. **prick**—to make a small hole with something sharp (**pricked**) (54)
4. **cur|i|ous**—wanting to know more (56)
5. **de|part**—to leave (58)

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening & Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images accompanying the text, as they often reinforce understanding of the text. Make sure students also read each caption.

Pages 52–53

- Read the title of the chapter together as a class: “Cupid and Psyche, Part I.” Tell students that in the next two chapters, they will read a myth about one of the gods, Cupid. Remind students that myths are fictional stories told by different civilizations about the gods and goddesses they believed in.
- Ask students, “Who is Cupid?” (son of Venus who shoots people with his magic arrows to cause that person to fall in love with the first person he or she sees next)
- Ask students to take note of who is giving the report in today’s chapter. (Rachel Readmuch)
- Display the image for this chapter and the Vocabulary Card for *jealousy* and read the definition together as a class. Note for students that both *jealous* and *jealousy* are used in this chapter.
- Ask students to read **pages 52–53** to themselves to find the answer to the question: “Why was Venus jealous of Psyche?”

- When students have finished reading, restate the question and ask students to answer. (Venus was jealous of Psyche’s beauty because Venus wanted to be the most beautiful.)
- Direct students’ attention to the image and caption on **page 53**.

Pages 54–55

- Display the Vocabulary Cards for *do his mother’s bidding* and *prick* and read the definitions as a class. Note for students that *pricked* is used in this chapter.
- Ask students to predict what they think Venus might do to punish Psyche because she is so beautiful. Tell them to read **pages 54–55** to themselves to find out if their predictions are accurate.
- When students have finished reading, ask if their predictions were correct. Ask students, “What did Venus do to punish Psyche?” (She asked Cupid to make Psyche fall in love with the ugliest man on Earth.)
- Then ask, “Did Cupid actually do his mother’s bidding?” (He tried, but his finger slipped and he pricked himself, which means that he fell in love with Psyche.)
- Also, ask students, “Since Cupid fell in love with Psyche, what was his plan to see her?” (He told her family the gods had chosen a husband, a terrible monster, for Psyche and that she should climb a mountain to meet her husband.)
- Ask students, “Why did Psyche climb the mountain?” (Answers may vary but should include that she was brave and knew she could not disobey the gods.)
- Direct students’ attention to the image and caption on **page 55**.

Pages 56–57

- Display the Vocabulary Card for *curious* and read the definition together as a class.
- Direct students’ attention to the image on **page 57**. Read the caption together as a class or have a student read it to the class.
- Say to students, “I wonder why Cupid visited Psyche at night and not during the day. Let’s read **page 56** to find out more.”

- When students have finished reading, restate the question and ask students to answer. (Psyche had been told that her husband was a monster. Cupid did not want her to see him. He had to keep the secret that he accidentally pricked himself and fell in love with Psyche.)
- Ask students how Psyche felt after hearing her husband’s explanation of why he came only at night. (She was still curious.) Ask students what they think Psyche will do. (Answers may vary.)

Pages 58–59

- Display the Vocabulary Card for *depart* and read the definition together as a class.
- Tell students to read **pages 58–59** to themselves to find the answer to the question: “What happened as a result of Psyche’s curiosity?”
- When students have finished reading, restate the question and ask for answers. (Psyche used an oil lamp to try to peek at Cupid in the dark and accidentally spilled oil on him.) Call students’ attention to the image and caption on **page 59**.
- Ask, “What did Cupid say and do when he saw Psyche with the lamp?” (Cupid told Psyche that since she didn’t trust him, he had to leave. He flew away and the palace disappeared.)
- Tell students that they will read the rest of the story in the next lesson. Ask them to predict what they think might happen next.

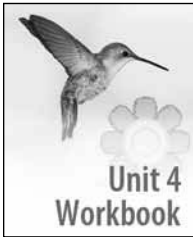
Wrap-Up

- Have students complete the ‘After’ column of the Anticipation Guide on Worksheet 5.2 as a teacher-guided activity. Read the statements aloud and ask students if they learned about that statement from this chapter. If so, students should fill in the appropriate ‘After’ box. If not, tell students they will be able to answer the remaining questions after the next lesson. Refer to directions on Worksheet 5.2 for what students should write.
- Have students complete Worksheet 5.3 independently.

Subject-Verb Agreement

- Divide your class into two teams and have them stand in two lines to play Around the World.
- Tell students you will hold up two cards: one that shows a subject pronoun (the words in red you prepared earlier) and a second that shows a verb (the words in blue that you prepared earlier). The first student to correctly call out the form of the verb that matches the subject pronoun will get an opportunity to spell it and use it in a sentence. If correct, that team gets a point and both students at the front of their lines go to the end of their lines. Play continues until time is up.

Spelling**Practice Dictionary Skills**



Worksheet 5.4

- Tell students they will practice using guide words to determine which words would go on a page in the dictionary.
- Tell students the two words at the top of a dictionary page are called guide words. Open the dictionary, hold it up, and show students where the guide words are located.
- Explain to students that these words guide you or help you know what words are located on a page in the dictionary because they are the first and last words listed on the page.
- Tell students that guide words will save them time when looking up words in the dictionary. They will be able to use the guide words instead of looking at all of the words on each page to find the word for which they are searching.
- Direct students' attention to the set of words you placed on the board in advance.
- Point to the guide words on the board. (*babble*, *birch*)
- Underline these two words on the board. Tell students that only words that come between *babble* and *birch* alphabetically will be on this dictionary page.

- Direct students' attention to the first word below the guide words, *calendar*.
- Tell students to look at the table you placed on the board in advance. Write the word *calendar* between *babble* and *birch*, one letter per box. Ask students if the 'c' in *calendar* comes between the 'b' in *babble* and the 'b' in *birch*. (no) Tell students that *calendar* would not be on this page in the dictionary and they would need to find guide words that begin with the letter 'c' in order to find the word *calendar* in the dictionary. Erase *calendar* in the table and replace it with the next word on the list, *better*.
- Tell students to look at the first column of letters. Ask students if the letters are in alphabetical order. (They are all the same letter.)
- Direct students' attention to the second column of letters. Ask students if the letters are in alphabetical order. (Yes, 'a' comes first, 'e' comes next, and 'i' comes last.) Tell students that because the first column of letters is the same and the second column of letters is in alphabetical order, the words *babble*, *better*, and *birch* are in alphabetical order. Tell students that because these three words are in alphabetical order, and because *babble* and *birch* are guide words, *better* would be on this page in a dictionary. Circle the word *better* on the board.
- Continue with the two remaining words. When finished, you should have circled the words *better* and *berth*.
- Have students turn to Worksheet 5.4 to complete as a teacher-guided activity.

Spelling Analysis Chart

1	Name
2	
3	1. sir
4	2. marbles
5	3. servant
6	4. tarnish
7	5. worship
8	6. slurp
9	7. immortal
10	8. surgery
11	9. circulate
12	10. barbecue
13	11. motor
14	12. messenger
15	13. portion
16	14. mirth
17	15. turkey
18	16. sword
19	17. doctor
20	18. giraffe
	19. Challenge Word: above
	20. Challenge Word: beginning
	Content Word: Mediterranean

Spelling Analysis Directions

Unit 4, Lesson 5

- Students are likely to make the following errors:
 - For 'or', students may write 'er', 'ir', or 'ur'
 - For 'ir', students may write 'er', 'or', or 'ur'
 - For 'ur', students may write 'er', 'ir', or 'or'
 - For 'er', students may write 'ir', 'or', or 'ur'
- 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.

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

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 “Cupid and Psyche, Part II” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including legends; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “Cupid and Psyche, Part II” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ 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 (RL.3.10)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Cupid and Psyche in “Cupid and Psyche, Part II” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Cupid and Psyche, Part II” (RI.3.7)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Cupid and Psyche, Part II” with purpose and understanding (RF.3.4a)
- ✓ Prior to independently reading “Cupid and Psyche, Part II,” identify what they know and have learned related to Cupid and Psyche (SL.3.1a)
- ✓ Make predictions about what will happen to Cupid and Psyche 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 /ee/ spelled ‘e’ and ‘ee’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Cupid and Psyche, Part II”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheets 5.2, 6.1	25
Spelling	Introduce Spelling Words	board; Individual Code Chart; Worksheet 6.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	Family Letter; “Cupid and Psyche, Part I”; “Cupid and Psyche, Part II”	Worksheets 6.2–6.4	*

Here are some patterns for you to be aware of:

- ‘e’ is most often used to spell the /ee/ sound when it occurs either at the end of a word as in *Psyche* or *me*, or at the end of a syllable. With the exception of *Psyche*, all other spelling words with ‘e’ this week occur at the end of the first syllable.
- ‘ee’ is often used to spell the /ee/ sound in the middle of a word, as most of the spelling words this week are spelled with ‘ee’. However, sometimes it is used to spell /ee/ at the end of a word as in *degree*, *tree*, or *bee*.

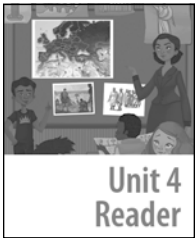
Note to Teacher

In this unit, students will focus on seven academic vocabulary words, two of which are *model* and *judge*. 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.

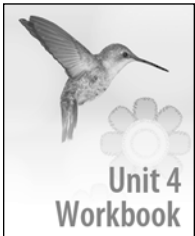
- We define *model* to mean to copy.
- To *judge* means to form an opinion about something.

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

Whole Group: “Cupid and Psyche, Part II”



Chapter 6



Worksheets 5.2, 6.1

Remember to use academic vocabulary when appropriate: *model* and *judge*.

Introducing the Chapter

- Tell students that the title of today’s chapter is “Cupid and Psyche, Part II.” Ask students to share what they learned about Cupid and Psyche in the previous chapter and what they learned from filling out the Anticipation Guide before and after reading the previous chapter.
- Refer students to the remaining part of the Anticipation Guide on Worksheet 5.2. They filled out answers to the ‘Before’ column already, so today, they will be able to fill in the rest of the guide after reading.
- 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 “Cupid and Psyche, Part II”

1. **ea|ger**—showing great interest in something (60)
2. **con|fi|dent**—sure, certain (60)
3. **laugh**—to giggle or chuckle at something that is funny (60)
4. **aid**—to offer help (62)
5. **un|der|world**—underground place where dead people’s spirits go (62)
6. **beau|ty**—being pretty (62)
7. **pit|y**—to feel sorry or unhappy for someone (66)
8. **am|bro|sia**—[‘s’ > /zh/ (*treasure*)] the drink of the gods; Those who drank it became immortal. (66)

Guided Reading Supports and Purpose for Reading

Pages 60–61

- Read the title of the chapter together as a class, “Cupid and Psyche, Part II.” Note that once again, Rachel Readmuch is giving this report.

- Display the image for this chapter and the Vocabulary Cards for *eager*, *confident*, and *laugh*. Briefly discuss the meanings of the words.
- Point students' attention to the image on **page 61** and read the caption aloud as a class. Ask students to predict what might happen to Cupid and Psyche in this chapter.
- Tell students to read **page 60** to themselves to find the answer to the question: "Why did Psyche ask Venus for help and how did Venus respond?"
- When students have finished reading, restate the question and call on one student to answer. (Psyche knew that Venus was a goddess and the mother of Cupid. She begged Venus to help her find Cupid. Venus was not eager to help so she gave Psyche a task—sorting lots of grain by morning—that she thought was impossible.)

Pages 62–63

- Display the Vocabulary Cards for *aid*, *underworld*, and *beauty* and discuss the meaning of each word as necessary.
- Ask students to read **pages 62–63** to themselves to find the answer to the question: "Was Psyche able to successfully sort the grain by morning, and if so, how?"
- When students have finished reading, restate the question and ask students to answer. (Yes, an army of ants helped Psyche sort the grain so that she completed the task by morning.)
- Say, "Describe what happened when Venus saw the grain sorted into piles." (She was surprised so she gave Psyche a more difficult task. She sent her to ask the queen of the underworld to give Venus a little of her beauty.)

Pages 64–65

- Remind students that on the previous page, they read that Psyche was upset about traveling to the underworld, when she suddenly heard "a voice." Tell them to read **pages 64–65** to themselves to fill in the blank in the sentence: "The voice told Psyche _____."
- When students have finished reading, reread the sentence and ask students to fill in the blank. (to give the boatman a coin, to give a cake to the three-headed dog, and not to open the box of beauty from Proserpina)

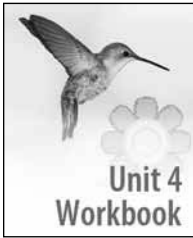
- Then, ask students, “When Proserpina gave Psyche the box, did Psyche behave as she had been told?” (No, once again Psyche was curious and she peeked inside the box.)
- Ask students, “What happened?” (Opening the box cast a magic spell and Psyche fell deeply asleep.)
- Direct students’ attention to the image and caption on **page 65**.

Pages 66-67

- Display the Vocabulary Cards for *pity* and *ambrosia* and discuss the meaning of each.
- Point students’ attention to the image on **page 67** and call on one student to read the caption.
- Ask students to read **page 66** to themselves to find the answer to the question: “What happened to Cupid and Psyche?”
- When students have finished reading, restate the question and ask students to answer. (Cupid was watching Psyche all along and was still in love with her. He lifted the spell so Psyche woke up. Cupid then begged Jupiter for permission to marry Psyche. Jupiter agreed so Psyche drank ambrosia, became immortal, and married Cupid.)

Wrap-Up

- Have students complete the remaining ‘After’ column of the Anticipation Guide on Worksheet 5.2 independently. If time permits, ask students to share what they learned about Cupid and Psyche from this chapter and the previous chapter.
- Have students complete Worksheet 6.1 independently.



Worksheet 6.2

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

Introduce Spelling Words

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

- | | |
|--------------|-----------------------------------|
| 1. Greeks | 12. jamboree |
| 2. Venus | 13. speech |
| 3. secret | 14. degree |
| 4. seed | 15. retail |
| 5. meter | 16. screech |
| 6. asleep | 17. scenic |
| 7. agreed | 18. tedious |
| 8. succeeded | 19. Challenge Word: except |
| 9. cedar | 20. Challenge Word: follow |
| 10. create | Content Word: Psyche |
| 11. breed | |

- Go back through the list of words, having students read the words and tell you what vowel(s) to circle that represent the /ee/ sound.

- | | |
|---------------------|-----------------------------------|
| 1. Greeks | 12. jamboree |
| 2. Venus | 13. speech |
| 3. secret | 14. degree |
| 4. seed | 15. retail |
| 5. meter | 16. screech |
| 6. asleep | 17. scenic |
| 7. agreed | 18. tedious |
| 8. succeeded | 19. Challenge Word: except |
| 9. cedar | 20. Challenge Word: follow |
| 10. create | Content Word: Psyche |
| 11. breed | |

- Ask students to refer to **page 3** of the **Individual Code Chart**. Have students find the row /ee/. Point out that there are many spellings for the sound /ee/. (eight total) Also, point out that with so many spellings for /ee/, this can be a difficult sound to spell correctly.
- Have students follow /ee/ across to 'e'. Ask them to look at the power bar and tell what it means. (It is the second most used spelling for /ee/.)
- Now, have students follow /ee/ across to 'ee'. Ask them to look at the power bar and tell what it means. (The 'ee' spelling is not used as frequently as 'e', but falls into the mid-range of spellings in terms of frequency.)
- Ask students to tell you the words to write under each header. Briefly explain the meaning of each word.

'e' > /ee/	'ee' > /ee/
Venus	Greeks
secret	seed
meter	asleep
cedar	agreed
create	succeeded
retail	breed
scenic	jamboree
tedious	speech
Psyche	degree
	screech
Challenge Word: except	
Challenge Word: follow	

- Practice the words as follows during the remaining time. Call on a student to read any word. Then, have the student orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Did 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 of the words are used or time has run out.
- Tell students that 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.

Extension

30 minutes

Extend Student Knowledge

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

Take-Home Material

Family Letter; "Cupid and Psyche, Part I"; "Cupid and Psyche, Part II"

- 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 “The Sword of Damocles” by explicitly referring to the text (RL.3.1)
- ✓ Ask and answer questions in writing that require making judgments about the difficulties of being king (RL.3.1)
- ✓ Ask and answer questions orally that require giving opinions about whether Damocles still envies Dionysius (RL.3.1)
- ✓ Recount stories read independently, including legends; determine the moral and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in a “The Sword of Damocles” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ 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 (RL.3.10)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Damocles in “The Sword of Damocles” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Sword of Damocles” (RI.3.7)
- ✓ Independently read “The Sword of Damocles” with purpose and understanding (RF.3.4)
- ✓ Introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons (W.3.1a)
- ✓ Provide examples and reasons that support an opinion (W.3.1b)
- ✓ Demonstrate preparedness for a discussion, having read “The Sword of Damocles,” explicitly drawing on preparation and other information known about Damocles to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “The Sword of Damocles,” identify what they know and have learned related to Damocles (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Damocles (SL.3.1d)
- ✓ Retell orally important facts and information about Cupid and Psyche (SL.3.4)
- ✓ Form and use irregular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g., *I walked; I walk; I will walk* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “The Sword of Damocles”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 7.1	25
Grammar	Introduce Verb <i>to have</i>	board or chart paper; Worksheet 7.2	25
Extension	Respond to Excerpt from “Cupid and Psyche, Part I”	board; Worksheet 7.3	30
Take-Home Material	“The Sword of Damocles”	Worksheet 7.4	*

Advance Preparation

Place the following verb *to have* chart on the board or chart paper to be used during the Grammar lesson:

Present Tense of the Verb <i>to have</i>	
Singular	Plural
I _____ a plan.	We _____ a plan.
You (one person) _____ a plan.	You (more than one person) _____ a plan.
He, She, It _____ a plan.	They _____ a plan.

This chart will only be used for Lesson 7 so index cards or sticky notes of the words are not needed.

Reading Time

25 minutes

Whole Group: “The Sword of Damocles”

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Sword of Damocles.” Tell them it is a Roman legend about a king and a sword.
- Ask students to share anything they know about kings and/or swords. Students may recall that in second grade, they read stories about King Alfred and his trusty knight, Sir Gus.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.



Chapter 7



Worksheet 7.1

Remember to use academic vocabulary when appropriate: *model* and *judge*.

Previewing the Vocabulary

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

Vocabulary for “The Sword of Damocles”

1. **Dam|o|cles**—a friend of Dionysius who wanted to be king and have Dionysius’s life (68)
2. **Di|o|ny|si|us**—the king of Syracuse, a part of the Roman Empire, and friend of Damocles (68)
3. **en|vy**—to want what someone else has (**envied**) (68)
4. **ban|quet**—a large feast to celebrate something (70)
5. **dan|gle**—to hang loosely (**dangling**) (70)
6. **con|duct**—to carry out, such as an activity (70)
7. **ad|vi|sor**—a person who offers advice and help (70)
8. **down|fall**—a sudden fall from power (70)

Guided Reading Supports and Purpose for Reading

Pages 68–69

- Read the title of the chapter together as a class, “The Sword of Damocles.” Call students’ attention to the fact that this report is being given by a student from Mrs. Teachwell’s class from whom they have not yet heard, Dave King. You may want to point out the humor in this student’s name and the fact that the story that they are about to read is about a king.
- Display the image for this chapter and the Vocabulary Cards for *Damocles*, *Dionysius*, and *envy*. Because the definitions for *Damocles* and *Dionysius* will give the story away, you may wish to postpone reading the definitions for them until after students have read the chapter. Discuss the definition of *envy* and note that *envied* is used in this chapter.
- Tell students to read **pages 68–69** to themselves to find the answer to the question: “Who were Damocles and Dionysius and what did Damocles want?”

- When students have finished reading, restate the question and ask students to answer. (Dionysius was the king of Syracuse and Damocles was his friend. Damocles thought the king had a good life because he had all the riches and power he could want and there was nothing better than that. Damocles wanted to live like a king.)
- Call students' attention to the image and caption on **page 69**. Dionysius is the bearded figure. Damocles is standing next to him. Ask students what they think Damocles will do the day he is king. (Answers may vary.)

Pages 70–71

- Display the Vocabulary Cards for *banquet*, *dangle*, *conduct*, *advisor*, and *downfall* and discuss their meanings as needed. Note for students that *dangling* is used in this chapter.
- Ask students to read **pages 70–71** to themselves to answer the question: “What did Damocles do when he was king for a day?”
- When students have finished reading, restate the question, and ask students to answer. (Damocles dressed in fine robes and had servants set out a great banquet. He ordered expensive wine and fine music to enjoy.)
- Calling their attention to the image on **page 71**, ask students, “Was Damocles able to enjoy all of the king’s luxuries?” (Damocles did not enjoy the banquet because there was a sword hanging from the ceiling over his head.)
- Ask students, “What did Dionysius say about the threat of the sword dangling over Damocles’s head?” (He said that now Damocles knew what it felt like to be king. Even though a king is powerful and has many riches, he must always worry that someone may take advantage of him or betray him.) Ask students, “Do you think that Damocles still envies Dionysius?” (Answers may vary but should include that Damocles probably did not envy Dionysius any longer.)
- Explain to students that nowadays, if someone faces an unknown threat, we sometimes say that he has “the sword of Damocles” hanging over him.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “The Sword of Damocles”

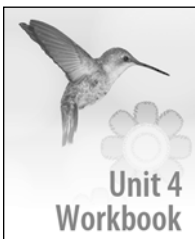
1. *Literal* What did Dionysius offer when Damocles said that he envied the king? (Dionysius said Damocles could be the king for one day to try it.)
2. *Literal* What did Dionysius say could happen to him, as the king, at any time? (An advisor may turn on him, an enemy spy may attack him, or he might make a bad decision that could lead to his downfall.)
3. *Literal* Fill in the blank.
The sword of Damocles hung from the ceiling by _____.
(a horse’s hair)
4. *Inferential* What is the moral of this chapter? (Your class may not exactly state the moral like this but it should closely resemble the following: Be careful what you wish for or all that glitters is not gold.) Discuss the meanings of these sayings.

- Have students complete worksheet 7.1 independently.

Grammar

25 minutes

Introduce Verb *to have*



Worksheet 7.2

For additional practice, see Pausing Point Worksheet PP11.
For more challenge, see Pausing Point Worksheet PP12.

- Remind students that in this unit, they have learned that the verb *to be* has different spellings to match the subjects or subject pronouns in sentences. [*I am, you are, (he, she, it) is, we are, you are, they are*]
- Tell students that today, they will learn about another verb (*to have*) that has different spellings to match subjects or subject pronouns.
- Direct students’ attention to the chart you placed on the board or chart paper in advance.
- Have students help you fill in the blanks on the chart using the words *have* and *has*.

Note: If you placed the chart on chart paper, write directly on the chart as it will not be used again.

Present Tense of the Verb <i>to have</i>	
Singular	Plural
I have a plan.	We have a plan.
You (one person) have a plan.	You (more than one person) have a plan.
He, She, It has a plan.	They have a plan.

- Ask, “Does the verb *to have* follow the same pattern we have seen in other verbs?” (Yes, the verb changes when it follows *he*, *she*, and *it* from *have* to *has*.)
- Say to students, “Let’s see if all of the subject pronouns use the same past tense form of the verb *to have* or if they also change.”
- Tell students, “I will read each sentence from the chart that has a present tense verb. Then, I will change the sentence to require the past tense form of the verb. You fill in the past tense verb.”
- Say, “The first example is: ‘Today, I have a plan. Yesterday, I _____ a plan.’ Students should fill in the verb *had*.”
- Read the remaining sentences, pausing at the place where the past tense verb goes and pointing to students to respond.
 - Today, you have a plan. Yesterday, you _____ a plan. (*had*)
 - Today, he has a plan. Yesterday, he _____ a plan. (*had*)
 - Today, she has a plan. Yesterday, she _____ a plan. (*had*)
 - Today, it has a plan. Yesterday, it _____ a plan. (*had*)
 - Today, we have a plan. Yesterday, we _____ a plan. (*had*)
 - Today, all of you have a plan. Yesterday, all of you _____ a plan. (*had*)
 - Today, they have a plan. Yesterday, they _____ a plan. (*had*)
- Ask, “What did you hear? Were the forms of the past tense verb *to have* the same or different?” (the same, all were *had*)
- Next, tell students to listen carefully as you read a group of sentences, each missing a verb. Students are to decide if the verb needed to complete the sentence is *have*, *has*, or *had*.

- Tell students to hold up one finger if the verb needed is *have*, two fingers if the verb needed is *has*, and three fingers if the verb needed is *had*. Remind students they must listen to all of the words in the sentence to decide if the verb should be present tense (*have* or *has*) or past tense (*had*). Students will then say whether the form of the verb needed is present tense or past tense.
- Read the following sentences, humming where the blank is when you read the sentence.

Today, I _____ three sisters and one brother. (one finger, *have*, present tense)

Yesterday, the sly fox _____ the best hiding place ever. (three fingers, *had*, past tense)

There is a silly sign in front of me right now that _____ words spelled incorrectly on it. (two fingers, *has*, present tense)

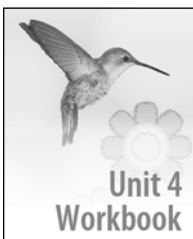
Last Tuesday, all of us _____ hamburgers and juice at the party. (three fingers, *had*, past tense)

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

Extension

30 minutes

Respond to Excerpt from “Cupid and Psyche, Part I”



Worksheet 7.3

- Ask students to retell the story of Cupid and Psyche. Answers may include:
 - Venus was jealous of Psyche's beauty.
 - Venus asked her son Cupid to make Psyche fall in love with the ugliest man on Earth by shooting her with one of his arrows.
 - Cupid accidentally shot himself with an arrow and fell in love with Psyche.
 - Cupid visited Psyche at night, in secret.
 - Psyche tried to see what Cupid looked like, causing Cupid to leave because he could not trust her anymore.

- Psyche asked Venus to help her find Cupid and Venus gave her tasks to complete first.
- When carrying the box of beauty from Proserpina, Psyche peeked inside when she wasn't supposed to and fell into a deep sleep.
- Cupid found Psyche and saved her from the spell.
- Cupid and Psyche got married and Psyche became immortal.
- Tell students that in today's lesson, they will read an excerpt from "Cupid and Psyche, Part I" and respond to a writing prompt related to the excerpt.
- Tell students that in writing a response, they may need to use forms of the verb *to be*.
- Ask, "What kind of verb is *to be*?" (linking verb)
- Ask, "What do linking verbs do?" (link subjects to words that describe them)
- Write the following sentence on the board:
 - I _____ excited to check out a new library book.
- Ask, "What form of the verb *to be* would fit in the blank in this sentence?" (*am* or *was*)
- If students choose *am*, ask what tense it is. (present) If students choose *was*, ask what tense it is. (past tense)
- Write the following forms of the verb *to be* on the board:
 - are, were, is, was
- Ask students to provide several oral sentences using the forms of the verb *to be*. (Answers may vary.)
- Ask students to turn to Worksheet 7.3 and look only at the front of the worksheet.
- Read the excerpt from "Cupid and Psyche, Part I" with them that is printed on the front of Worksheet 7.3.
- Tell students that after a few oral questions, they will write a response to a writing prompt that is printed on the back of Worksheet 7.3.
- Tell students that when they write, they should skip lines and keep writing until told to stop. Students will have 12 minutes and should write the whole time to try to fill the page.

- Tell students that at the end of 12 minutes, you will ask them to stop. It is acceptable to stop wherever they may be in their writing, even if it is in mid-sentence.
- Ask the following verbal warm-up questions and have students raise their hand to answer:
 - Raise your hand if you can remember what a myth is.
 - Raise your hand if you can remember why Venus was jealous of Psyche
 - Raise your hand if you can think of details in the excerpt about what Venus told Cupid to do.
 - Raise your hand if you know what Psyche was ordered to do.
- Now, have students turn their worksheet over and read the writing prompt aloud with them.
- Then, have students write for 12 minutes on the lines provided on the worksheet.
- While students write, walk around the room encouraging individual students, pointing out sentences or thoughts students have written that answer the prompt well (have precise details, is on topic by describing why Cupid has to keep his visits secret, or includes forms of the verb *to be*). Spend less than a minute with any individual student. Try to speak quietly to as many students as you can in the 12 minutes.
- After 12 minutes, ask students to stop where they are.
- Ask volunteers to share their writing. After a student has shared, listeners should raise their hands to give a positive compliment to the sharer.
- As a closing, point out writing that included many details using the verb *to be* that you noticed while providing students with positive feedback.

Take-Home Material

“The Sword of Damocles”

- Have students take home Worksheet 7.4 to read to a family member.

Lesson 8

Morphology

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Roman Republic,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Roman Republic” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the Roman republic in “The Roman Republic” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Roman Republic” (RI.3.7)
- ✓ Interpret information from a chart outlining the Roman republic (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band, independently and proficiently (RI.3.10)
- ✓ Decode words with common Latin suffixes *-ist* and *-ian* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “The Roman Republic” with purpose and understanding (RF.3.4a)
- ✓ Prior to independently reading “The Roman Republic,” identify what they know and have learned related to the Roman republic (SL.3.1a)
- ✓ Form and use regular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g., *I walked; I walk; I will walk* (L.3.1e)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ee/ spelled ‘e’, and ‘ee’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-ist* or *-ian* 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 *cartoonists, comedians*) (L.3.5)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “The Roman Republic”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Listening & Learning Flip Book images 4A-1, 4A-4, and 4A-5	25
Morphology	Introduce Suffixes <i>-ist</i> and <i>-ian</i>	board or chart paper; Worksheets 8.1–8.4	25
Grammar	Practice Future Tense Verbs	prepared verb strips; hat or box	15
Spelling	Blank Busters	Worksheet 8.5	15

Advance Preparation

Photocopy the table on the next page and cut the verb strips apart. Place the verb strips in a hat or box for use during the Grammar lesson.

Verb Strips

will play

will go

will jump

will wish

will sing

will dance

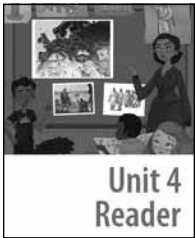
will paint

will plant

will think

will feel

Whole Group: “The Roman Republic”



Chapter 8

Remember to use academic vocabulary when appropriate: *model* and *judge*.

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Roman Republic.” Ask students what they remember from the read-aloud “The Founding of the Republic” in Listening & Learning.
- 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 Roman Republic”

1. **re|public**—a kind of government in which people are elected as representatives to rule (72)
2. **gov|ern**—to rule or control (**governed, government**) (72)
3. **ty|rant**—a ruler who is mean, harsh, and acts without regard for laws or rules (72)
4. **cru|el**—mean, causing pain on purpose (72)
5. **mon|arch|y**—a kind of government in which a king or queen rules and selects who will rule after his/her death, usually the oldest son (73)
6. **e|lect**—to choose through votes (**elected**) (73)
7. **of|fi|cial**—[‘ci’ > /sh/ (*musician*)] a person who holds an office and has authority (**officials**) (73)
8. **Sen|ate**—a group of men (senators) who were elected to represent the people who voted for them and met to make decisions and pass laws for the Roman republic; American government today also has a Senate (and senators). (**senators**) (74)
9. **con|sul***—one of two top officials elected to govern the Roman republic (**consuls**) (74)
10. **hon|or**—a privilege or special opportunity to do something (74)
11. **de|moc|ra|cy**—a kind of government in which people are elected as representatives freely and equally by all people of voting age (74)
12. **pa|tri|cian**—a person from an old, wealthy, powerful family in the Roman republic who held government positions (**patricians**) (74)
13. **ple|be|ian**—an ordinary person who was poor and had little education or power in the Roman republic (**plebeians**) (76)
14. **Found|ing Fa|thers of the U|nit|ed States**—men who played important roles in creating the Declaration of Independence and the Constitution, including John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington (76)

Guided Reading Supports and Purpose for Reading

Pages 72–73

- Read the title of the chapter together as a class, “The Roman Republic.” Tell students that the last several chapters they have read have been fictional chapters, either myths or legends that were popular during the ancient Roman civilization. In this chapter, they will read about the actual history and events leading to the establishment of the Roman republic.
- Ask students to note who is giving the report today. (Dave King)
- Display the image for this chapter and the Vocabulary Cards for *republic*, *govern*, *tyrant*, and *cruel* and discuss the meaning of each word with students. Note for students that *governed* and *government* are used in this chapter.
- Refer to the **Listening & Learning Flip Book image 4A-1** of the Etruscan tyrant king. Discuss what this image shows.
- Tell students to read **page 72** to themselves to find the answer to the question: “What happened to the Etruscan tyrant king?”
- When students have finished reading, restate the question and ask students to answer. (King Tarquin was a tyrant who treated people so badly that the Romans drove him out. They set up a new government.)
- Direct students’ attention to the chart on **page 73**. Display the Vocabulary Cards for *monarchy*, *elect*, and *official* and discuss their meanings in the context of the chart. Note for students that *elected* and *officials* are used in this chapter. Be sure students can state the differences between a monarchy and a republic.

Pages 74–75

- Display the Vocabulary Cards for *Senate*, *consul*, *honor*, *democracy*, and *patrician* and discuss their meanings. Note for students that *senators*, *consuls*, and *patricians* are used in this chapter.
- Point students’ attention to the image on **page 75**. Read the caption together as a class or have a student read it to the class.
- Ask students to read **page 74** to themselves to find the answer to the question: “What was the Senate and who was part of it?”

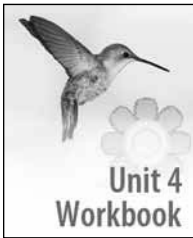
- When students have finished reading, restate the question and call on one student to answer. (The Senate was a group of men elected to pass laws. The men elected as senators came from a group of people called patricians. Patricians were from wealthy families and they held most of the power in Rome.)

Pages 76–77

- Display the Vocabulary Cards for *plebeian* and *Founding Fathers of the United States* and discuss the meanings of the words. Note for students that *plebeians* is used in this chapter.
- Refer to the **Listening & Learning Flip Book images 4A-4** of patricians and **4A-5** of plebeians. Discuss what these images show.
- Ask students to read **page 76** to themselves to find the answer to the question: “What are some differences between patricians and plebeians?”
- When students have finished reading, restate the question and ask students to answer. (Patricians were wealthy and powerful. Plebeians were poor, had little power, and did not hold official positions.)
- Now, ask students, “How did the Founding Fathers of the United States copy the Roman government?” (The Founding Fathers of the United States also believed a republic was the best kind of government. They broke away from a king and set up a republic. This republic has a Senate like the Roman Senate and a president that is similar to the Roman consuls.)
- Call students’ attention to the image and caption on **page 77**, asking them if the building in the image looks like a modern building. Be sure students understand that this building is located in Washington, D.C., even though it looks very similar to many ancient Roman buildings.

Wrap-Up

- Ask students to share one new thing that they learned today with the class.



Worksheets 8.1–8.4

For additional practice, see Pausing Point Worksheet PP21.

Introduce Suffixes *-ist* and *-ian*

- Tell students that this week, they will continue to study suffixes. This week's suffixes are *-ist* and *-ian*.
- Write the suffixes on the board and explain that *-ist* means “a person who plays or makes” and *-ian* means “a person who is skilled in.”
- Also, tell students that this week's root words are nouns. Ask students what nouns are. (people, places, or things) When *-ist* and *-ian* are added to nouns, the new words are nouns.
- Write the word *guitar* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (a musical instrument that usually has six strings on a long neck; My brother got a *guitar* for his birthday so now he wants to take lessons to learn how to play it.)
- Add the suffix *-ist* to *guitar* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (a person who plays a musical instrument that usually has six strings on a long neck)
- Ask students to provide sentences using the word *guitarist*. (Answers may vary.)
- Continue in this manner for the remaining *-ist* 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
violin	(noun) a musical instrument with four strings that is held under the chin and played with a bow	violinist	(noun) a person who plays a musical instrument with four strings that is held under the chin and played with a bow	The <u>violinist</u> had a very long solo during the orchestra concert.
cartoon	(noun) a drawing that is intended to be funny	cartoonist	(noun) a person who makes drawings that are intended to be funny	A popular <u>cartoonist</u> created a cartoon about the power outage for the local newspaper last week.
art	(noun) something that has been skillfully created for others to enjoy or to express ideas	artist	(noun) a person who makes something that is skillfully created for others to enjoy or to express ideas	The <u>artist</u> sold all of the items he put on display at the festival.
organ	(noun) a musical instrument similar to a piano but larger and with more keyboards	organist	(noun) a person who plays a musical instrument similar to piano but larger and with more keyboards	At the end of choir practice, the <u>organist</u> switches from the piano to the organ to see if voices can still be heard.
novel	(noun) a fictional book	novelist	(noun) a person who makes or writes fictional books	The <u>novelist</u> will be signing new copies of her book at the bookstore on Saturday.

- Before introducing the words with *-ian*, review the sounds that the spelling ‘c’ can represent.
- Draw a chart on the board like this:

‘c’		‘ci’
/k/	/s/	/sh/

- Remind students that the spelling ‘c’ can be tricky since sometimes, it stands for the sound /k/ and sometimes it stands for the sound /s/. Write ‘cat’ in the /k/ column and ‘cent’ in the /s/ column. Ask students for other examples of the spelling ‘c’ that stand for the sound /k/ and those that stand for the sound /s/. (Answers may vary.)
- Tell students that when the suffix *-ian* is added to a root word ending in ‘c’, the ‘ci’ spelling sounds like /sh/.

- Write the word *music* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (sounds made by voices or instruments and arranged in a way that is pleasing to hear; We could hear *music* coming from an apartment on the second floor of the building.)
- Add the suffix *-ian* to *music* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (a person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear)
- Point out for students that the suffix *-ian* was added to a root word that ends with 'c'. The new word, *musician*, now has 'ci' making the sound /sh/. Add *musician* to the chart under 'ci'.
- Ask students to provide sentences using the word *musician*. (Answers may vary.)
- Continue in this manner for the remaining *-ian* 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.

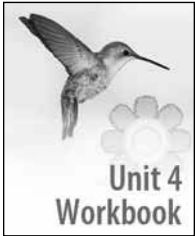
- Point out for students that 'ci' sounds like /sh/ in *magician*, *pediatrician*, *mathematician*, and *politician*. Also, point out that 'y' is dropped before adding *-ian* to *comedy* and 's' is dropped from *pediatrics*, *politics*, and *mathematics* before adding *-ian*.

Root Word	Meaning	Affixed Word	Meaning	Sentence
magic	(noun) a power that allows people to do impossible things by saying special words or performing special actions	magician	(noun) a person who is skilled in doing impossible things by saying special words or performing special actions	There was a <u>magician</u> doing tricks at the carnival, like pulling coins out of people's ears.
comedy	(noun) things that are done to make people laugh	comedian	(noun) a person who is skilled in doing things that make people laugh	My friend got two tickets to see a <u>comedian</u> perform at a theater in town next month.
pediatrics	(noun) the branch of medicine dealing with babies and children	pediatrician	(noun) a person who is skilled in the branch of medicine dealing with babies and children	My doctor is a <u>pediatrician</u> who specializes in treating kids with allergies.
mathematics	(noun) the study of numbers, amounts, shapes, and measurements and their relation to each other	mathematician	(noun) a person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other	Sometimes <u>mathematicians</u> take a long time to solve very difficult math problems.
politics	(noun) activity involved with government	politician	(noun) a person skilled in activity involved with government	One <u>politician</u> in our city wants to run against the current mayor in the next election.

- Ask students to turn to Worksheets 8.1–8.4. You may wish to brainstorm with students to determine words that can be added to the 'shelves'. Have students complete these worksheets in the same manner as you have with similar worksheets in previous lessons.

Practice Future Tense Verbs

- Ask students for examples of future tense verbs. If necessary, remind students that a feature of future tense verbs is that the word *will* is needed just ahead of the verb in each case. Examples may include: *will write, will read, or will jump*.
- Have the hat or box of future tense verb strips ready. Tell students they will create an oral story by taking turns forming a sentence using the future tense verb they draw from the hat or box.
- Pair up students.
- Ask a pair of students to begin by drawing a verb strip out of the hat or box. Have them read the future tense verb aloud and make up a sentence, using the verb on the strip, to serve as the beginning of an oral story.
- Call on another pair of students to come forward and repeat the process, making sure that their sentence is a logical “next step” that follows the first sentence.
- Continue in this manner until all of the verb strips have been drawn and all sentences have been made.
- You may wish to have the pair of students who draws the last verb strip from the hat or box use the words to create a title for the story instead of a last sentence for the story.
- If there is time, you may wish to put the verb strips back in the hat or box, mix them up, and repeat the activity.
- Because the verbs will be drawn in a different order, you may wish to ask students to comment on how different the two stories are.



Worksheet 8.5

Blank Busters

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

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

Lesson 9

Grammar

✓ Objectives

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

- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band, independently and proficiently (RI.3.10)
- ✓ Decode words with common Latin suffixes *-ist* and *-ian* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently reread “The Roman Republic” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having reread “The Roman Republic,” explicitly drawing on preparation and other information known about the Roman republic to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the Roman republic (SL.3.1d)
- ✓ Form and use regular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g., *I walked; I walk; I will walk* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ee/ spelled ‘e’, and ‘ee’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-ist* or *-ian* is added to a known root word (L.3.4b)
- ✓ Identify real-life connections between words and their use (e.g., people who are *organists*, *politicians*) (L.3.5b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: “The Roman Republic”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 9.1	25
Grammar	Grammar Review	Worksheets 9.2, 10.4	25
Morphology	Practice Suffixes <i>-ist</i> and <i>-ian</i>	paper and pencils; Worksheet 9.3	15
Spelling	Word Sort	board; Worksheet 9.4	15
Take-Home Material	“The Roman Republic”	Worksheet 9.5	*

Advance Preparation

Write the following words on the board or chart paper for the Morphology lesson:

- | | |
|-----------------|------------------|
| 1. comedian | 5. guitarist |
| 2. politician | 6. novelist |
| 3. pediatrician | 7. mathematician |
| 4. organist | |

Put the following example on the board or chart paper for the Spelling lesson:

Example:

bead	eon	elephant	beetle	scene
<u>'e' > /ee/</u>			<u>'ee' > /ee/</u>	
_____			_____	
_____			_____	

Reading Time

25 minutes

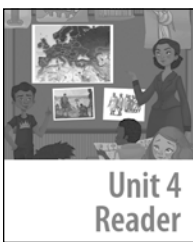
Small Group: "The Roman Republic"

Guided Reading Supports and Purpose for Reading

- Tell students that today, they will read independently and in small groups.

Reviewing the Vocabulary

- You may wish to review the vocabulary before rereading this chapter by referring to the displayed Vocabulary Cards.
- Remind students that if they are confused or forget a meaning as they read, they should look up the word in the glossary and find the definition.
- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. Have students complete Worksheet 9.1 as they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently at their desks and complete Worksheet 9.1 as they read.



Chapter 8



Worksheet 9.1

Wrap-Up

- Use the following questions to promote a discussion:

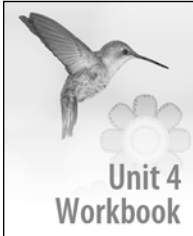
Discussion Questions on “The Roman Republic”

1. *Literal* List three differences between a monarchy and a republic. (king who rules vs. senators or elected officials who rule; king rules for life vs. officials who had a set length of time to serve; king succeeded usually by oldest son vs. officials elected to replace previous officials)
2. *Literal* True or false: A democracy and a republic are the same thing. (false)
3. *Literal* List two differences between patricians and plebeians. (patricians from wealthy old families vs. plebeians poorer; patricians had much power vs. plebeians had little)

Grammar

25 minutes

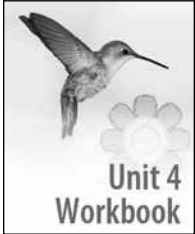
10 Grammar Review



Worksheets 9.2, 10.4

For additional practice, see Pausing Point Worksheet PP13.

- Ask students to turn to Worksheet 9.2 and complete it independently.
- As students work, circulate through the room, lending assistance when needed.
- You may wish to use this as an informal assessment.
- If there is time, have students tear out Worksheet 10.4 and cut the cards apart for Match Me if You Can, which they will play during Lesson 10. Have students carefully tuck the cards inside their workbooks for safekeeping.



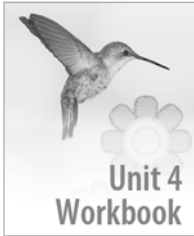
Worksheet 9.3

Practice Suffixes *-ist* and *-ian*

- Divide students into pairs.
- Tell students that they will work with their partner to determine the correct word to go in each sentence you read aloud.
- Tell students that you will read a sentence aloud. The sentence includes a definition of a word from the previous lesson that either has the suffix *-ist* or *-ian*. Students must work with their partner and write the word in large letters on a piece of paper that matches the meaning given in the sentence. Then, you will ask students to hold up the word they wrote down when you say, “Display.”
- Follow these steps to complete this activity, reading sentences from the following chart. Note that the columns are shaded because the information is intended for oral use and not to be written on the board or chart paper.
 - Read a sentence aloud. Tell students to scan the list of words you wrote on the board in advance.
 - Give student pairs a few moments to write the word down.
 - Say, “Display,” and check student responses.
 - Say the correct answer to be sure students know the correct answer.
 - Ask students for the part of speech of the word and the prefix.
- Continue in this manner for all of the sentences.

Sentence	Word	Part of Speech	Suffix
Tyler’s mom took him to the <u>person who is skilled in the branch of medicine dealing with babies and children</u> when he was still coughing after two weeks had passed.	pediatrician	noun	<i>-ian</i>
The <u>person who makes or writes fictional books</u> gave a special presentation at the library about her newest book, a story about taking care of a lighthouse.	novelist	noun	<i>-ist</i>
My aunt sings in the choir and is helping the committee look for a new <u>person who plays a musical instrument similar to a piano but larger and with more keyboards</u> since the previous person moved to another city.	organist	noun	<i>-ist</i>
For his birthday, we bought Dad tickets to see his favorite <u>person who is skilled in doing things that make people laugh</u> at a theater downtown.	comedian	noun	<i>-ian</i>
Someone representing a <u>person skilled in activity involved with government</u> who is running for senator rang the doorbell so he could give us information about the candidate.	politician	noun	<i>-ian</i>
During the concert, the <u>person who plays a musical instrument that usually has six strings on a long neck</u> had two long solos, during which he showed off how talented he is at playing the instrument.	guitarist	noun	<i>-ist</i>

- Have students complete Worksheet 9.3 either with their partner or independently.



Worksheet 9.4

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

Word Sort

- Tell students they will sort words with /ee/ spelled ‘e’ and ‘ee’.
- Direct students’ attention to the example on the board.

Example:

bead eon elephant beetle scene

‘e’ > /ee/

‘ee’ > /ee/

- Ask students to identify the vowel patterns. (‘e’ > /ee/, ‘ee’ > /ee/)
- Tell students to read the words with you above the headers in the example on the board. (*bead*, *eon*, *elephant*, *beetle*, *scene*)
- Read *bead* and ask students which vowel(s) in the word *bead* have the sound /ee/. Circle letters ‘ea’.
- Read *eon* and ask students which vowel(s) in the word *eon* have the /ee/ sound. Circle the letter ‘e’.
- Read *elephant* and ask students which vowel(s) have the /ee/ sound. Answers may vary but should include: The first ‘e’ in *elephant* says /e/; the second ‘e’ in *elephant* says /ə/; *elephant* does not have any vowels that make the /ee/ sound. Do not circle any vowels.
- Read *beetle* and ask students which vowel(s) in the word *beetle* have the /ee/ sound. Circle the letters ‘ee’.
- Read *scene* and ask students which vowel(s) in the word *scene* have the /ee/ sound. Circle the letters ‘e_e’.
- Ask students which of the words follow ‘e’ > /ee/. As students say the word *eon*, write it under the correct header. (‘e’ > /ee/) Ask if there are any other words that follow this pattern. (no)
- Ask students which of the words follow ‘ee’ > /ee/. As students say the word *beetle*, write it under the correct header. (‘ee’ > /ee/)

Note: Students have already eliminated *elephant*.

- Ask students why they did not select the /ee/ in *bead* and the /ee/ in *scene*. (They do not follow either vowel pattern. *Bead* is spelled 'ea' and *scene* is spelled 'e_e'.)
- Have students turn to Worksheet 9.4.
- Have one student read the directions.
- Ask students to identify the vowel patterns. ('e' > /ee/, 'ee' > /ee/)
- Have students independently read the words in the box and circle the vowels that have the /ee/ sound.
- Then, guide students to write the words that match the various spellings below the appropriate headers.

Take-Home Material

"The Roman Republic"

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

Lesson 10

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Hannibal Crosses the Alps,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Hannibal Crosses the Alps” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Hannibal Crosses the Alps”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the Hannibal in “Hannibal Crosses the Alps” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Hannibal Crosses the Alps” (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band, independently and proficiently (RI.3.10)
- ✓ Independently read “Hannibal Crosses the Alps” with purpose and understanding (RF.3.4a)
- ✓ Form and use the simple verb tenses, e.g., *I walked; I walk; I will walk* (L.3.1e)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Alphabetize to the third letter

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 10.1; optional pens	25
Reading Time	Whole Group: “Hannibal Crosses the Alps”	<i>Stories of Ancient Rome</i> ; Worksheet 10.2	25
Grammar	Match Me If You Can	Worksheets 10.3, 10.4; dice; game markers	15
Spelling	Practice Dictionary Skills	dictionary	15

Advance Preparation

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

Have dice (one die is needed for each pair of students) and game markers ready for Match Me if You Can to be played during the Grammar lesson. Markers can be beans, buttons, or cut squares of construction paper. If students did not previously cut the game cards apart during Lesson 9 in preparation for playing the game during this lesson, have them cut them apart prior to play.

Draw the following table on the board or chart paper for use during the Spelling lesson:

g	r	a	d	e			
g	r	i	t				

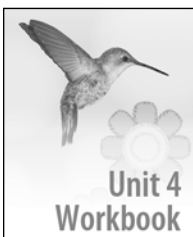
Put the following example on the board for use during the Spelling lesson:

Guide Words:	grade	grit	
Possible entry words:	Greek	gremlin	grouch

Spelling

25 minutes

10 Spelling Assessment



Worksheet 10.1

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

- Have students turn to Worksheet 10.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *teeth*, they would write that word under the header 'ee' > /ee/.
- Tell students that if a word fits under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.

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

- | | |
|--------------|-----------------------------------|
| 1. speech | 12. Venus |
| 2. succeeded | 13. degree |
| 3. meter | 14. asleep |
| 4. create | 15. cedar |
| 5. jamboree | 16. screech |
| 6. Greeks | 17. breed |
| 7. tedious | 18. retail |
| 8. secret | 19. Challenge Word: except |
| 9. seed | 20. Challenge Word: follow |
| 10. scenic | Content Word: Psyche |
| 11. agreed | |

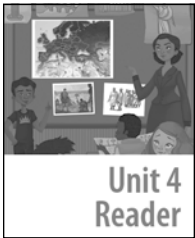
- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word once more.
- Ask students to write the following sentences as you dictate them:

1. The President was famous for his powerful speeches.
2. The army of ants sorted seeds into different piles.

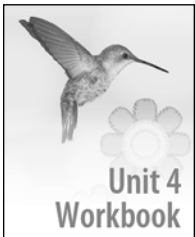
- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words and the dictated sentences.

Note to Teacher

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



Chapter 9



Worksheet 10.2

Whole Group: “Hannibal Crosses the Alps”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Hannibal Crosses the Alps.”
- Briefly review key concepts that students have learned about the creation of the Roman republic, focusing on the shift from a monarchy with a king as the ruler to a republic with elected officials.
- Tell students that today, they will read about a civilization called Carthage, located in Africa.
- Explain that the Romans considered Carthage an enemy. Students will read about several wars between Rome and Carthage, in particular about a general from Carthage named Hannibal.
- 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 “Hannibal Crosses the Alps”

1. **Han|ni|bal**—general from Carthage who led the fight against Rome during the Second Punic War; He won many battles but lost the war. (78)
2. **Car|thage**—city on the coast of Africa that Romans saw as a rival city (**Carthaginians, Carthaginian**) (78)
3. **ri|val***—an enemy (78)
4. **Pu|nic War***—one of three wars fought between the Romans and the Carthaginians over control of the Mediterranean (**Punic Wars**) (78)
5. **in|vade***—to attack or enter a place in order to take control of it (80)
6. **av|al|lanche**—snow, ice, and rocks that suddenly fall down the side of a mountain (**avalanches**) (82)
7. **coun|ter-a|ttack**—a military response to an attack (84)
8. **con|front**—to meet face-to-face (**confronted**) (84)
9. **vic|to|ri|ous**—having won a battle, war, or contest (84)

Guided Reading Supports and Purpose for Reading

Pages 78–79

- Read the title of the chapter together as a class, “Hannibal Crosses the Alps.” Ask students to note who is giving the report in today’s chapter. (Tim Timetable)
- Before beginning to read, direct student attention to the map on **page 79**.
- Assist students in locating the city of Carthage and the city of Rome on the map.
- Display the image for this chapter and the Vocabulary Cards for *Hannibal* and *Carthage*. Note for students that *Carthaginians* are people who live in Carthage.
- Tell students that Carthage was a vibrant city that had a lot of business and a thriving community located on the coast of Africa.
- Remind students that they learned the meaning of *vibrant* during their Listening & Learning lessons.
- Remind students of what they have learned about everyday life in Rome and point out to them that everyday life in Carthage was likely much the same.
- Ask students to think for a moment about what kinds of animals might live in Africa that do not live in Rome. List a few of the animals that students come up with, making sure that elephants are on the list.
- Display the Vocabulary Card for *rival* and ask students to speculate why Rome and Carthage would have been rivals.
- Have students notice the area between Africa and Spain on the map on **page 79**, where both landforms are close together. (In fact, the distance is less than ten miles.)
- Tell students that this narrow “neck” to the Mediterranean Sea is known as the Strait of Gibraltar and is an easy place to cross the Mediterranean Sea.
- Display the Vocabulary Card for *Punic War*. Note for students that *Punic Wars* is used in this chapter.
- Ask students to read **page 78** to themselves to find the answer to the question: “How did Carthage use its army and navy and what did the Romans think about this?”

- When students have finished reading, restate the question and ask students to answer. (Carthage used its army and navy to take over much of North Africa, Spain, and islands off the coast of Italy. The Romans saw Carthage as their rival city so the Romans were not pleased about this and thus the Punic Wars were fought.)

Pages 80–81

- Display the Vocabulary Card for *invade* and discuss its meaning.
- Point students’ attention to the image on **page 81**. Read the caption aloud as a class. Ask students why they think there are elephants in the image. Take some time to point out how tall and dangerous the Alps were then and still are today.
- Ask students to read **page 80** to themselves to find the answer to the question: “Describe Hannibal’s army.”
- When students have finished reading, restate the question and ask students to answer. (Hannibal had a large number of soldiers. He also had a “special forces unit,” a squad of elephants.) Ask students if they think the Romans would be expecting these elephants or not. (No, the Romans would be surprised.)

Pages 82–83

- Display the Vocabulary Card for *avalanche* and discuss its meaning. Note for students that *avalanches* is used in this chapter.
- Ask students to read just the **first paragraph** on **page 82** to themselves to find the answer to the question: “What happened to Hannibal and his army when they crossed the Alps?”
- When students have finished reading, restate the question and call on one student to answer. (Hannibal’s men suffered terribly. Some died from rockslides or avalanches, others froze to death, and many elephants also died.)
- Based on what they have just read, ask students, “Do you think Hannibal will be successful in invading Rome?” Tell them to read the **remainder** of **page 82** to find out what happens.
- When students have finished reading, restate the question and ask students to answer. Point out the image on **page 83**. (Despite the difficulty crossing the Alps, Hannibal and his troops defeated the Romans in several battles. Things did not look good for the Romans.)

Pages 84–85

- Introduce the Vocabulary Cards for *counter-attack*, *confront*, and *victorious* and discuss their meanings. Note for students that *confronted* is used in this chapter.
- Direct students' attention to the image on **page 85**. Say, "I wonder who won the Punic Wars after all that fighting. Let's read **page 84** to find out."
- Have students read **page 84** to themselves to fill in the blank in the sentence: "_____ won the Punic Wars in the end."
- When students have finished reading, reread the sentence and have a student fill in the blank. (The Romans)
- Then, ask students, "Describe the strategy the Romans used to slow down Hannibal." (The Romans fought several little battles, instead of big ones. They launched a counter-attack by sending troops to Carthage, which caused the Carthaginians to call for Hannibal to come back to Carthage.)

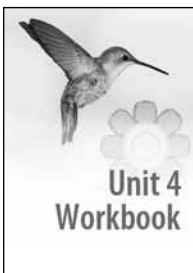
Wrap-Up

- Ask students, "What is the main idea of this chapter?" (Though Hannibal fought bravely, Rome won the Punic Wars.) Ask students to retell details from the chapter to support the main idea.
- Have students complete Worksheet 10.2 with a partner or independently.

Grammar

15 minutes

Match Me If You Can



Worksheets 10.3,
10.4

- Tell students they will once again play Match Me if You Can, but with a different twist.
- Have students pair up and have one student tear out Worksheet 10.3 (game board). Pairs of students should combine the game cards (Worksheet 10.4) they cut apart during Lesson 9 and place them facedown near the game board.

- Have students follow these rules to play:
 1. Begin at 'Start'.
 2. Draw a card, read the sentence aloud, and say whether the form of the verb used in the sentence is correct or incorrect.
 3. Roll a die and count each direction to see on which square you wish to land to match your card to the word *correct* or *incorrect* or to a positive action.
 4. If moving in one direction gives you a match, move there, and place your card in front of you on the table.
 5. If moving in another direction allows you to take your opponent's card, you may choose to move there, take the card, and take another turn using your opponent's card.
 6. If neither gives you a match or a positive action, move either way, turn your card face down, and place it on the bottom of the pile. Do not keep it. Your turn has ended.
 7. Continue in this fashion until all cards are gone.
 8. At the end of play, the player with the most cards wins.

Spelling

15 minutes

Practice Dictionary Skills

- Tell students they will use guide words to determine which words would go on a page in the dictionary. Remind students that guide words are the two words at the top of a dictionary page. Open the dictionary, hold it up, and show students where the guide words are located.
- Remind students that these words guide you or help you know what words are located on a page in the dictionary because they are the first and last words listed on the page.
- Remind students that guide words will save them time when looking up words in the dictionary. They will be able to use the guide words instead of looking at all the words on each page to find the word for which they are searching.

- Direct students' attention to the example on the board.

Guide Words:	grade	grit	
Possible entry words:	Greek	gremlin	grouch

- Point to the guide words. (*grade*, *grit*)
- Underline the guide words. Tell students that only words that come between *grade* and *grit* alphabetically will be on this dictionary page.
- Tell students that an entry word is a bolded word in a dictionary that has a definition. Entry words on a dictionary page come alphabetically between the two guide words at the top of the page. Hold up the dictionary again and walk around so that students can see the guide words, entry words, and definitions.
- Ask students to look at the word *Greek* on the board. Inform students that the root word *Greek* is an entry word in bold print, but the plural *Greeks*, like their spelling word for this week, would not be the entry word because entry words are usually root words.
- Tell students that root words with suffixes attached are often listed after the definition(s).
- Write the word *Greek* in the table between the two guide words, one letter per block.
- Ask students if the letter 'G' in *Greek* comes between the 'g' in *grade* and the 'g' in *grit*. (Yes, it is the same letter.)
- Ask students if the letter 'r' in *Greek* comes between the 'r' in each guide word. (Yes, it is the same letter.)
- Ask students if the 'e' in *Greek* comes between the 'a' in *grade* and the 'i' in *grit*. (Yes, the 'a' comes before 'e' and the 'e' comes before 'i'.) Circle *Greek* to indicate that it would appear on this dictionary page.
- Continue with the remaining two words, *gremlin* and *grouch*. When finished, you should have circled the words *Greek* and *gremlin*.
- Next, tell students they will alphabetize the circled entry words and the guide words.

- Ask students which word comes first on this dictionary page. (*grade*) Write *grade* first. Ask students why *grade* is the first word on this page. (It is the first guide word so it is the first word on the page. It is the first word alphabetically.)
- Ask students which word comes next. (*Greek*) Write *Greek* below *grade*.
- Continue with *gremlin* and *grit*. Ask students why *grit* is the last word written. (It is the second guide word on the page so it is the last word on the page. It is the last word alphabetically.)

Spelling Analysis Chart

1	Name	
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16		
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19		
20		
		1. speech
		2. succeeded
		3. meter
		4. create
		5. jamboree
		6. Greeks
		7. tedious
		8. secret
		9. seed
		10. scenic
		11. agreed
		12. Venus
		13. degree
		14. asleep
		15. cedar
		16. screech
		17. breed
		18. retail
		19. Challenge Word: except
		20. Challenge Word: follow
		Content Word: Psyche

Spelling Analysis Directions

Unit 4, Lesson 10

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

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

Lesson 11

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Julius Caesar: Great Fighter, Great Writer,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Julius Caesar: Great Fighter, Great Writer” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Julius Caesar: Great Fighter, Great Writer”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Julius Caesar in “Julius Caesar: Great Fighter, Great Writer” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Julius Caesar: Great Fighter, Great Writer” (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity, band independently and proficiently (RI.3.10)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Julius Caesar: Great Fighter, Great Writer” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Julius Caesar: Great Fighter, Great Writer,” explicitly drawing on preparation and other information known about Julius Caesar to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Julius Caesar: Great Fighter, Great Writer,” identify what they know and have learned related to the Julius Caesar (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Julius Caesar (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ee/ spelled ‘ea’, ‘ie’, and ‘i’ (L.3.2f)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Small Group: “Julius Caesar: Great Fighter, Great Writer”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 11.1	25
Spelling	Introduce Spelling Words	board; Individual Code Chart; Worksheet 11.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	Family Letter; “Hannibal Crosses the Alps”; “Julius Caesar: Great Fighter, Great Writer”	Worksheets 11.2–11.4	*

Advance Preparation

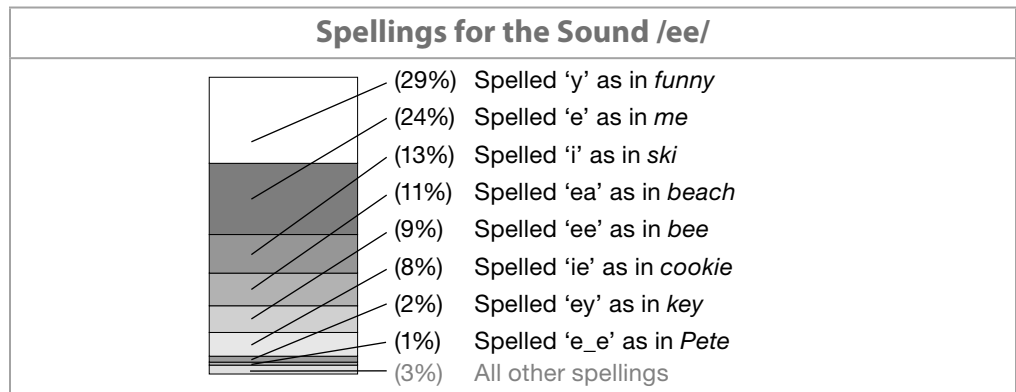
You may wish to draw the table for spelling on the board or chart paper before beginning to teach this lesson.

<i>'ea' > /ee/</i>	<i>'ie' > /ee/</i>	<i>'i' > /ee/</i>

Note to teacher

During this unit, you will review spelling alternatives for the /ee/ sound. For Lessons 6–10, you taught the ‘e’ and ‘ee’ spelling alternatives for /ee/. For Lessons 11–15, you will teach the spelling alternatives ‘ea’ as in *beach*, ‘ie’ as in *cookie*, and ‘i’ as in *ski*. For Lessons 16–20, you will teach the spelling alternatives ‘ey’ as in *money*, ‘y’ as in *city*, and ‘e_e’ as in *athlete*. Students should be familiar with most of 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:

- **'ea'** is occasionally used to spell the /ee/ sound in the middle of a word, such as *leader*, *increase*, and *teacher*. However, sometimes it is used to spell /ee/ at the beginning of a word as in *eager* or *each*.
- **'ie'** is often used to spell the /ee/ sound in the middle of a word, such as with *grief* and *believe*. However, sometimes it is used to spell /ee/ at the end of a word as in *rookie* or *zombie*.
- **'i'** is often used to spell the /ee/ sound when it occurs at the end of a syllable as in *gladiator* or *stadium*. However, sometimes it is used to spell /ee/ at the end of a word as in *broccoli* or *spaghetti*.

Note to Teacher

In this unit, students will focus on seven academic vocabulary words, two of which are *debate* and *results*. 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.

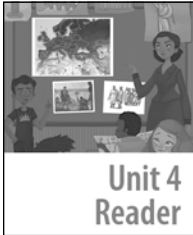
- We define *debate* to mean to discuss a topic from different points of view.
- *Results* are things produced or caused by something else.

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

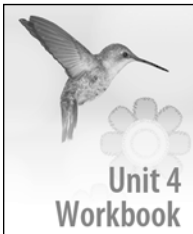
Reading Time

25 minutes

Small Group: “Julius Caesar: Great Fighter, Great Writer”



Chapter 10



Worksheet 11.1

Introducing the Chapter

- Tell students that the title of today’s chapter is “Julius Caesar: Great Fighter, Great Writer.”
- Ask students to share what they think it means to be a great fighter and what they think it means to be a great writer.
- 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 “Julius Caesar: Great Fighter, Great Writer”

1. **Jul|jus Cae|sar**—[‘ae’ > /ee/ (*archaeologist*)] a Roman general who conquered many lands and expanded the Roman republic; After serving as a consul, he decided he did not like the way the republic was run. He became a dictator, was then seen as a threat, and was killed. (86)
2. **ran|som**—money paid to free someone who has been captured or kidnapped (**ransomed**) (86)
3. **tal|ent**—a unit of measurement in ancient Rome, equal to about 71 pounds, used to measure gold and silver (**talents**) (86)
4. **bar|bar|i|an***—a person who is wild, sometimes violent, and does not behave the right way (**barbarians**) (88)
5. **es|tab|lish**—to gain recognition for doing something well (**established**) (88)
6. **re|volt**—riot or revolution against a ruler or government (88)
7. **Ven|i, vid|i, vic|i** [wae-NEE, wee-DEE, wee-KEE]—I came, I saw, I conquered, Julius Caesar’s report about his efforts in Asia (90)
8. **Lat|in**—the language of ancient Rome (90)

Purpose for Reading

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

Note to Teacher

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

- ★ **Small Group 1:** Ask these students to assemble as a group and read the chapter with you. Have students complete Worksheet 11.1 as they read. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter independently at their desks and complete Worksheet 11.1 as they read. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter.

Remember to use academic vocabulary when appropriate: *debate* and *results*.

Guided Reading Supports

Pages 86–87

- Display the image for this chapter and the Vocabulary Cards for *Julius Caesar*, *ransom*, and *talent*. Because the definition for *Julius Caesar* will give the story away, you may wish to postpone reading the definition for it until after students have read the chapter. Have students read the definitions for *ransom* and *talent* together as a class. Note for students that *ransomed* and *talents* are used in this chapter.
- Have students read **pages 86–87** to themselves to fill in the blanks in the sentence: “Julius Caesar was a _____ and _____ man.”
- When students have finished reading, reread the sentence and ask students to answer. (proud, ambitious)
- Say to students, “Find an example that shows that Julius Caesar was a proud, ambitious man who had a high opinion of himself.” (Answers may vary but should include that he demanded a higher ransom be required for his safe return.)
- Direct students’ attention to the image and caption on **page 87**.

Pages 88–89

- Display the Vocabulary Cards for *barbarian*, *establish*, and *revolt* and discuss the definitions. Note for students that *barbarians* and *established* are used in this chapter.
- Have students read **pages 88–89** to themselves to find the answer to the question: “How did Julius Caesar show himself to be a brave and determined soldier?”
- When students have finished reading, restate the question and have students answer. (Answers may vary but should include that after being released by the pirates, he returned with an army to kill them.)
- Direct students’ attention to the image and caption on **page 89**.

Pages 90–91

- Display the Vocabulary Cards for *Veni, vidi, vici* and *Latin*. Have students read the definitions together as a class.
- Have students read **pages 90–91** to themselves to find the answer to the question: “Why did Caesar’s report only contain three words?”
- When students have finished reading, restate the question and have students answer. (Answers may vary but should include that those three words were all that were necessary.)
- Ask students, “Why do teachers all around the world use Caesar’s book on the Gallic Wars to teach Latin to students?” (It is very clear and very well-written.)
- Direct students’ attention to the image and caption on **page 91**.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Julius Caesar: Great Fighter, Great Writer”

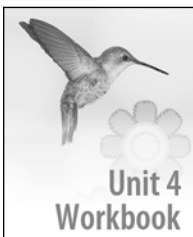
1. *Literal* Describe what happened when Julius Caesar was captured by pirates. (Pirates said they would kill him unless he could pay a ransom of twenty talents. Caesar made it fifty and friends raised the money while Caesar wrote poems. Pirates didn't like poetry, Caesar felt insulted, paid the ransom, left, and went back and killed all the pirates.)
2. *Literal* What was so unusual about the report that Julius Caesar wrote after putting down the revolt? (It was three words, Veni, vidi, vici: I came, I saw, I conquered.)
3. *Literal* Choose all answers about Julius Caesar that are correct. (A, B, C, D)
 - A. He was a talented soldier.
 - B. He was proud and ambitious.
 - C. He wrote well in Latin.
 - D. He conquered many lands.
4. *Inferential* What is the main idea of this chapter? (Students may not exactly state the main idea like this but it should closely resemble the following: Julius Caesar proved to be not only a great fighter by conquering lands, but also a great writer.)

Spelling

25 minutes

Introduce Spelling Words

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



Worksheet 11.2

- | | |
|----------------|----------------------------------|
| 1. gladiator | 12. grease |
| 2. grief | 13. Julius |
| 3. chariot | 14. barbarian |
| 4. stadium | 15. atrium |
| 5. eager | 16. teacher |
| 6. shriek | 17. zombie |
| 7. leader | 18. chief |
| 8. each | 19. Challenge Word: again |
| 9. increase | 20. Challenge Word: often |
| 10. rookie | Content Word: Caesar |
| 11. experience | |

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

- Go back through the list of words, having students read the words and tell you what vowel(s) to circle for the /ee/ sound.

- | | |
|-----------------|----------------------------------|
| 1. gladiator | 12. grease |
| 2. grief | 13. Julius |
| 3. chariot | 14. barbarian |
| 4. stadium | 15. atrium |
| 5. eager | 16. teacher |
| 6. shriek | 17. zombie |
| 7. leader | 18. chief |
| 8. each | 19. Challenge Word: again |
| 9. increase | 20. Challenge Word: often |
| 10. rookie | Content Word: Caesar |
| 11. experience | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *again* and *often*, are also part of their spelling list and are words used very often. They do not follow this week's spelling patterns and need to be memorized. Use the Challenge Words in sentences as examples for students: "To redo something means to do it *again*." "I really like ice cream and eat it as *often* as I can."

- Remind students that there is a Content Word for this week. Also, remind students 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, *Caesar*, does not follow the spelling patterns for this week. The letters 'ae' are pronounced /ee/ but the spelling is so rare that it is not included on the Individual Code Chart. *Caesar* is a content-related word. Julius Caesar was both a great fighter and a great writer.
- Now, draw the following table on the board:

'ea' > /ee/	'ie' > /ee/	'i' > /ee/

- Ask students to refer to **page 3** of the **Individual Code Chart**. Have them find the /ee/ row. Call on one student to give the number of different spellings for the sound /ee/. (eight) Remind students that /ee/ has many spellings compared to other sounds on the chart. Point out to students that with so many spellings for /ee/, this can be a difficult sound to spell correctly.
- Have students follow /ee/ across to 'ea'. Ask them to look at the power bar and tell what it means. (It is the fourth most used spelling for /ee/, but is not used that often.)
- Next, have students follow /ee/ across to 'ie'. Ask them to look at the power bar and tell what it means. (The 'ie' spelling is third to last and not used that often.)
- Have students follow /ee/ across to 'i'. Ask them to look at the power bar and tell what it means. (The 'i' spelling is the third most used spelling for /ee/.)

- Ask students to tell you the words to write under each header. Briefly explain the meaning of each word.

'ea' > /ee/	'ie' > /ee/	'i' > /ee/
eager	grief	gladiator
leader	shriek	chariot
each	rookie	stadium
increase	zombie	experience
grease	chief	Julius
teacher		barbarian
		atrium
Challenge Word: again Challenge Word: often Content Word: Caesar		

- Practice the words as follows during the remaining time. Call on a student to read any word on the chart. Then, have the student orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Did 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 of the words are used or time has run out.
- Tell students that 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 11.2 with this week's spelling words to share with a family member.

Extend Student Knowledge

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

Take-Home Material

Family Letter; “Hannibal Crosses the Alps”; “Julius Caesar: Great Fighter, Great Writer”

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

Lesson 12

Grammar

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Julius Caesar: Crossing the Rubicon,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “Julius Caesar: Crossing the Rubicon” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Julius Caesar in “Julius Caesar: Crossing the Rubicon” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Julius Caesar: Crossing the Rubicon” (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band, independently and proficiently (RI.3.10)
- ✓ Independently read “Julius Caesar: Crossing the Rubicon” with purpose and understanding (RF.3.4a)
- ✓ Provide examples and reasons that support an opinion (W.3.1b)
- ✓ Form and use irregular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses (e.g., *I made; I make; I will make*) (L.3.1e)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Julius Caesar: Crossing the Rubicon”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 12.1	25
Grammar	Introduce Irregular Verbs (<i>say, make, go, take, and come</i>)	board or chart paper; Worksheet 12.2	25
Extension	Debate “Julius Caesar: Crossing the Rubicon”	<i>Stories of Ancient Rome</i> ; Worksheet 12.3	30

Advance Preparation

Create and display the following irregular verb poster on the board or chart paper:

Irregular Verbs	
Singular	Plural
I _____.	We _____.
You (one person) _____.	You (more than one person) _____.
He, She, It _____.	They _____.

Place the following words on sticky notes or index cards for use during the Grammar lesson. For words *say*, *make*, *go*, *take*, and *come*, make five cards each. For words *says*, *makes*, *goes*, *takes* and *comes*, make one card each.

Reading Time

25 minutes

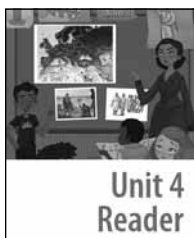
Whole Group: "Julius Caesar: Crossing the Rubicon"

Introducing the Chapter

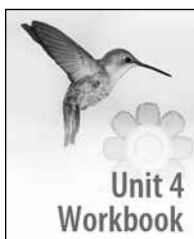
- Tell students that the title of today's chapter is "Julius Caesar: Crossing the Rubicon." Explain that the Rubicon is the name of a river that divided Rome from Gaul during ancient times. Ask students to share what they recall about Gaul from the previous chapter.
- Ask students to turn to the Table of Contents, locate the chapter, and turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 11



Worksheet 12.1

Remember to use academic vocabulary when appropriate: *debate* and *results*.

Vocabulary for “Julius Caesar: Crossing the Rubicon”

1. **Ru|bi|con**—the river Julius Caesar crossed even though the Roman senators warned him not to, leading to a civil war (92)
2. **trait|tor**—someone who is not loyal (92)
3. **civ|il war**—a war between groups within the same country (94)
4. **de|feat**—to win a victory over (**defeated**) (94)
5. **Cle|o|pa|tra**—the Queen of Egypt; She became queen with help from Julius Caesar. (94)
6. **dic|ta|tor***—a person who rules a country with total control, often in a cruel way; A dictator is not elected. (**dictators**) (96)
7. **un|u|su|al**—[‘s’ > /zh/ (*treasure*)] rare (96)
8. **con|spir|a|tor**—a person who has secretly planned to do something harmful (**conspirators**) (98)

Guided Reading Supports and Purpose for Reading

Note: On Worksheet 12.1, students are asked to take notes as they read the chapter. Remind students that when taking notes, they should only record the most important words; they are not to write in complete sentences. Pause after each page of the chapter to guide students in filling in Worksheet 12.1.

Pages 92–93

- Using your established procedures, display the image for this chapter and the Vocabulary Cards for *Rubicon* and *traitor*. Discuss definitions with students.
- Look at the image on **page 93** and read the caption. Tell students to read the two paragraphs on **page 92** to themselves to find the answer to the question: “What happened after Caesar conquered Gaul?”
- When students have finished reading, restate the question and have students answer. (Caesar decided to cross the Rubicon River and come home to Rome.)
- Ask, “Why were the Roman senators nervous about Caesar after he conquered Gaul?” (They thought he might march into Rome and take over.)
- Ask, “What did they order him to do?” (not to cross the Rubicon River)

- Ask “Why do you think he crossed the Rubicon anyway?” (Answers may vary but could include that Caesar thought highly of himself and didn’t like to be told what to do.)

Pages 94–95

- Display the Vocabulary Cards for *civil war*, *defeat*, and *Cleopatra* and discuss meanings. Note for students that *defeated* is used in this chapter.
- Ask students to read **page 94** to themselves to fill in the blank in the sentence: “After Caesar crossed the Rubicon and went to Rome, the country began _____.”
- When students have finished reading, reread the sentence and have students fill in the blank. (a civil war)
- Ask, “Who were the two leaders in the war?” (Caesar and Pompey)
- Ask, “Who won?” (Caesar; He chased Pompey to Egypt, where Pompey was killed.)
- Ask, “Who did Caesar meet while he was in Egypt?” (Cleopatra)
- Direct students’ attention to the image and caption on **page 95**.

Pages 96–97

- Display the Vocabulary Cards for *dictator* and *unusual* and discuss definitions. Note for students that *dictators* is used in this chapter.
- Call students’ attention to the image and caption on **page 97**.
- Ask students to read **page 96** to themselves to find the answer to the question: “How did the Romans feel about Caesar declaring himself dictator of Rome?”
- When students have finished reading, restate the question and ask one student to answer. (At first, the Romans were not upset when Caesar said he would be dictator for one year. They became very upset, however, when he declared that he would be dictator for ten years and then for life.)
- Ask students, “Name the form of government that was at risk with Caesar as dictator.” (the republic)

Pages 98–99

- Display the Vocabulary Card for *conspirator* and discuss its definition. Note for students that *conspirators* is used in this chapter.
- Ask students to read **pages 98–99** to themselves to find the answer to the question: “What happened to Caesar and why?”
- When students have finished reading, restate the question and have students answer. (Caesar was stabbed to death. He had declared himself the dictator of Rome. Rome had been a republic and people did not want one person to once again have so much power.)
- Also ask, “Who was Brutus and what did he do?” (a friend of Caesar’s who was one of the men who stabbed him)
- If time permits, ask students what they think may happen next, now that Caesar is dead. (Answers may vary.)
- Direct students’ attention to the image and caption on **page 99**.

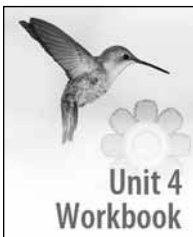
Wrap-Up

- Have students share notes they took on Worksheet 12.1.

Grammar

25 minutes

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



Worksheets 12.2

For additional practice, see Pausing Point Worksheet PP14. For more challenge, see Pausing Point Worksheet PP15.

- Ask students, “What is a verb?” (an action word)
- Have students give examples of verbs. (Examples may include: *run, jump, hike, sleep*, etc.)
- Draw students’ attention to the irregular verbs poster you placed on the board or chart paper in advance and have them help you fill it in with the verbs *say, make, go, take, and come*, one at a time.

Irregular Verbs	
Singular	Plural
I say, make, go, take, come.	We say, make, go, take, come.
You (one person) say, make, go, take, come.	You (more than one person) say, make, go, take, come.
He, She, It says, makes, goes, takes, comes.	They say, make, go, take, come.

- Ask students, “Do you see a pattern you have seen before when you look at the endings of these verbs?” (Following the subject pronouns *he*, *she*, and *it*, the verbs have –s or –es added to them, which is the same pattern discussed in previous lessons.)
- Ask students, “What do the words *present tense*, *past tense*, and *future tense* mean?” (Present tense shows action happening now, past tense shows action that has already happened, and future tense shows action that will happen.)
- Read the following sentences and have students hold up one finger if the sentence is present tense, two fingers if the sentence is past tense, and three fingers if the sentence is future tense.

My friends will watch the movie tonight. (three fingers, *will watch*, future tense)

The dolphins swim in the ocean. (one finger, *swim*, present tense)

It rained all through the football game. (two fingers, *rained*, past tense)

- Ask students how a present tense verb is changed to show past tense. (–ed is added)
- Tell students that for most verbs, past tense is made by adding –ed. However, there are some verbs that are spelled differently in the past tense and do not end with –ed.
- Tell students we call those verbs irregular verbs.
- Ask students to orally fill in the blanks as you read the following sentences. (Pause briefly at each blank for students to respond.)

Today, I say, “Hello.” Yesterday, I _____, “Hello.” Tomorrow, I _____, “Hello.”

- Students should have filled in the first blank with the word *said* to show past tense and the second blank with the words *will say* to show future tense.
- Write the words *said* and *will say* on the board and draw students’ attention to them.

- Point out that the suffix *-ed* was not added to *say* to make the past tense verb but rather a new word (*said*) was used.
- Point out that *say* is the same for present and future tense but has *will* added before it to show future tense.
- Next, ask students to fill in the blanks as you read the following sentences, pausing briefly at each blank for students to respond:

Today, I make breakfast. Yesterday, I _____ breakfast. Tomorrow, I _____ breakfast.

- Students should have filled in the first blank with the word *made* to show past tense and the second blank with the words *will make* to show future tense.
- Write the words *made* and *will make* on the board and draw students' attention to them.
- Point out that the suffix *-ed* was not added to *make* to form the past tense verb but rather a new word (*made*) was used.
- Point out that *make* is the same for present and future tense but merely has the word *will* placed before it to show future tense.
- Follow the same procedure for the words *went* and *will go*, *took* and *will take*, and *came* and *will come* using the following sentences:

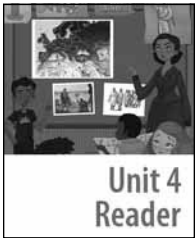
Today, I go to the store. Yesterday, I _____ to the store. Tomorrow, I _____ to the store.

Today, I take a shower. Yesterday, I _____ a shower. Tomorrow, I _____ a shower.

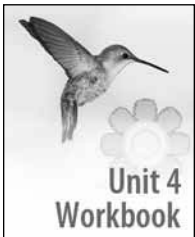
Today, I come to school. Yesterday, I _____ to school. Tomorrow, I _____ to school

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

Debate “Julius Caesar: Crossing the Rubicon”



Chapter 11



Worksheet 12.3

- Remind students that *debate* is an academic vocabulary word that you defined in a previous lesson. Ask, “What does it mean to *debate* something?” (Answers may vary but should include discussing a topic from different points of view.)
- Tell students that today they will *debate* whether crossing the Rubicon was a good idea or a bad idea for Julius Caesar.
- Tell students that to *debate* something is to *argue* points or ideas in a calm way. Remind students that the word *argue* means to give your opinion with supporting details. *Debating* a topic means that each side presents their ideas or *arguments* either for or against a topic.
- Tell students that “pro” means *for* and “con” means *against*.
- Divide the class in half. Tell students that one half of the class will *debate* the “pro” side, which means they will find reasons for why crossing the Rubicon was a good idea for Julius Caesar. The other half of the class will *debate* the “con” side, which means they will find reasons for why crossing the Rubicon was a bad idea for Julius Caesar.
- Tell students that you will assign which half of the class will *argue* the “pro” side and which half will *argue* the “con” side. Also, tell students that in a *debate*, students will not necessarily be *debating* the side they personally believe to be true, but will find facts or opinions that support the side they have been assigned.
- Assign the sides.
- Tell students that in a *debate*, there are rules to follow:
 - When a student on a side is presenting his or her *arguments*, all others in the class must listen carefully but not speak.
 - Each side (“pro” and “con”) will have three minutes to present their ideas or *arguments* and they may not need all of that time.
 - The “pro” side will present first, followed by the “con” side.
- Have students turn to Worksheet 12.3. Tell students to first individually write as many ideas as they can on the worksheet. Remind students to write only ideas that support the side they have been assigned. They may wish to look back at Chapter 11 in the reader.

- After a few minutes, ask students to join together with their group, choose a speaker, and share their ideas. The goal is to consolidate the ideas of the group into one list so the speaker can read from it when he or she presents. Give students 10 minutes to make a list of their ideas or *arguments*.
- As students look back at the reader and discuss their ideas, circulate around the room, giving assistance where needed.
- When 10 minutes have passed, ask the speaker for each side to come to the front of the room. Make sure they have the list of *arguments* that their group has prepared. Set a timer for three minutes and have the speaker for the “pro” side present the list of *arguments*. Then, reset the timer and have the speaker for the “con” side present.
- When both groups are finished, congratulate the students for completing their first formal *debate* and allow students to share thoughts and reactions to the process.

Lesson 13

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.

- ✓ Determine the main idea of “Julius Caesar: Crossing the Rubicon”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band independently and proficiently (RI.3.10)
- ✓ Decode words with common Latin suffixes *-y* and *-al* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently reread “Julius Caesar: Crossing the Rubicon” with purpose and understanding (RF.3.4a)
- ✓ Prior to independently rereading “Julius Caesar: Crossing the Rubicon,” identify orally what they know and have learned that may be related to the Julius Caesar (SL.3.1a)
- ✓ Form and use regular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g. *I walked; I walk; I will walk* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ee/ spelled ‘ea’, ‘ie’, and ‘i’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-y* or *-al* is added to a known root word (L.3.4b)
- ✓ Identify real-life connections between words and their use (e.g., people who are *lucky*, *traditional*) (L.3.5b)

At a Glance	Exercise	Materials	Minutes
Reading Time	Small Group Partner: “Julius Caesar: Crossing the Rubicon”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; board or chart paper	25
Morphology	Introduce Suffixes <i>-y</i> and <i>-al</i>	board or chart paper; Worksheets 13.1–13.4	25
Grammar	Mixed Review	Worksheet 13.5	15
Spelling	Blank Busters	Worksheet 13.6	15
Take-Home Material	“Julius Caesar: Crossing the Rubicon”	Worksheet 13.7	

Advance Preparation

Make sure the Suffix poster is on display for use in the Morphology lesson.

A **suffix** is a syllable placed after a root word. Suffixes change the meaning of the root word.

Reading Time

25 minutes

Small Group Partner: “Julius Caesar: Crossing the Rubicon”

Introducing the Chapter

- Tell students that today, they will reread “Julius Caesar: Crossing the Rubicon” in small groups. Ask students to share what they learned from reading the chapter during the previous lesson.

Reviewing the Vocabulary

- Review the vocabulary before rereading this chapter by referring to the Vocabulary Cards on display.

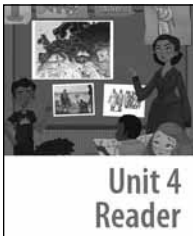
Guided Reading Supports and Purpose for Reading

- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter with their partner, taking turns reading paragraphs.

Wrap-Up

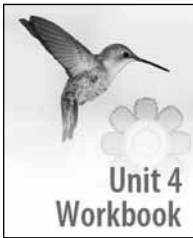
- Call students back together and have them collectively write the main idea for the chapter, using these procedures:
 - Ask students to give details for the chapter, while you record them on the board or chart paper.
 - Brainstorm which details are important enough to be included in a main idea.
 - Write the main idea with students’ input.

Note: Answers may vary but should closely resemble: When Julius Caesar appointed himself dictator for life, a group of Romans felt he had become a threat to the republic and killed him.



Chapter 11

Remember to use academic vocabulary when appropriate: *debate* and *results*.



Worksheets
13.1–13.4

For additional
practice, see
Pausing Point
Worksheet PP22.

Introduce Suffixes *-y* and *-al*

- Tell students that they will continue to study root words and suffixes this week.
- Review the Suffix poster displayed in the classroom with students.
A **suffix** is a syllable placed after a root word. Suffixes change the meaning of the root word.
- Tell students that the two suffixes they will study this week are *-y* and *-al*.
- Explain that *-y* means “full of” and is pronounced /ee/. The suffix *-al* means “related to” and is pronounced /ə/ + /l/.
- Tell students that this week’s root words are nouns. When this week’s suffixes are added to the root words, the new words are adjectives. Adjectives are words that describe nouns.
- Write the word *dirt* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (soil; I have *dirt* on my t-shirt from playing football.)
- Add the suffix *-y* to *dirt* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (full of soil)
- Ask students to provide examples of things that could get *dirty*. (Answers may vary.)
- Continue in this manner for the remaining *-y* 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
rust	(noun) a reddish brown substance that forms on certain metals when they are exposed to moisture	rusty	(adjective) full of a reddish brown substance that forms on certain metals when they are exposed to moisture	The <u>rusty</u> gate needed to be replaced with a new piece so it would close all the way.
salt	(noun) a natural white substance used to flavor and preserve food	salty	(adjective) full of a natural white substance used to flavor and preserve food	I could not eat another bite of the chicken sandwich because it was too <u>salty</u> and tasted gross.
leak	(noun) a hole that lets something in or allows something to escape	leaky	(adjective) full of holes that let something in or allow something to escape	The <u>leaky</u> faucet dripped all morning, allowing water to fill the sink.
curl	(noun) a spiral or winding shape	curly	(adjective) full of spirals or winding shapes	The <u>curly</u> vine wrapped all the way up the tree trunk.
luck	(noun) the unplanned occurrence of good events	lucky	(adjective) full of the unplanned occurrence of good events	Brian is <u>lucky</u> he didn't lose any teeth when he got hit in the face with a baseball.
mess	(noun) something that is untidy and dirty	messy	(adjective) full of something that is untidy and dirty	My room was so <u>messy</u> you could not see the floor under all the stuff lying everywhere.

- Write the word *nutrition* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (the process of eating the right kind of food so you can be healthy and grow properly; Good *nutrition* includes eating fruits and vegetables instead of junk food.)
- Add the suffix *-al* to *nutrition* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (related to the process of eating the right kind of food so you can be healthy and grow properly)
- Ask students to provide examples of things that are *nutritional*. (Answers may vary.)

- Continue in this manner for the remaining *-al* 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.

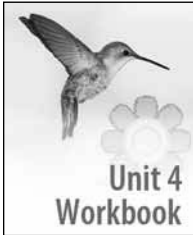
Root Word	Meaning	Affixed Word	Meaning	Sentence
tradition	(noun) a custom or belief handed down from one generation to the next	traditional	(adjective) related to a custom or belief handed down from one generation to the next	A <i>traditional</i> Sunday dinner at my grandfather's house includes all the family members sitting at his enormous dining room table.
magic	(noun) a power that allows people to do impossible things by saying special words or performing special actions	magical	(adjective) related to a power that allows people to do impossible things by saying special words or performing special actions	Some stories include characters with <i>magical</i> powers who can do all sorts of things that people can't do.
music	(noun) sounds made by voices or instruments and arranged in a way that is pleasing to hear	musical	(adjective) related to sounds made by voices or instruments and arranged in a way that is pleasing to hear	My class is going on a field trip to see a <i>musical</i> play based on a book we just finished reading.
fiction	(noun) stories about things that are not real	fictional	(adjective) related to stories about things that are not real	The book I checked out from the library is set in a <i>fictional</i> town in the mountains of Vermont.
culture	(noun) the traditions, beliefs, and arts of a group of people	cultural	(adjective) related to the traditions, beliefs, and arts of a group of people	A guest speaker gave a <i>cultural</i> presentation at the art museum about the upcoming exhibit of sculpture.
coast	(noun) the land near the sea or ocean	coastal	(adjective) related to the land near the sea or ocean	Every summer as a child, my dad visited a <i>coastal</i> town in Massachusetts with his family where they went swimming, fishing, and ate lots of seafood.

- Ask students to turn to Worksheets 13.1–13.4. Have them complete these worksheets in a manner similar to how they completed them in past lessons.

Grammar

15 minutes

10 Mixed Review



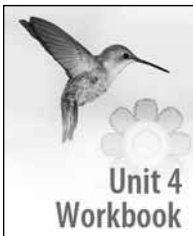
Worksheet 13.5

- Have students take out Worksheet 13.5 and complete it independently. You may wish to use this as an informal assessment.

Spelling

15 minutes

Blank Busters



Worksheet 13.6

- Tell students they will practice writing the spelling words for this week.
- Tell students to turn to Worksheet 13.6.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to a spelling word to have the sentence make sense: *-s*, *-es*, *-ies*, *-es*, and *-ing*.
- Ask students to read the state in **number 1** silently and fill in the blank. When students have completed **number 1**, call on one student to read **number 1** aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move on to **number 2** and fill in the blank on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.

For additional practice, see worksheets in Sections III-B and V-F or the *Assessment and Remediation Guide*.

- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word but if they try and don't get it right, they will not be penalized.

Take-Home Material

"Julius Caesar: Crossing the Rubicon"

- Have students take home Worksheet 13.7 to read to a family member.

Lesson 14

Grammar

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “After Caesar: Augustus and the Roman Empire,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “After Caesar: Augustus and the Roman Empire” by explicitly referring to the text (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Augustus and the Roman Empire in “After Caesar: Augustus and the Roman Empire” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “After Caesar: Augustus and the Roman Empire” (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band, independently and proficiently (RI.3.10)
- ✓ Decode words with common Latin suffixes *-y* and *-al* (RF.3.3b)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “After Caesar: Augustus and the Roman Empire” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “After Caesar: Augustus and the Roman Empire,” explicitly drawing on preparation and other information known about Augustus and the Roman Empire to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “After Caesar: Augustus and the Roman Empire,” identify what they know and have learned related to Augustus and the Roman Empire (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Augustus and the Roman Empire (SL.3.1d)
- ✓ Form and use irregular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses (e.g., *I brought; I bring; I will bring*) (L.3.1e)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ee/ spelled ‘ea’, ‘ie’, and ‘i’ (L.3.2f)
- ✓ Determine the meaning of words formed when *-y* or *-al* 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 *cultural, magical*) (L.3.5b)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group Silent: “After Caesar: Augustus and the Roman Empire”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 14.1	25
Grammar	Introduce Irregular Verbs (<i>see, bring, mean, speak, and draw</i>)	board or chart paper; Worksheet 14.2	25
Morphology	Practice Suffixes <i>-y</i> and <i>-al</i>	Worksheet 14.3	15
Spelling	Word Sort	Worksheet 14.4	15
Take-Home Material	“After Caesar: Augustus and the Roman Empire”	Worksheet 14.5	*

Advance Preparation

Using the irregular verbs chart from Lesson 12, erase the verbs from the board or remove the index cards or sticky notes of the verbs for use during the Grammar lesson. You will not need to keep this chart up for a future lesson, so index cards will not be needed. You will write directly on the chart in this lesson.

Irregular Verbs	
Singular	Plural
I _____.	We _____.
You (one person) _____.	You (more than one person) _____.
He, She, it _____.	They _____.

Put the following example on the board or chart paper for the Spelling lesson:

Example:

beach	librarian	field	tread	receive
'ea' > /ee/	'ie' > /ee/	'i' > /ee/		
_____	_____	_____		
_____	_____	_____		
_____	_____	_____		

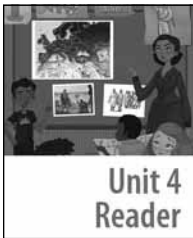
Whole Group Silent: “After Caesar: Augustus and the Roman Empire”

Introducing the Chapter

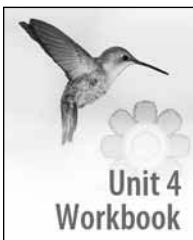
- Tell students that the title of today’s chapter is “After Caesar: Augustus and the Roman Empire.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students that in preparation for the assessment that students will take next week, today students will read the entire chapter to themselves while answering the questions on Worksheet 14.1.

Previewing the Vocabulary

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



Chapter 12



Worksheet 14.1

Vocabulary for “After Caesar: Augustus and the Roman Empire”

1. **Au|gus|tus**—Julius Caesar’s adopted son who changed ancient Rome from a republic to an empire by becoming the emperor (100)
2. **tra|di|tion**—custom (**traditions**) (100)
3. **re|form**—to change the way things are done to make them better (**reformed**) (102)
4. **mag|nif|icent**—impressive and beautiful (102)
5. **reign**—[‘ei’ > /ae/ (*feign, rein*)] period of time during which a ruler is in charge (102)
6. **Pan|the|on**—a temple built to honor all of the Roman gods (102)
7. **ar|chi|tec|ture***—design or style of buildings (104)
8. **Col|os|se|um**—a huge arena in Rome where people would go to watch events, mainly gladiator fights, that is one of the most recognizable buildings from the Roman Empire (104)
9. **ru|ins***—the remains of something that has fallen or been destroyed (104)
10. **char|iot**—a cart with two wheels and no seats that is pulled by horses; The driver stands up in the cart to hold the horses’ reins. (106)
11. **Cir|cus Max|i|mus**—a large stadium where chariot races were held (106)
12. **a|que|duct***—a stone structure built to carry water from the country into the city (**aqueducts**) (108)

Guided Reading Supports and Purpose for Reading

- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary.
- Before students start reading, take a few moments to go through the chapter, looking at the images and reading the captions.
- Tell students that they should read to find out what happened to Rome after Julius Caesar died. Tell them to complete Worksheet 14.1 after they finish reading.

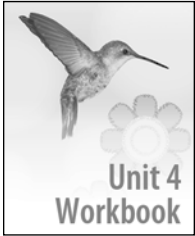
- As students read silently, you should circulate throughout the room, lending assistance as needed.
- When students have finished reading and completed the worksheet, go over the worksheet as a class, having students correct their answers.

Wrap-Up

- If additional time remains, use the following questions to promote a discussion:

Discussion Questions on “After Caesar: Augustus and the Roman Empire”

1. *Literal* Did the Romans succeed in re-establishing a republic after Caesar was killed? Why or why not? (No, Augustus made himself emperor and said he would serve until he died.)
2. *Literal* Fill in the blank:
When Augustus made it clear he would serve as emperor until he died, Rome was no longer a _____. (republic)
3. *Literal* Name three things that Augustus did to help Rome. (Answers may vary but could include that he reformed the government, set up monuments, built magnificent buildings including temples, theaters, and bath houses, repaired old buildings and added marble to many.)
4. *Literal* What famous building did Augustus build and what was its purpose? (Pantheon, a temple to all the Roman gods)
5. *Literal* Name two other buildings mentioned in the chapter and describe their purposes. (Colosseum for fights and Circus Maximus for chariot races)
6. *Literal* What was the benefit of the aqueducts? (brought water from the country to the city)



Worksheet 14.2

For additional practice, see Pausing Point Worksheet PP16. For more challenge, see Pausing Point Worksheet PP17.

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

- Draw students’ attention to the irregular verbs chart you placed on the board or chart paper in advance and have them help you fill it in with the verbs *see, bring, mean, speak, and draw*, one verb at a time.

Irregular Verbs	
Singular	Plural
I see, bring, mean, speak, draw.	We see, bring, mean, speak, draw.
You (one person) see, bring, mean, speak, draw.	You (more than one person) see, bring, mean, speak, draw.
He, She, It sees, brings, means, speaks, draws.	They see, bring, mean, speak, draw.

- Ask students, “Do you see a pattern you have seen before when you look at the endings of these verbs?” (Following the subject pronouns, *he, she, and it*, the verbs have *-s* added to them, which is the same pattern discussed in previous lessons.)
- Tell students that for most verbs, past tense is made by adding *-ed*. However, there are verbs that are spelled differently in the past tense and do not end with *-ed*. Remind students that we call these irregular verbs.
- Ask students for the past tense of the verbs *say (said), make (made), go (went), take (took), and come (came)*.
- Tell students that they will see a similar pattern in five more verbs.
- Ask students to fill in the blanks as you read the following sentences, pausing briefly at the blanks so students can respond:

Today, I see you. Yesterday, I _____ you. Tomorrow, I _____ you.

- Students should have filled in the first blank with the word *saw* to show past tense and the second blank with the words *will see* to show future tense.
- Write the words *saw* and *will see* on the board and draw students’ attention to them.

- Point out that the suffix *-ed* was not added to *see* to make the past tense but rather a new word (*saw*) was used.
- Point out that *see* is the same for present and future tense but has *will* placed before it.
- Next, ask students to fill in the blanks as you read the following sentences again, pausing briefly:

Today, I bring my lunch. Yesterday, I _____ my lunch. Tomorrow, I _____ my lunch.

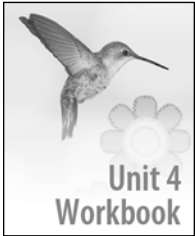
- Students should have filled in the first blank with the word *brought* to show past tense and the second blank with the words *will bring* to show future tense.
- Write the words *brought* and *will bring* on the board and draw students' attention to them.
- Point out that the suffix *-ed* was not added to *bring* to make the past tense but rather a new word (*brought*) was used.
- Point out that *bring* is the same for present and future tense but has the word *will* placed before it.
- Follow the same procedure for the words *meant* and *will mean*, *spoke* and *will speak*, and *drew* and *will draw* using the following sentences:

Today, I mean to smile at friends. Yesterday, I _____ to smile at friends. Tomorrow, I _____ to smile at friends.

Today, I speak to you. Yesterday, I _____ to you. Tomorrow, I _____ to you.

Today, I draw a picture. Yesterday, I _____ a picture. Tomorrow, I _____ a picture.

- Have students turn to Worksheet 14.2 and complete it as a teacher-guided activity.



Worksheet 14.3

Practice Suffixes *-y* and *-al*

- Remind students that in the previous lesson, they learned about the suffixes *-y* and *-al*.
- Remind students that *-y* means “full of” and is pronounced /ee/. The suffix *-al* means “related to” and is pronounced /ə/ + /l/.
- Also, remind students that words with the suffixes *-y* and *-al* are adjectives and the root words are nouns.
- Tell students that you will give them two word choices. Then, you will read a statement and students must decide which of the word choices the statement demonstrates.
- Share the following example for practice:

Salty or *leaky*? There is water by my feet at the bottom of the boat as we row across the lake.

- Ask students if the statement relates to the word *salty* or *leaky* and why. (*leaky*: Water is coming into the boat when it is not supposed to.)
- Continue in this manner with the remaining examples found in the following box:

Nutritional or *cultural*? I had orange slices for a snack after soccer practice. (*nutritional*)

Dirty or *curly*? The ribbons on the large present were twisted into colorful spirals. (*curly*)

Magical or *musical*? Robert can play the piano and violin and just started taking guitar lessons. (*musical*)

Messy or *lucky*? When I checked on my younger brother, he had pulled all the books off the shelf and dumped all the blocks onto the floor. (*messy*)

Coastal or *rusty*? He likes driving the winding road with the ocean on one side and the rocky land on the other. (*coastal*)

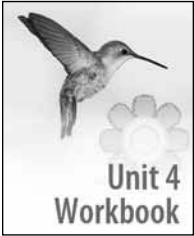
Salty or *traditional*? In my family, a bride carries a piece of our great grandmother’s wedding dress on her own wedding day. (*traditional*)

- Have students complete Worksheet 14.3 with a partner or independently.

Spelling

15 minutes

Word Sort



Worksheet 14.4

For additional practice, see worksheets in Sections III-B and V-F of the *Assessment and Remediation Guide*

- Tell students they will sort words with /ee/ spelled 'ea', 'ie', and 'i'.
- Direct students' attention to the example on the board.

beach	librarian	field	tread	receive
'ea' > /ee/		'ie' > /ee/		'i' > /ee/
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- Ask students to identify the vowel patterns. ('ea' > /ee/, 'ie' > /ee/, 'i' > /ee/)
- Tell students to read the words above the headers in the example with you. (*beach, librarian, field, tread, receive*)
- Ask students which vowel(s) in the word *beach* have the sound /ee/. Circle the letters 'ea'. Ask students under which header to put *beach*. ('ea' > /ee/) Write the word under the correct header.
- Repeat with the remaining words.
- Note for students that *tread* and *receive* do not belong as they do not follow the pattern of the headers. Ask students what vowels make the /ee/ sound in *receive*. ('ei')
- Have students turn to Worksheet 14.4 and complete it independently.

Take-Home Material

"After Caesar: Augustus and the Roman Empire"

- Have students take home Worksheet 14.5 to read to a family member.

Lesson 15

✓ 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 “Androcles and the Lion” by explicitly referring to the text (RL.3.1)
- ✓ Recount stories read independently, including legends; determine the moral and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Describe characters in “Androcles and the Lion” (e.g., traits, motivations) and explain how their actions contribute to the sequence of events (RL.3.3)
- ✓ 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 (RL.3.10)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Androcles and the lion in “Androcles and the Lion” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Androcles and the Lion” (RI.3.7)
- ✓ Independently read “Androcles and the Lion” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Androcles and the Lion,” explicitly drawing on preparation and other information known about Androcles and the lion to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Androcles and the Lion,” identify what they know and have learned related to Androcles and the lion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Androcles and the lion (SL.3.1d)
- ✓ Form and use irregular verbs (L.3.1d)
- ✓ Form and use the simple verb tenses, e.g., *I drew; I draw; I will draw* (L.3.1e)
- ✓ Determine agreement between subjects and verbs (L.3.1f)
- ✓ Use a beginning dictionary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ 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
Spelling	Spelling Assessment	Worksheet 15.1; optional pens	25
Reading Time	Small Group: “Androcles and the Lion”	<i>Stories of Ancient Rome</i> ; Worksheet 15.2	25
Grammar	Practice Irregular Verbs	Worksheet 15.3	15
Spelling	Practice Dictionary Skills	Worksheet 15.4	15

Advance Preparation

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

Photocopy the following page and cut it into strips to give to students—one strip for each pair of students—for use during the Dictionary Skills lesson.

Sample Dictionary Page

scalpel

sent

scent 1. *noun* A pleasant aroma, as in perfume. 2. *verb* To fill with an aroma: *She scented the room with her perfume.*

scribble *verb* To write or draw in a sloppy fashion.

Sample Dictionary Page

scalpel

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Sample Dictionary Page

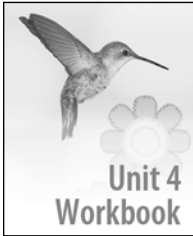
scalpel

sent

scent 1. *noun* A pleasant aroma, as in perfume. 2. *verb* To fill with an aroma: *She scented the room with her perfume.*

scribble *verb* To write or draw in a sloppy fashion.

10 Spelling Assessment



Worksheet 15.1

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

- Have students turn to Worksheet 15.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word *sienna*, they would write that word under the header 'i' > /ee/.
- Tell students that if a word fits 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 words using the following format: say the word, use it in a sentence, and say the word once more.

- | | |
|---------------|----------------------------------|
| 1. teacher | 12. grease |
| 2. rookie | 13. zombie |
| 3. each | 14. increase |
| 4. atrium | 15. stadium |
| 5. experience | 16. leader |
| 6. Julius | 17. grief |
| 7. chief | 18. chariot |
| 8. gladiator | 19. Challenge Word: again |
| 9. eager | 20. Challenge Word: often |
| 10. shriek | Content Word: Caesar |
| 11. barbarian | |

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

1. He bravely stepped into the stadium.
2. The students were relieved when they finished the assessment.

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

Note to Teacher

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

Reading Time

25 minutes

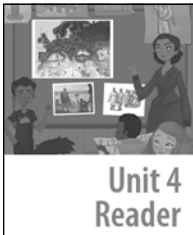
Small Group: "Androcles and the Lion"

Introducing the Chapter

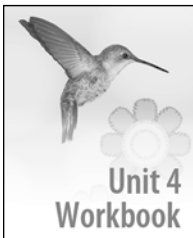
- Tell students that the title of today's chapter is "Androcles and the Lion." Ask students to share what they know about lions and how they think a lion and a person might interact.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 13



Worksheet 15.3

Vocabulary for "Androcles and the Lion"

1. **glad|i|ator***—a man trained to fight people and animals for entertainment, often resulting in death (**gladiators**) (110)
2. **crouch**—to stoop or squat (**crouched**) (112)
3. **vi|cious**—[‘ci’ > /sh/ (*musician*)] dangerous, violent, mean (114)
4. **a|re|na**—the area of a stadium where the events actually take place (116)
5. **be|friend**—to become friends with (**befriended**) (116)
6. **em|per|or**—the male ruler/head of an empire (118)

Guided Reading Supports and Purpose for Reading

- Tell students that today, they will use Worksheet 15.2 to practice taking notes, just as they did in a previous Listening & Learning lesson and in an earlier Skills lesson.
- Tell students that the questions to guide them are on the worksheet.
- Remind students that when taking notes, they only record the most important words; they do not write in complete sentences.
- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter to you as they take notes. This is an excellent time for you to make notes in your anecdotal records.
- ★ **Small Group 2:** Ask these students to read the chapter and take notes independently at their desks.

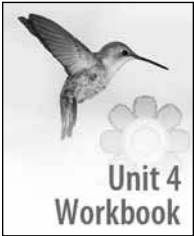
Wrap-Up

- If time remains, use the following questions to promote a discussion:

Discussion Questions on “Androcles and the Lion”

1. *Literal* How did Androcles end up in the lion’s cave? (He escaped from his master and hid in the cave.)
2. *Literal* When the lion arrived home, what was Androcles’ reaction? (fearful for his life)
3. *Literal* What caused Androcles to help the lion? (The lion gave him a scared look, as if asking for help.)
4. *Literal* Why was Androcles put in jail? (He was an escaped slave and the law said he must be punished.)
5. *Inferential* Why was the crowd so amazed at what happened in the Colosseum that day? (They had never seen a lion be gentle with a gladiator.)
6. *Inferential* Explain the “thumbs up.” (From the emperor, thumbs up meant he was pleased, so Androcles and the lion were freed.)
7. *Literal* True or false: Androcles and the Lion is a nonfiction chapter. (false)

10 Practice Irregular Verbs

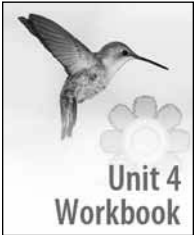


Worksheet 15.3

- Have students take out Worksheet 15.3 and complete it independently. You may wish to use this as an informal assessment.

Spelling

Practice Dictionary Skills



Worksheet 15.4

- Tell students they will identify and use guide words, entry words, and definitions on a dictionary page.
- Pair up students.
- Distribute a Sample Dictionary Page strip to each pair of students and direct their attention to it.

Sample Dictionary Page	
scalpel	sent
<p>scent 1. <i>noun</i> A pleasant aroma, as in perfume. 2. <i>verb</i> To fill with an aroma: <i>She scented the room with her perfume.</i></p>	
<p>scribble <i>verb</i> To write or draw in a sloppy fashion.</p>	

- Ask students to identify the guide words. (scalpel, sent)
- Tell students to identify the two entry words. (scent, scribble)
- Ask, “How many definitions are listed for *scent*?” (two)
- Have students read the first definition. (*A pleasant aroma, as in perfume.*)
- Ask students to tell you the part of speech for **definition 1**. (*noun*)
- Have students use the word *scent* as a noun in a sentence. (Answers may vary.)
- Have students read the second definition for *scent*. (*To fill with an aroma.*)

- Ask, “What part of speech is **definition 2?**” (*verb*)
- Note for students that sometimes a sample sentence is listed after a definition.
- Have students read the sample sentence listed after **definition 2**. (*She scented the room with her perfume.*)
- Ask students to read the second entry word. (*scribble*)
- Ask students to tell you the part of speech for *scribble*. (*verb*)
- Ask how many definitions there are for *scribble*. (*one*) Note for students that when there is only one definition, it is not numbered.
- Have students turn to Worksheet 15.4 and complete it as a teacher-guided activity.

Spelling Analysis Chart

Name	
1	1. teacher
2	2. rookie
3	3. each
4	4. atrium
5	5. experience
6	6. Julius
7	7. chief
8	8. gladiator
9	9. eager
10	10. shriek
11	11. barbarian
12	12. grease
13	13. zombie
14	14. increase
15	15. stadium
16	16. leader
17	17. grief
18	18. chariot
19	19. Challenge Word: again
20	20. Challenge Word: often
	Content Word: Caesar

Spelling Analysis Directions

Unit 4, Lesson 15

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

- Students are likely to make the following errors:
 - For 'ea', students may write 'i', 'ie', or 'ae'
 - For 'ie', students may write 'i', 'ea', or 'ae'
 - For 'i', students may write 'ea', 'ie', or 'ae'
- 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 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 16

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.

- ✓ Refer to parts of dramas using terms such as cast members, script, and parts (RL.3.5)
- ✓ 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 (RL.3.10)
- ✓ Independently read grade-appropriate irregularly spelled words (RF.3.3d)
- ✓ Independently read “Androcles and the Lion: Reader’s Theater” with purpose and understanding (RF.3.4a)
- ✓ Read “Androcles and the Lion: Reader’s Theater” orally with accuracy, appropriate rate, and expression on successive readings (RF.3.4b)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with /ee/ spelled ‘y’, ‘ey’, and ‘e_e’ (L.3.2f)

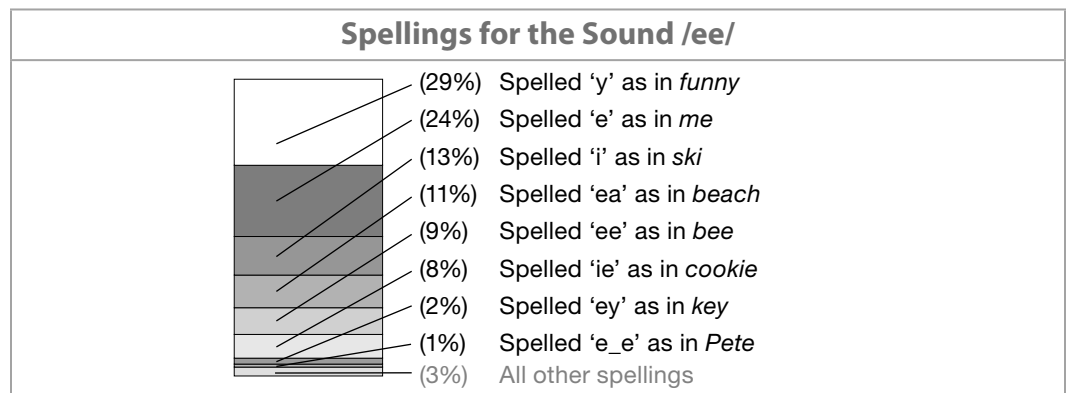
<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	“Androcles and the Lion: Reader’s Theater”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards	25
Spelling	Introduce Spelling Words	board; Individual Code Chart; Worksheet 16.1	25
Take-Home Material	Family Letter; “Androcles and the Lion”; “Reader’s Theater: Androcles and the Lion”	Worksheets 16.1–16.3	*

Advance Preparation

You may wish to draw the spelling table on the board or chart paper before beginning to teach this lesson.

'y' > /ee/	'ey' > /ee/	'e_e' > /ee/

The following chart is provided for your review:



Here are some patterns for you to be aware of:

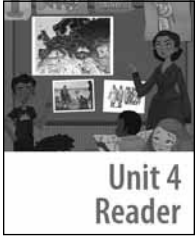
- 'y' is generally used at the end of words; It is used in suffixes to mark adjectives (*funny, silly*) and adverbs (*slowly, quickly*).
- The 'y' ending in many words changes to 'i' when a suffix that begins with a vowel is added: *funny > funnier, sunny > sunniest*.
- The 'y' ending in many words changes to 'ie' when 's' is added (either to mark a plural or show a change in person): *puppy > puppies, lady > ladies, I carry > he carries*.
- The 'y' spelling also changes when -ed is added: *carry > carried, rally > rallied*.

- ‘ey’ is found primarily at the end of a word or syllable.
- ‘e_e’ can be seen as a variation of /ee/ in which the two e’s are separated by a consonant.

Reading Time

25 minutes

“Androcles and the Lion: Reader’s Theater”



Chapter 14

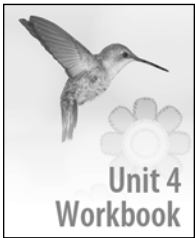
For additional practice, see worksheets in Section V-F of the *Assessment and Remediation Guide*.

Introducing the Chapter

- Tell students that the title of today’s chapter is “Androcles and the Lion: Reader’s Theater.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Review the vocabulary for “Androcles and the Lion,” using the Vocabulary Cards from Chapter 13.

Guided Reading Supports and Purpose for Reading

- Today, students will read “Androcles and the Lion” written as a play. (They may remember reading “The Skeletal System” as a Reader’s Theater play in Unit 3.) Point out that this is the same story they read in the previous lesson. It has been rewritten, however, as a script. Have students turn to the first page of the play.
- Remind students that in a play, there are actors who speak for each character or part in the play. The group of actors in the play is called the cast of a play. Read the names of the different characters listed as part of the cast.
- Ask students to identify the two parts listed as cast members who were not included in the version of the story that they read during the previous lesson. (Narrator 1 and Narrator 2) Explain that sometimes in a play, a narrator is included; the narrator provides background information.
- Remind students that in a play, the cast members (actors) take turns speaking using a script.
- Assign students to read the parts of the play. You may want to assign a single part to a group of three to five students and then assign individual students to each part. Each group should quietly practice reenacting the play in different parts of the classroom as you circulate throughout the room. As a culminating activity, ask if one or two groups would like to perform the play for their classmates.



Worksheet 16.1

Introduce Spelling Words

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

- | | |
|--------------|-------------------------------------|
| 1. chimney | 12. crazy |
| 2. gently | 13. extreme |
| 3. money | 14. keyboard |
| 4. busy | 15. anytime |
| 5. Pete | 16. city |
| 6. alley | 17. athlete |
| 7. everybody | 18. Challenge Word: been |
| 8. centipede | 19. Challenge Word: bin |
| 9. barley | 20. Challenge Word: together |
| 10. enemy | Content Word: Pompey |
| 11. Chinese | |

- Go back through the list of words, having students read the words and tell you what vowel(s) to circle for the /ee/ sound.

- | | |
|--------------|-------------------------------------|
| 1. chimney | 12. crazy |
| 2. gently | 13. extreme |
| 3. money | 14. keyboard |
| 4. busy | 15. anytime |
| 5. Pete | 16. city |
| 6. alley | 17. athlete |
| 7. everybody | 18. Challenge Word: been |
| 8. centipede | 19. Challenge Word: bin |
| 9. barley | 20. Challenge Word: together |
| 10. enemy | Content Word: Pompey |
| 11. Chinese | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *been/bin* and *together*, are also part of their spelling list and are words used very often. They do not follow the spelling patterns and need to be memorized.
- Ask students what vowel sound they hear in *been/bin*. (Students should respond /i/.)
- Ask students to refer to **page 3** on the **Individual Code Chart**. Tell them to find the /i/ row. Ask them if they see an ‘ee’ spelling for /i/. (no) The ‘ee’ spelling for /i/ is so rare that it is not on the Individual Code Chart.
- Ask students to follow /i/ across and see if there is an ‘i’ spelling. (yes) Tell students that *bin* follows the vowel sound for /i/.
- Explain to students that *been* and *bin* are homophones. Homophones sound alike but have different meanings. Homophones may or may not be spelled the same. *Been* and *bin* have the same sound /i/ and have different meanings.
- Use the Challenge Words in sentences as examples for the students: “Politicians have *been* putting up signs recently.” “We use the recycling *bin* to help the environment. “Together we can make a difference.”
- Remind students that there is a Content Word for this week. Also, remind students that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the test 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 most important thing is that they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *Pompey*, does follow the spelling patterns for this week as the ‘ey’ is pronounced /ee/. *Pompey* is a content-related word. Pompey is the general Caesar defeated in a civil war.

- Now, draw the following table on the board:

'y' > /ee/	'ey' > /ee/	'e_e' > /ee/

- Next, ask students to refer to **page 3** of the **Individual Code Chart**. Have them find the row /ee/. Ask students to give the number of different spellings for the sound /ee/. (eight) Remind students that /ee/ has many spellings compared to other sounds on the chart. Ask students if this is going to make spelling easier or more difficult. (more difficult)
- Have students follow /ee/ across to 'y'. Ask them to look at the power bar and tell what it means. (The 'y' spelling is the most frequent spelling for /ee/.)
- Next, have students follow /ee/ across to 'ey'. Ask them to look at the power bar and tell what it means. (The 'ey' spelling is the next to last spelling for /ee/ and is not used very often.)
- Finally, have students follow /ee/ across to 'e_e'. Ask them to look at the power bar and tell what it means. (It is the last spelling for /ee/ and is not used very often.)

- Ask students to tell you the words to write under each header. Briefly explain the meaning of each word.

'y' > /ee/	'ey' > /ee/	'e_e' > /ee/
gently	chimney	Pete
busy	money	centipede
everybody	alley	Chinese
enemy	barley	extreme
crazy	keyboard	athlete
anytime	Pompey	
city		
Challenge Words: been/bin		
Challenge Word: together		

- Practice the words as follows during the remaining time. Call on a student to read any word on the chart. Then, have the student orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: “Did 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 of the words are used or time has run out.
- Tell students that 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 16.1 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; “Androcles and the Lion”; “Reader’s Theater: Androcles and the Lion”

- Have students take home Worksheet 16.1 to share with a family member and Worksheets 16.2 and 16.3 to read to a family member.

Lesson 17

Grammar

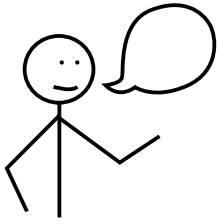
✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Rise of Christianity,” referring explicitly to the text as the basis for the answers (RI.3.1)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details of “The Rise of Christianity” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “The Rise of Christianity”; recount the key details and explain how they support the main idea (RI.3.2)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to Christianity in “The Rise of Christianity” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Rise of Christianity” (RI.3.7)
- ✓ By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band, independently and proficiently (RI.3.10)
- ✓ Independently read “The Rise of Christianity” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “The Rise of Christianity,” explicitly drawing on preparation and other information known about Christianity to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to Christianity (SL.3.1d)
- ✓ Use commas and quotation marks in dialogue (L.3.2c)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group Silent: “The Rise of Christianity”	<i>Stories of Ancient Rome</i> ; Vocabulary Cards; Worksheet 17.1	25
Grammar	Review Quotation Marks	board or chart paper; Worksheet 17.2	25
Take-Home Material	“The Rise of Christianity”; Review Quotation Marks	Worksheets 17.3, 17.4	*

Advance Preparation



Create the following quotation marks poster:

Quotation marks are punctuation marks used to show exactly what a person says or has said.

Draw a stick figure with a speech bubble on the board like the one shown in the margin on this page.

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

1. “You are a wonderful artist!” exclaimed Jane.
2. “Will you come to the movie with me?” asked John.
3. Jane exclaimed, “You are a wonderful artist!”
4. John asked, “Will you come to the movie with me?”
5. “My pet is a white, fluffy poodle,” said Tom.
6. Tom said, “My pet is a white, fluffy poodle.”

Reading Time

25 minutes

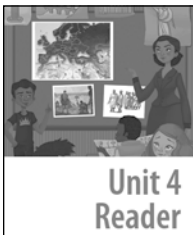
Whole Group Silent: “The Rise of Christianity”

Introducing the Chapter

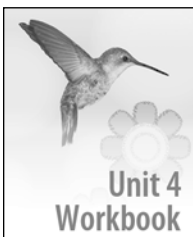
- Tell students that the title of today’s chapter is “The Rise of Christianity.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students that in preparation for the assessment that students will take in the next lesson, today students will read the entire chapter to themselves while answering the questions on Worksheet 17.1.

Previewing the Vocabulary

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



Chapter 15



Worksheet 17.1

Vocabulary for “The Rise of Christianity”

1. **Chris|ti|an|i|ty**—a religion based on the teachings of Jesus (**Christian, Christians**) (128)
2. **mir|a|cle**—an amazing event with no explanation, believed to be an act of God (**miracles**) (128)
3. **sub|jects**—people who are ruled by a king or emperor (128)
4. **tri|al**—a meeting in court to determine if someone has broken the law (130)
5. **di|vine**—relating to God (130)
6. **re|li|gion**—the belief in a god or many gods (130)
7. **faith**—strong religious beliefs (132)
8. **Con|stan|tine**—the Emperor who ended the war between the Romans and Christianity; the first Roman Emperor to convert to Christianity (134)

Guided Reading Supports and Purpose for Reading

- After previewing the Vocabulary Cards, remind students that as they are reading, if they do not recall the meaning of a word, they can always look it up in the glossary. Before students start reading, take a few moments to go through the chapter, looking at the images and reading the captions.
- Tell students that they should read to find out who Jesus of Nazareth was and how the Christian religion began. Tell them to complete Worksheet 17.1 as they read.
- As students read silently, you should circulate throughout the room, lending assistance as needed.
- When most students have finished reading and completed the worksheet, go over the worksheet as a class, having students correct their answers.

Wrap-Up

- If additional time remains, use the following questions to promote a discussion:

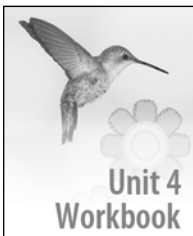
Discussion Questions on “The Rise of Christianity”

1. *Literal* Name some of the miracles Jesus performed. (changed water into wine, walked on water, cured the sick, and brought dead people back to life)
2. *Literal* Why was the Roman governor, Pontius Pilate, upset with Jesus? (Answers may vary but could include he had heard Jesus call himself “the king of the Jews” and he did not like that because Jews were subjects of the Roman Emperor.)
3. *Literal* What did Jesus’ followers believe Jesus was sent to do? (save people)
4. *Literal* What did Paul do? (He traveled all around spreading the religion of Jesus.)
5. *Literal* Why were Christians treated as enemies of Rome? (The Romans worshipped many gods, not one God.)
6. *Literal* What did Constantine do for Christianity? (He became a Christian and made Christianity the official religion of the Roman Empire.)

Grammar

25 minutes

Review Quotation Marks



Worksheet 17.2

- Draw students’ attention to the poster on quotation marks you created in advance.
Quotation marks are punctuation marks used to show exactly what a person says or has said.
- Remind students they learned about quotation marks in second grade.
- Tell students that quotation marks are used in writing to show that a person is speaking. In a story, when people are speaking, we call this dialogue.

- Select a student to come to the front of the room where you have drawn the speech bubble. Write the student’s name above the speech bubble. (We’ll call him Jim.) Ask Jim, “What is your favorite color?”
- Encourage Jim to restate the question and make a complete sentence when answering, “My favorite color is blue.”
- Explain that speech bubbles are used to show the words that a person says or has said. Write *My favorite color is blue.* in the speech bubble.
- Explain that you will now write what Jim has said as a sentence. To show exactly what Jim said, explain that you will use quotation marks when you write it in a sentence.
- Write *Jim said,* explaining that the comma separates what Jim says from Jim’s name and tells us to pause. Point out that it comes before the quotation marks. Just as quotation marks set off exactly what was said, so the comma separates the dialogue from who said it.
- Then, write *“My favorite color is blue.”*
- Point to the quotation marks and explain that these show us exactly what the student said. (*Jim said, “My favorite color is blue.”*)
- Point out that the end punctuation is inside the quotation marks.
- Also, point out that both the first word of the sentence and the first word in quotation marks are capitalized.
- Ask Jim to give his answer again, this time cupping his hands around his mouth as he speaks. [Jim says, (cupped hands) “My favorite color is blue.” (cupped hands)] Explain that cupping your hands around your mouth is just like adding quotation marks in a written sentence. Quotation marks show the reader exactly what a person has said during a conversation or dialogue.
- Repeat the above procedure: call on a new student, use his/her name, ask a question, write the answer in the speech bubble, and then write the answer in a sentence.
- Point out once again the comma before the first quotation marks, capital letter at the beginning of the sentence and the first word in quotation marks, and end punctuation inside the quotation marks.
- Have a student read the sentence aloud to the class.

- Use the same format (call on a student, write his/her name on the board, ask a question, write his/her answer in the speech bubble, and then rewrite his/her answer in a sentence) to review quotation marks. This time, however, write what the student says at the beginning of the sentence. For example, you may write a sentence such as *“I like to draw pictures,” said Jennie.*
- Point out to students that in this case, the sentence *“I like to draw pictures”* doesn’t end with a period, but rather a comma. Again, just as the quotation marks set off what was said, the comma sets the spoken sentence apart from who said it.
- Explain that when the speaker’s name comes after what he/she has said, we use a comma to end the spoken portion and a period after the speaker’s name.
- Point out the quotation marks, the capital letter beginning the sentence, the comma inside the quotation marks, and the end punctuation.
- Repeat with another sentence, calling up a different student.
- Draw students’ attention to the first two sentences you placed on the board in advance.
- Show students that if the spoken sentence ends with a question mark or exclamation point, these forms of punctuation replace the comma, as follows:

1. “You are a wonderful artist!” exclaimed Jane.
2. “Will you come to the movie with me?” asked John.

- Draw students’ attention to the next two sentences you placed on the board in advance.
- Note that if you turn those sentences around and name the speaker first and the spoken sentence second, the sentence ends with the question mark or exclamation point, as follows:

3. Jane exclaimed, “You are a wonderful artist!”
4. John asked, “Will you come to the movie with me?”

- Draw students' attention to the next two sentences on the board.
- Tell students that it is only when the spoken sentence ends with a period that it is changed to a comma, when this sentence comes first and the speaker's name comes second, as follows:

5. "My pet is a white, fluffy poodle," said Tom.
6. Tom said, "My pet is a white, fluffy poodle."

- Turn to Worksheet 17.2 and complete the first sentence in each of the three parts with students. If ready, have students complete the remainder of the worksheet independently.

Take-Home Material

"The Rise of Christianity"; Review Quotation Marks

- Have students take home Worksheet 17.3 to read to a family member and Worksheet 17.4 to complete.

Lesson 18

Unit
Assessment

<i>At a Glance</i>	Exercise	Materials	Minutes
Assessment	Student Skills Assessment	Worksheet 18.1	50
Optional Assessment of Fluency	"Cicero Goes to the Senate"	Worksheet 18.2	*

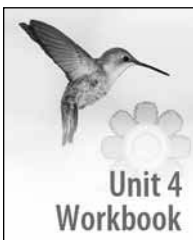
Note to Teacher

Students will complete an assessment by reading two selections during one sitting and answering comprehension, grammar, morphology, and spelling questions that follow each selection. Students will not read out of their reader but rather from Worksheet 18.1, where the selections have been printed.

Assessment

50 minutes

⑩ Student Skills Assessment



Worksheet 18.1

- Have students tear out Worksheet 18.1.
- Tell students they will read two selections printed on Worksheet 18.1 and answer comprehension, morphology, spelling, and grammar questions that follow each selection.
- Tell students that if they feel tired, it's a good idea to take a short, personal break. Explain to students that they need to respect others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, or taking a deep breath or two.
- Tell students they should go right on to the second selection once they have finished the first selection.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet for others to finish.

Note to Teacher

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

If additional practice is needed for the remediation of skills students have not mastered, materials are available in the Pausing Point.

Unit Assessment Analysis Chart

Unit 2 Assessment Analysis Chart	
Skill	Question Number
Author's Purpose	6
Dictionary Skills	23
Grammar	9
Grammar	11
Grammar	12
Grammar	20
Grammar	22
Grammar	26
Inference	3
Inference	8
Inference	16
Inference	19
Literal	1
Literal	2
Literal	4
Literal	14
Literal	15
Literal	18
Morphology	10
Morphology	13
Morphology	21
Morphology	24
Morphology	25
Sequence	7
Words in Context	5
Words in Context	17
Benchmarks (number correct out of number given)	1 of 1
	1 of 1
	5 of 6
	4 of 4
	4 of 5
	4 of 5
	1 of 1
	2 of 2
	Overall Benchmark 80%

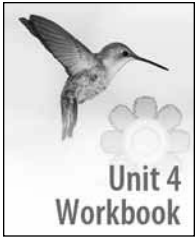
Scoring Guidelines

After you have entered all student scores into the Unit 4 Assessment Analysis Chart, use the following to assist you in determining students who may need additional instruction.

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

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

Optional Assessment of Fluency



Worksheet 18.2

You may wish to assess students' fluency in reading using any of the additional chapters that they have not yet read. Recording and Scoring Sheets have been specifically included for "Cicero Goes to the Senate."

10 Instructions

- Turn to the text copy of "Cicero Goes to the Senate" at the end of this lesson. This is the text copy students will read aloud.
- Ask the student to remove Worksheet 18.2 from his/her workbook. You will use this worksheet to mark as a running record as you listen to the student read orally.
- Tell the student that you are going to ask him or her to read the selection aloud. Explain that you are going to keep a record of the amount of time it takes him or her to read the selection. Please also explain to the student that he/she should not rush but rather read at his/her own regular pace.
- Begin timing when the student reads the first word of the chapter. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time. As the student reads the chapter, make a running record on the copy with the student's name using the following guidelines:

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

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

Oral Comprehension Questions on “Cicero Goes to the Senate”

1. *Literal* Who was the man that the boy and his father watched? (Cicero)
 2. *Literal* What was this man famous for? (being a senator and great orator)
 3. *Literal* Why was he going to the Senate? (to make a speech)
 4. *Literal* Was Cicero a man who was easily scared? (no)
 5. *Literal* What are some things we learned about Cicero from the story? (He took on a client when all other lawyers refused and he made a speech in the Senate about Catiline’s plot to overthrow the republic.)
- Repeat this process for additional students. Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time.

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

If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on Worksheet 18.2.

To calculate a student's exact W.C.P.M. score, use the information you wrote down on the record sheet and follow the steps described below. The steps are also shown in graphic form on Worksheet 18.2. You will probably find it helpful to have a calculator available.

1. First, complete the Words section of the Worksheet 18.2.
2. Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole chapter, use 408 words total. If the student did not finish the chapter, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Worksheet.
3. Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
4. Subtract Uncorrected Mistakes from Words Read to get Words Correct.
5. Next, complete the Time section of the worksheet.
6. Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.

7. Next, complete the W.C.P.M. section of the worksheet.
8. Divide Words Read Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

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

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Winter of Grade 3 is 92 W.P.M.

A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Winter of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (62 W.P.M) are experiencing serious problems in reading fluently.

Cicero Goes to the Senate

One day, a father and son were walking through a Roman market when an important-looking man hurried by.

“Father,” said the boy, “Who is that man?”

“That is Cicero,” said the father. “Marcus Tullius Cicero.”

“Who is he?”

“He is a senator and a great orator.”

“Is he going to the Senate?”

“Indeed he is.”

“Why?”

“To make a speech, my boy. You can be sure it will be fine speech, for there is no finer orator in the city!”

“What will he say?”

“I am told that he intends to speak against the consul Mark Antony.”

The boy looked surprised.

“Is he not afraid to speak against Antony? I am sure I would be!”

“Perhaps he should be afraid. But Cicero is not easily frightened. I remember when he was just a young lawyer. He took Roscius as a client. All of the other lawyers had refused to take him as a client. They knew that Sulla hated him and they were afraid of what Sulla might do to them. But Cicero was not afraid. He took the case, brought it to trial, and won!”

“Yes! Yes!” said an old man standing next to them. “I remember it well. Do you remember the year when Cicero was consul?”

“Indeed I do,” said the father. “That was the year of the Catiline conspiracy. But my son here was not born at the time. I fear he has never heard of Catiline.”

“I have heard the name,” said the boy. “But I do not know who he was.”

“Well, then,” said the man. “I had better give you a little history lesson. As I said, Cicero was consul that year. He uncovered a plot to overthrow the republic. Catiline was the mastermind behind it. Cicero made a speech in the Senate. Those who heard it said it was one of his best: very elegant, but none too friendly. Catiline was there, in the Senate, and Cicero called him a traitor to his face. He laid out the whole plot. Catiline had to leave the city. A few weeks later, he and his men were defeated.”

The boy thought for a moment. “You don’t think that Cicero will attack Mark Antony in the Senate in the same way he attacked Catiline, do you?”

“He may,” said the father. “He is a man of great courage and these are wild times. It is impossible to tell what may happen next.”

Lesson 19

✓ 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 commas and quotation marks in dialogue (L.3.2c)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: Remediation and Enrichment	<i>Stories of Ancient Rome; More Classic Tales</i>	25
Grammar	Practice Using Quotation Marks	board or chart paper; Worksheet 19.1	25

Advance Preparation

Write these sentences on the board for use in the Grammar lesson:

1. Jack said, "My cousin's name is Jill."
2. "My cousin's name is Jill," said Jack.

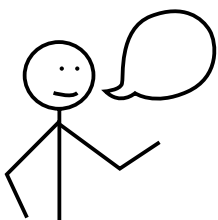
1. "You did a great job on your spelling assessment!" exclaimed Mrs. Smith.
2. "Did you study hard for it?" she asked.

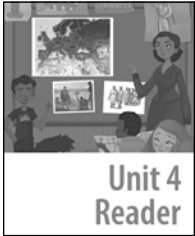
1. Mrs. Smith exclaimed, "You did a great job on your spelling assessment!"
2. She asked, "Did you study hard for it?"

Make sure the quotation marks poster is still displayed.

Quotation marks are punctuation marks used to show exactly what a person says or has said.

Draw a stick figure with a speech bubble on the board like the one shown in the margin on this page.

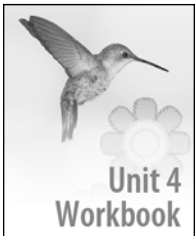




Small Group: Remediation and Enrichment

- While working with students in small groups, please remember to choose activities that fit students' needs at the time.
- ★ **Small Group 1:** Work with these students on any weak areas that were exhibited on the assessment. You may wish to use the *Assessment and Remediation Guide* with these students.
- ★ **Small Group 2:** Ask these students to read additional chapters at the end of *Stories of Ancient Rome* or chapters in *More Classic Tales*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

Grammar



For additional practice, see Pausing Point Worksheet PP18. For more challenge, see Pausing Point Worksheet PP19.

Practice Using Quotation Marks

- Draw students' attention to the Quotation Marks poster.
 - **Quotation marks** are punctuation marks used to show exactly what a person says or has said.
- Have a student read it aloud to the class.
- Read and review the sentences you wrote on the board in advance, pointing out quotation marks, commas, capital letters, and end punctuation.

1. Jack said, "My cousin's name is Jill."
2. "My cousin's name is Jill," said Jack.

- Tell students that today, they will write dialogue adding quotation marks and commas, as needed.
- Remind students to pay attention to the capital letters, commas, and end punctuation needed for dialogue.
- Remind students that the comma separates the spoken sentence from the name of the speaker. If the speaker's name is first, it is followed by a comma, which separates it from the spoken sentence. If the speaker's name is second, a comma is needed after what is said aloud, just before the quotation marks.

- Remind students that if the spoken sentence ends with a question mark or exclamation point, these forms of punctuation replace the comma. Point to the comma in the sentences you wrote on the board.
- Then, point to the next set of sentences to show how the spoken sentences end with a question mark or exclamation point.

1. “You did a great job on your spelling test!” exclaimed Mrs. Smith.
2. “Did you study hard for it?” she asked.

- Remind students that if you turn those sentences around and name the speaker first and the spoken sentence second, the sentence ends with a question mark or an exclamation point, as follows:

1. Mrs. Smith exclaimed, “You did a great job on your spelling test!”
2. She asked, “Did you study hard for it?”

- Point out that students can use these sentences as a guide when completing Worksheet 19.1.
- Turn to Worksheet 19.1, review instructions with the students, and have them complete it independently.

Lesson 20

Spelling Assessment

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 20.1; board	25
Reading Time	Small Group: Remediation and Enrichment	<i>Stories of Ancient Rome;</i> <i>More Classic Tales</i>	25

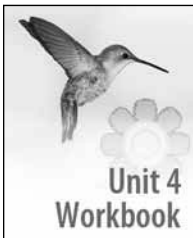
Advance Preparation

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

Spelling

25 minutes

10 Spelling Assessment



Worksheet 20.1

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

- Have students turn to Worksheet 20.1 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 *funny*, they would write that word under the header 'y' > /ee/.
- Tell students that if a word fits 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 words using the following format: say the word, use it in a sentence, and say the word once more.

- | | |
|--------------|-------------------------------------|
| 1. centipede | 12. busy |
| 2. crazy | 13. enemy |
| 3. athlete | 14. Pete |
| 4. keyboard | 15. barley |
| 5. everybody | 16. city |
| 6. gently | 17. alley |
| 7. Chinese | 18. Challenge Word: been |
| 8. money | 19. Challenge Word: bin |
| 9. anytime | 20. Challenge Word: together |
| 10. extreme | Content Word: Pompey |
| 11. chimney | |

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

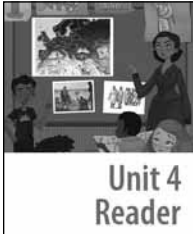
1. The volcano erupted for so long that it covered the city.
2. Some leaders spent a lot of money building churches.
3. The students were relieved when they finished the assessment.

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

Note to Teacher

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

Small Group: Remediation and Enrichment



- While working with students in small groups, please remember to choose activities that fit students' needs at the time.
- ★ **Small Group 1:** Work with these students on any weak areas that were exhibited on the assessment. You may wish to use the *Assessment and Remediation Guide* with these students.
- ★ **Small Group 2:** Ask these students to read any of the additional chapters at the end of *Stories of Ancient Rome* or chapters in *More Classic Tales*. Alternately, you may ask students to complete any activities listed in the Pausing Point.

Spelling Analysis Chart

Name	
1	1. centipede
2	2. crazy
3	3. athlete
4	4. keyboard
5	5. everybody
6	6. gently
7	7. Chinese
8	8. money
9	9. anytime
10	10. extreme
11	11. chimney
12	12. busy
13	13. enemy
14	14. Pete
15	15. barley
16	16. city
17	17. alley
18	18. Challenge Word: been
19	19. Challenge Word: bin
20	20. Challenge Word: together
	Content Word: Pompey

Spelling Analysis Directions

Unit 4, Lesson 20

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

- Students are likely to make the following errors:
 - For ‘y’, students may write ‘e_e’ or ‘ey’
 - For ‘ey’, students may write ‘y’ or ‘e_e’
 - For ‘e_e’, students may write ‘y’ or ‘ey’
- 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 on double consonants?
 - Is the student consistently making errors at the end of words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Pausing Point

Note to Teacher

We recommend that you select specific Pausing Point activities for individual and/or groups of students on the basis of their performance on the assessment in Lesson 18.

Reading Time

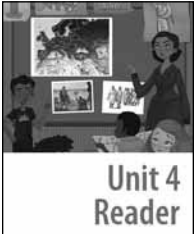
Small Group: “The Second Rome: From Constantine to Justinian”

Introducing the Chapter

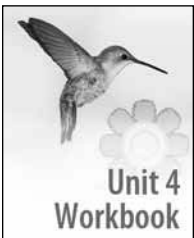
- Tell students that the title of today’s chapter is “The Second Rome: From Constantine to Justinian.”
- Remind students that they have learned a lot about Rome. Ask them what they think “the second Rome” could mean.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

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



Chapter 16



Worksheet PP1

Vocabulary for “The Second Rome: From Constantine to Justinian”

1. **Jus|tin|i|jan**—great emperor of the Eastern Empire who built the Hagia Sophia and organized laws into Justinian’s Code (136)
2. **il|le|gal**—against the law (136)
3. **By|zan|ti|um**—ancient city in the eastern part of the Roman Empire, later called Constantinople (136)
4. **Con|stan|ti|no|ple**—new name for the city of Byzantium and Constantine’s favorite city, which he wanted to turn into a ‘new Rome’ (136)
5. **pillar**—a column that supports a building or a supporting part of something (**pillars**) (138)
6. **collapse**—to suddenly fail (**collapsed**) (138)
7. **West|ern Em|pire***—the western half of the Roman Empire (138)
8. **East|ern Em|pire***—the eastern half of the Roman Empire (138)
9. **Ha|gija So|phija**—a large Christian church with a magnificent dome built by Justinian in Constantinople (140)
10. **schol|ar**—a person with a lot knowledge about a certain subject (**scholars**) (142)
11. **Jus|tin|i|jan’s Code***—the laws organized and published by Justinian (142)
12. **mosaic**—art made by putting small pieces of glass or tile together to form a picture (**mosaics**) (143)

Purpose for Reading

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

- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out what the second Rome is. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP1.

Guided Reading Supports

Pages 136–137

- Read the title of the chapter together as a group, “The Second Rome: From Constantine to Justinian.”
- Display the image for this chapter and the Vocabulary Cards for *Justinian*, *illegal*, *Byzantium*, and *Constantinople*. Because the definition for *Justinian* will give away part of the chapter, you may wish to postpone reading the definition until students have read the entire chapter. Have students read the definitions for *illegal*, *Byzantium*, and *Constantinople*.
- Ask students to read **pages 136–137** to themselves to find the answer to the question: “What did Constantine want to do with Byzantium, also known as Constantinople?”
- When students have finished reading, restate the question and ask students to answer. (He wanted to turn it into a new Rome, a sort of Rome away from Rome.)
- Have students read the caption and examine the image on **page 137**.

Pages 138–139

- Display the Vocabulary Cards for *pillar*, *collapse*, *Western Empire*, and *Eastern Empire*. Note for students that *pillars* and *collapsed* are used in this chapter. Discuss the meaning of each word.
- Ask students to read **page 138** to themselves to find the answer to the question: “What happened to the Roman Empire after Constantine?”
- When students have finished reading, restate the question and ask students to answer. (An emperor after Constantine split the Roman Empire into two parts with the western half ruled by an emperor in Rome and the eastern half ruled by an emperor in Constantinople.)
- Ask, “What happened to the Western Empire?” (It was attacked and collapsed.)
- Ask, “What happened to the Eastern Empire?” (It lived on and got stronger for a while.)
- Point out the map on **page 139** to students and discuss the size of each part and the size of the original Roman empire.

Pages 140–141

- Display the Vocabulary Card for *Hagia Sophia* and discuss its meaning.
- Ask students to read **page 140** to themselves to find out when the Eastern Empire was at its best.
- When students have finished reading, restate the question and ask students to answer. (The Eastern Empire was at its best under Justinian’s reign.)
- Have students examine the image and read the caption on **page 141**.

Pages 142–143

- Display the Vocabulary Cards for *scholar*, *Justinian’s Code*, and *mosaic*. Point out that *mosaics* is used in this chapter. Discuss the meaning of each word.
- Have students read **page 142** to themselves to find the answer to the question: “What important thing did Justinian do for laws?”
- When students have finished reading, restate the question and call on one student to answer. (He had scholars gather up all the laws, sort them out, organize them, and publish them in new books.)
- Direct students’ attention to the image and caption on **page 143**.
- Have **Small Group 1** complete Worksheet PP1 as a group.

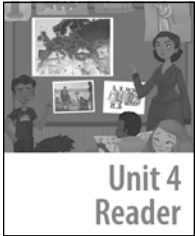
Wrap-Up

- If additional time exists, you may go through Worksheet PP1 as a class.

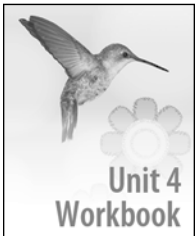
Take-Home Material

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

Reading Time



Chapter 17



Worksheet PP3

Small Group: “Pompeii”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Pompeii.” Ask students to share what they know about volcanoes.
- 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 Second Rome: From Constantine to Justinian”

1. **Pom|peii**—a city in the Roman Empire that was wiped out when Mount Vesuvius erupted (**144**)
2. **Mount Ve|su|vius**—a volcano that erupted in AD 79 and wiped out the city of Pompeii (**144**)
3. **vol|ca|no***—a mountain with openings through which melted rock, ash, and hot gases explode (**144**)
4. **plume**—a cloud of smoke that rises into the air in a tall, thin shape (**146**)
5. **pum|ice**—[‘i_e’ > /i/ (*give, crevice*)] gray volcanic rock (**146**)
6. **preserve**—to save in its original form so that it remains the same (**preserved**) (**148**)

Purpose for Reading

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

- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.

- ★ **Small Group 2:** Ask these students to read the chapter independently to find out about the city of Pompeii. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP3.

Guided Reading Supports

Pages 144–145

- Read the title of the chapter together as a group, “Pompeii.”
- Display the image for this chapter and the Vocabulary Cards for *Pompeii*, *Mount Vesuvius*, and *volcano*. Because the definitions for *Pompeii* and *Mount Vesuvius* will give away the story, you may wish to postpone reading the definitions until students have read the entire chapter. Have students read the definition for *volcano*.
- Ask students to read **page 144** to themselves to find the answer to the question: “How were Pompeii and Mount Vesuvius connected to each other?”
- When students have finished reading, restate the question and ask them to answer. (The people of Pompeii could see the top of Mount Vesuvius from town.)
- Ask, “What did the people of Pompeii not know about Mount Vesuvius?” (that it was actually a volcano and pressure had been building up for hundreds of years)
- Have students read the caption and examine the image on **page 145**.

Pages 146–147

- Display the Vocabulary Cards for *plume* and *pumice* and read the definitions with students.
- Ask students to read **page 146** to themselves to find the answer to the question: “What happened to Mount Vesuvius and Pompeii?”
- When students have finished reading, restate the question and ask them to answer. (Mount Vesuvius erupted, sending ash and pumice into the air and onto the town of Pompeii. Then, a great cloud of hot rock and gas spilled out of the mountain very quickly and covered Pompeii, wiping it out.)
- Have students examine the image and read the caption on **page 147**.

Pages 148–149

- Display the Vocabulary Card for *preserve*. Point out that the word *preserved* is used in this chapter. Have students read the definition of the word.
- Ask students to read **page 148** to find out how Pompeii was discovered years later.
- When students have finished reading, restate the question and ask them to answer. (Some men set out to dig a well and hit a stone wall, which was part of Pompeii.)
- Ask, “What does Pompeii look like today?” (It is preserved and looks like it did in AD 79, with an old stone street, houses with courtyards, and paintings and mosaics on walls.)
- Have students read the caption and examine the images on **page 149**.
- Have **Small Group 1** complete Worksheet PP3 as a group.

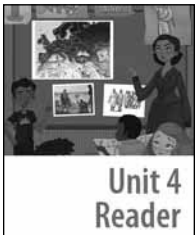
Wrap-Up

- If additional time exists, you may go through Worksheet PP3 as a class.

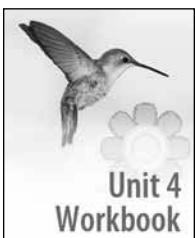
Take-Home Material

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

Reading Time



Chapter 18



Worksheet PP5

Small Group: “How Horatius Held the Bridge”

Introducing the Chapter

- Tell students that the title of today’s chapter is “How Horatius Held the Bridge.”
- Ask students to share what they know about bridges.
- 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 “How Horatius Held the Bridge”

1. **Ho|ra|ti|us**—[‘ti’ > /sh/ (*cautious*)] a Roman soldier who became a hero by fighting the Etruscan army with two other men so that the other Romans could escape; He jumped in the river during the fight and drifted downstream to Rome. (150)
2. **hew**—to cut something with a sharp tool (152)
3. **ye**—old fashioned way of saying ‘you’ (152)
4. **foe**—an enemy (152)
5. **yon**—distant (152)
6. **thou**—old fashioned way of saying ‘you’ (156)
7. **ar|mor**—a protective covering, usually made of metal, worn by soldiers in battle (156)
8. **val|iant|ly**—in a brave and courageous manner (158)

Purpose for Reading

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

- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.
- ★ **Small Group 2:** Ask these students to read the chapter independently to find out who Horatius was and what he did. Remind them that the bolded words in the chapter are found in the glossary and match the words you previewed. Some words may appear in different forms in the chapter. Then, tell them to complete Worksheet PP5.

Guided Reading Supports

Pages 150–151

- Read the title of the chapter together as a group, “How Horatius Held the Bridge.”
- Ask students to read **page 150** to themselves to find the answer to the question: “Why was Rome in danger in the early days of the Roman Republic?”
- When students have finished reading, restate the question and ask them to answer. (The kings were trying to force their way back into

Rome and one king led an army to the Tiber River, right outside of Rome.)

- Ask, “What did the men of Rome decide had to happen?” (tear down the bridge over the Tiber River)
- Have students read the caption and examine the image on **page 151**.

Pages 152–153

- Display the image for this chapter and the Vocabulary Cards for *Horatius*, *hew*, *ye*, *foe*, and *yon*. Because the definition for *Horatius* will give away the story, you may wish to postpone reading the definition until students have read the entire chapter. Have students read the definitions of *hew*, *ye*, *foe*, and *yon*.
- Ask students to read aloud **page 152** with you to find out what Horatius said.
- When you have finished reading aloud with students, restate the question and ask students to answer. (Horatius said he would stand between the Romans and the enemy with two others while the other Romans tear down the bridge.)
- Have students read the caption and examine the image on **page 153**.

Pages 154–155

- Ask students if there are any new vocabulary words on these pages. (no)
- Ask students to read **page 154** to themselves to find the answer to the question: “What did the Etruscans do when Horatius and two others went to face them?”
- When students have finished reading, restate the question and ask them to answer. (The Etruscans sent three of their best warriors to fight Horatius and the other two men. The Romans threw one of the warriors off the bridge and killed the other two. The Romans defeated the next three warriors too. Finally, Horatius fought and killed the bravest Etruscan warrior, Astur.)
- Have students read the caption and examine the image on **page 155**.

Pages 156–157

- Display the Vocabulary Cards for *thou* and *armor* and discuss their meanings.

- Ask students to read **page 156** to find out what happened to Horatius next.
- When students have finished reading, restate the question and ask them to answer. (The bridge fell before Horatius could get back across so he jumped in the Tiber River and prayed to the river god to watch over him. He almost drowned but eventually Horatius made it back to Rome and was welcomed as a hero.)
- Have students examine the image and read the caption on **page 157**.

Pages 158–159

- Display the Vocabulary Card for *valiantly* and discuss its meaning.
- Ask students to read aloud **page 158** with you to find out what the people of Rome did to honor Horatius.
- When you have finished reading aloud with students, restate the question and ask students to answer. (Horatius was given a farm and a statue of him was set up.)
- Ask, “What is written under the statue of Horatius?” (How valiantly he kept the bridge in the brave days of old.)
- Have students read the caption and examine the image on **page 159**.
- Have **Small Group 1** complete Worksheet PP5 as a group.

Wrap-Up

- If additional time exists, you may go through Worksheet PP5 as a class.

Take-Home Material

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

Grammar

Past, Present, and Future Tenses

- Worksheet PP7
- Designate verb tenses; write verb forms in correct tenses; create sentences in past, present, and future tenses

Past, Present, and Future Tenses

- Worksheet PP8
- Designate more challenging verb tenses

Practice the Verb *to be*

- Worksheet PP9
- Write a short story using the verb *to be*; add a title

Practice the Verb *to be*

- Worksheet PP10
- Write a more challenging short story using the verb *to be*; add a title

Practice the Verb *to have*

- Worksheet PP11
- Choose the correct form of the verb *to have*; change the sentences to past tense

Practice the Verb *to have*

- Worksheet PP12
- Write a more challenging short story using verb *to have*; add a title

Grammar Review

- Worksheet PP13
- Fill in “What is it? What was it? Riddles”; choose past, present, or future tense verbs to match the sentences; create sentences

Past, Present, and Future Tenses

- Worksheet PP14
- Create sentences using the past, present, and future tenses of irregular verbs (*say, make, take, come, and go*)

Past, Present, and Future Tenses

- Worksheet PP15
- Create more challenging sentences using the past, present, and future tenses of irregular verbs (*say, make, take, come, and go*)

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

- Worksheet PP16
- Choose the correct tense for the verbs in sentences; create sentences by changing the verbs to different tenses

Past, Present, and Future Tenses

- Worksheet PP17
- Choose the correct tense for the verbs in sentences; create more challenging sentences by changing the verbs to different tenses

Quotation Marks

- Worksheet PP18
- Review quotation marks

Write a Conversation

- Worksheet PP19
- Write dialogue using quotation marks

Morphology

Suffixes *-er* and *-or*

- Worksheet PP20
- Use clues to identify affixed words

Suffixes *-ist* and *-ian*

- Worksheet PP21
- Replace the meaning with the affixed word in a sentence; write the word and part of speech; write a sentence using the affixed word

Suffixes *-y* and *-al*

- Worksheet PP22
- Select correct word to complete each sentence; write sentences using affixed words

Spelling

Word Sort

- Worksheet PP23
- Identify and sort words with 'e' > /ee/ and 'ee' > /ee/

Word Sort

- Worksheet PP24
- Identify and sort words with 'y' > /ee/, 'ey' > /ee/, and 'e_e' > /ee/

Guide Words

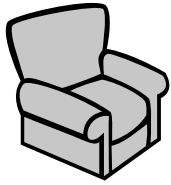
- Worksheet PP25
- Use guide words to alphabetize and find words that would appear on a dictionary page

Reading Resource

Stories of Ancient Rome Glossary

- Worksheet PP26
- Use this as a reference during this unit

Teacher Resources



Reader's Chair

Reader's Chair Sign-Up Sheet

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

Anecdotal Reading Record

Week of: _____

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

Tens Conversion Chart

Number Correct

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

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

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

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

Writing Prompts

Unit 4:

1. Write a paragraph **judging** whether Julius Caesar was a good leader or not. Use details to support your answer.
2. Write a page of dialogue **persuading** readers to dig up the lost city of Pompeii.
3. Explain how the Roman government served as a good **model** for our government.
4. Make a chart showing background facts you knew before reading this Reader and new facts learned.
5. **Debate** (in written form) whether it was a good idea for Hannibal to cross the mountains with a squad of elephants.
6. Writing as Horatius, **persuade** others to join you in holding the bridge.

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.
3. In three sentences, summarize what you read today.

Glossary for *Stories of Ancient Rome*

A

advisor—a person who offers advice and help

aid—to offer help

ambrosia—the drink of the gods; Those who drank it became immortal.

aqueduct—a stone structure built to carry water from the country into the city (**aqueducts**)

architecture—design or style of buildings

arena—the area of a stadium where the events actually take place

armor—a protective covering, usually made of metal, worn by soldiers in battle

Augustus—Julius Caesar's adopted son who changed ancient Rome from a republic to an empire by becoming the emperor

avalanche—snow, ice, and rocks that suddenly fall down the side of a mountain (**avalanches**)

B

BC/BCE—Before Christ (Jesus); Before the Christian Era or Before the Common Era

banquet—a large feast to celebrate something

barbarian—a person who is wild, sometimes violent, and does not behave the right way (**barbarians**)

beautiful—very pretty, lovely

beauty—being pretty

befriend—to become friends with (**befriended**)

blacksmith—a person who molds hot iron into metal objects

Byzantium—ancient city in the eastern part of the Roman Empire, later called Constantinople

C

Carthage—city on the coast of Africa that Romans saw as a rival city (**Carthaginians, Carthaginian**)

chariot—a cart with two wheels and no seats that is pulled by horses; The driver stands up in the cart to hold the horses' reins.

Christianity—a religion based on the teachings of Jesus (**Christian**)

Circus Maximus—a large stadium where chariot races were held

civil war—a war between groups within the same country

civilization—a group of people living together, often in cities, with the same laws, leaders and form of government, language and writing system (**civilizations**)

Cleopatra—the Queen of Egypt; She became queen with help from Julius Caesar.

collapse—to suddenly fail (**collapsed**)

Colosseum—a huge arena in Rome where people would go to watch events, mainly gladiator fights, that is one of the most recognizable buildings from the Roman Empire

conduct—to carry out, such as an activity

confident—sure, certain

confront—to meet face-to-face (**confronted**)

conquer—to take control of something by force (**conquered**)

conspirator—a person who has secretly planned to do something harmful (**conspirators**)

Constantine—the Emperor who ended the war between the Romans and Christianity; the first Roman Emperor to convert to Christianity

Constantinople—new name for the city of Byzantium and Constantine’s favorite city, which he wanted to turn into a “new Rome”

consul—one of two top officials elected to govern the Roman republic (**consuls**)

counter-attack—a military response to an attack

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

cruel—mean, causing pain on purpose

curious—wanting to know more

D

Damocles—a friend of Dionysius who wanted to be king and have Dionysius's life

dangle—to hang loosely (**dangling**)

defeat—to win a victory over (**defeated**)

democracy—a kind of government in which people are elected as representatives freely and equally by all people of voting age

depart—to leave

dictator—a person who rules a country with total control, often in a cruel way; A dictator is not elected. (**dictators**)

Dionysius—the king of Syracuse, a part of the Roman Empire, and friend of Damocles

divine—relating to God

do his mother's bidding—follow orders from his mother

downfall—a sudden fall from power

E

eager—showing great interest in something

Eastern Empire—the eastern half of the Roman Empire

elect—to choose through votes (**elected**)

emperor—the male ruler/head of an empire

empire—a group of nations or territories ruled by the same leader, an emperor or empress; like a kingdom

envy—to want what someone else has (**envied**)

establish—to gain recognition for doing something well (**established**)

Etruscan—a person who was part of a civilization to the north of Rome who the Romans defeated (**Etruscans**)

F

faith—strong religious beliefs

foe—an enemy

Founding Fathers of the United States—men who played important roles in creating the Declaration of Independence and the Constitution, including John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington

G

gladiator—a man trained to fight people and animals for entertainment, often resulting in death (**gladiators**)

govern—to rule or control (**governed, government**)

H

Hagia Sophia—a large Christian church with a magnificent dome built by Justinian in Constantinople

Hannibal—general from Carthage who led the fight against Rome during the Second Punic War; He won many battles but lost the war.

hew—to cut something with a sharp tool

historian—a person who writes about history (**historians**)

honor—a privilege or special opportunity to do something

Horatius—a Roman soldier who became a hero by fighting the Etruscan army with two other men so that the other Romans could escape; He jumped in the river during the fight and drifted downstream to Rome.

I

illegal—against the law

immortal—able to live forever

invade—to attack or enter a place in order to take control of it

J

jealousy—wanting what someone else has, wanting complete attention (**jealous**)

Jesus—a religious teacher born in in the Palestine region of the Roman Empire, also called Jesus Christ; Christianity is based on his teachings.

Julius Caesar—a Roman general who conquered many lands and expanded the Roman republic; After serving as a consul, he decided he did not like the way the republic was run. He became a dictator, was then seen as a threat, and was killed.

Justinian—great emperor of the Eastern Empire who built the Hagia Sophia and organized laws into Justinian’s Code

Justinian’s Code—the laws organized and published by Justinian

L

Latin—the language of ancient Rome

laugh—to giggle or chuckle at something that is funny

legendary—well-known or stemming from an old story passed down from long ago that is usually not true

M

magnificent—impressive and beautiful

marriage—the committed partnership between two people to make a home and raise a family

Mediterranean—the sea around which the Romans created their empire; an important body of water for trade, war, and transportation

messenger—someone who delivers messages back and forth

miracle—an amazing event with no explanation, believed to be an act of God (**miracles**)

mission—a very important job

monarchy—a kind of government in which a king or queen rules and selects who will rule after his/her death, usually the oldest son

mosaic—art made by putting small pieces of glass or tile together to form a picture (**mosaics**)

Mount Olympus—the home of the Roman gods and goddesses

Mount Vesuvius—a volcano that erupted in AD 79 and wiped out the city of Pompeii

O

official—a person who holds an office and has authority (**officials**)

P

Pantheon—a temple built to honor all of the Roman gods

patrician—a person from an old, wealthy, powerful family in the Roman republic who held government positions (**patricians**)

pillar—a column that supports a building or a supporting part of something (**pillars**)

pity—to feel sorry or unhappy for someone

plebeian—an ordinary person who was poor and had little education or power in the Roman republic (**plebeians**)

plume—a cloud of smoke that rises into the air in a tall, thin shape

Pompeii—a city in the Roman Empire that was wiped out when Mount Vesuvius erupted

preserve—to save in its original form so that it remains the same (**preserved**)

prick—to make a small hole with something sharp (**pricked**)

priestess—a woman who performs special duties to honor and communicate with the gods

pumice—gray volcanic rock

Punic War—one of the three wars fought between the Romans and the Carthaginians over control of the Mediterranean (**Punic Wars**)

R

ransom—money paid to free someone who has been captured or kidnapped

reform—to change the way things are done to make them better (**reformed**)

reign—period of time during which a ruler is in charge

religion—the belief in a god or many gods

Remus—one of the brothers who started Rome according to legend; He was killed by his brother Romulus in a fight over where to build the city.

republic—a kind of government in which people are elected as representatives to rule

revolt—riot or revolution against a ruler or government

rival—an enemy

Romulus—one of the brothers who started Rome according to legend; He killed his brother Remus in a fight over where to build the city and then built Rome and named it after himself.

rough—not calm

Rubicon—the river Julius Caesar crossed even though the Roman senators warned him not to, leading to a civil war

ruins—the remains of something that has fallen or been destroyed

S

satyr—a creature who was half man, half goat and was often found with Bacchus (**satyrs**)

scholar—a person with a lot of knowledge about a certain subject (**scholars**)

Senate—a group of men (senators) who were elected to represent the people who voted for them and met to make decisions and pass laws for the Roman republic; American government today also has a Senate (and senators). (**senators**)

she-wolf—a female wolf

shrine—a place where people pray to or worship gods and goddesses

subjects—people who are ruled by a king or emperor

T

talent—a unit of measurement in ancient Rome, equal to about 71 pounds, used to measure gold and silver (**talents**)

taunt—to tease or make someone upset by making fun of or being mean to the person

thou—old fashioned way of saying “you”

threat—someone or something that is or may be dangerous

tradition—custom (**traditions**)

traitor—someone who is not loyal

trial—a meeting in court to determine if someone has broken the law

trident—Neptune’s magical, three-pronged spear that was shaped like a fork

tyrant—a ruler who is mean, harsh, and acts without regard for laws or rules

U

underworld—underground place where dead people’s spirits go

unusual—rare

V

valiantly—in a brave and courageous manner

Veni, vidi, vici [wae-NEE, wee-DEE, wee-KEE]—I came, I saw, I conquered, Julius Caesar’s report about his efforts in Asia

vicious—dangerous, violent, mean

victorious—having won a battle, war, or contest

volcano—a mountain with openings through which melted rock, ash, and hot gases explode

W

Western Empire—the western half of the Roman Empire

wisdom—knowledge and good judgment gained over time

Y

ye—old fashioned way of saying “you”

yon—distant

Name: _____

1.1

Rome, Then and Now

1. How did Rome start out?
- A. Rome started out as a large city.
 - B. Rome started out as a few houses on the banks of the Tiber River.
 - C. Rome started out as a few houses along the Nile River.
 - D. Rome started out as a small country.
- Page 8

2. What is the shape of Italy on a map?
- A. Italy's shape looks like a sandal.
 - B. Italy's shape looks like a tennis shoe.
 - C. Italy's shape looks like a boot.
 - D. Italy's shape looks like a flip flop.
- Page 10

3. What body of water surrounds Italy on three sides?
- A. The Atlantic Ocean surrounds Italy on three sides.
 - B. The Tiber River surrounds Italy on three sides.
 - C. The Black Sea surrounds Italy on three sides.
 - D. The Mediterranean Sea surrounds Italy on three sides.
- Page 10

4. How long ago did Rome start growing?
- A. Rome started growing about 500 years after the birth of Jesus.
 - B. Rome started growing about 500 years before the birth of Jesus.
 - C. Rome started growing about 500 years ago.
 - D. Rome started growing about 1,000 years ago.
- Page 12

5. Circle the areas or countries that ancient Rome took over.

France	Spain
Germany	China
Ireland	Turkey
Egypt	Northern Africa
South America	Greece
the Balkans	Middle East

Page(s) 10

Name: _____

2.1

The Legend of Romulus and Remus

1. Who was the father of Romulus and Remus?
- A. The king of Latium was the father of Romulus and Remus.
 - B. The god Mars was the father of Romulus and Remus.
 - C. Rhea Silvia was the father of Romulus and Remus.
 - D. The god Mercury was the father of Romulus and Remus.
- Page 14

2. Who saw the twins as a threat and tried to have them drowned?
- A. The god Mars saw the twins as a threat.
 - B. Rhea Silvia saw the twins as a threat.
 - C. The king of Latium saw the twins as a threat.
 - D. A servant saw the twins as a threat.
- Page 14

3. Who found and cared for the twins after they washed up on the river bank?
- A she-wolf found and cared for the twins.
- _____
- _____
- Page 18

4. Why did Romulus and Remus start fighting?
- Romulus and Remus began to fight because they couldn't agree on where to build a city.
- _____
- Page 20

5. What happened after the fight?
- Romulus killed Remus and felt sad. He had not meant to kill Remus. He dug a grave for Remus.
- _____
- Page 24

6. What did the government of Rome make to honor Romulus and Remus?
- The government of Rome made a coin showing Romulus and Remus to honor them.
- _____
- Page 24

Name: _____

2.2

Past, Present, and Future Tenses

Draw a wiggly line under the verb 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 to show the verb tense.

- We learned about ancient Rome earlier this year. past
- The frog will turn into a handsome prince at the end of the fable. future
- Our class studied spelling after grammar. past
- At 6:00 this evening we will eat supper. future
- At the end of this year we will become fourth graders! future
- I wish upon a star. present
- Luke played video games all day yesterday. past
- My friends and I ride the bus to school. present
- Grandpa told me stories yesterday of when he was a little boy. past
- Thomas Edison invented many things in his lifetime. past

Fill in the blanks with the correct form of the verb listed.

- Bill cleaned the birdcage. (*clean*, past tense)
- Mark and Robin will play checkers over the weekend. (*play*, future tense)
- Mrs. Watkins called on each student this morning to spell a word. (*call*, past tense)
- The talented photographers filmed the animals without disturbing them. (*film*, past tense)
- That pencil belongs to me! (*belong*, present tense)

Fill in the following chart:

Present tense	Past tense	Future tense
<i>Sally plays.</i>	<i>Sally played.</i>	<i>Sally will play.</i>
The boys jump.	The boys jumped.	The boys will jump.
I hope.	I hoped.	I will hope.
We study.	We studied.	We will study.
The kitten yawns.	The kitten yawned.	The kitten will yawn.
The fire damages.	The fire damaged.	The fire will damage.
The children gather.	The children gathered.	The children will gather.
Mother uses.	Mother used.	Mother will use.
Grandma visits.	Grandma visited.	Grandma will visit.

Name: _____

2.4

Take-Home Worksheet

Past, Present, and Future Tenses

Draw a wiggly line under the verb in each sentence. Remember, future tense has the word *will* preceding the verb. Write the words *present*, *past*, or *future* on the line after the sentence to show the verb tense.

- I wish upon a star. present
- Luke played video games all day yesterday. past
- My friends and I ride the bus to school. present
- Grandpa will come this afternoon to tell us stories. future
- The mother dog cared for her pups. past

Fill in the blanks with the correct form of the verb listed.

- Bobby filled the dishwasher with the dirty dishes. (*fill*, past tense)
- Mrs. Sanders and Mrs. White will travel across the ocean on a boat next summer. (*travel*, future tense)
- The new refrigerator cools the food much better than the old one. (*cool*, present tense)
- My brother jokes with me all the time. (*joke*, present tense)

- The blue and white blossoms will open soon. (*open*, future tense)

Fill in the following chart:

Present tense	Past tense	Future tense
<i>She walks.</i>	<i>She walked.</i>	<i>She will walk.</i>
The dog barks.	The dog barked.	The dog will bark.
The cat scratches.	The cat scratched.	The cat will scratch.
The bunny sniffs.	The bunny sniffed.	The bunny will sniff.

Name: _____

3.1

The Roman Gods, Part I

1. Match up the Greek gods with their Roman counterparts by putting the appropriate letter in the blank.

<u>E.</u> Jupiter	A. Dionysus
<u>H.</u> Juno	B. Poseidon
<u>B.</u> Neptune	C. Eros
<u>I.</u> Venus	D. Athena
<u>J.</u> Mercury	E. Zeus
<u>F.</u> Mars	F. Ares
<u>C.</u> Cupid	G. Apollo
<u>A.</u> Bacchus	H. Hera
<u>D.</u> Minerva	I. Aphrodite
<u>G.</u> Apollo	J. Hermes

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2. What weapon did Zeus use against those who angered him?

- A. Zeus used a spear against those who angered him.
- B. Zeus used a tornado against those who angered him.
- C. Zeus used a thunderbolt against those who angered him.
- D. Zeus used arrows against those who angered him.

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3. Who was the god of war?

- A. Mercury was the god of war.
- B. Bacchus was the god of war.
- C. Neptune was the god of war.
- D. Mars was the god of war.

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4. Who was the messenger of the gods?

- A. Diana was the messenger of the gods.
- B. Mercury was the messenger of the gods.
- C. Vulcan was the messenger of the gods.
- D. Bacchus was the messenger of the gods.

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Name: _____

3.3

-er: Suffix Meaning "a person who"

teacher—(noun) a person who shows someone how to do something	Answers may vary.
farmer—(noun) a person who grows crops and raises animals	Answers may vary.
painter—(noun) a person who covers something with colored, liquid substance to make a picture or decorate	Answers may vary.
hunter—(noun) a person who chases and kills wild animals for food or sport	Answers may vary.

Write the correct word to complete each sentence.

hunter singer teacher farmer painter player

1. The star player on the soccer team was chosen to take the penalty kick in hopes of winning the game for his team.
2. After heavy rain for a few days, the farmer checked to see how many of his fields were flooded.
3. The band had to find someone to replace the singer since none of the other band members had a good voice.
4. A painter came to school to paint the walls in the cafeteria after they had to be repaired.

5. My grandmother's neighbor is a hunter who hunts deer and certain birds.

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

6. Answers may vary but should include the word teacher.

Name: _____

3.5

-or: Suffix Meaning “a person who”

actor—(noun) a person who behaves in a particular way or performs on stage	Answers may vary.
inspector—(noun) a person who examines carefully	Answers may vary.
governor—(noun) a person who officially controls and leads	Answers may vary.
counselor—(noun) a person who gives advice to people about their problems	Answers may vary.

Write the correct word to complete each sentence.

governor actor visitor counselor inspector sailor

1. My brother's counselor at school gave a presentation about how to handle bullies, which he shared with us at home.
2. An actor that my mom really likes has been in movies and television shows.
3. The inspector has to come several times to see how construction of our new house is coming along to determine if everything is being done as it should be.
4. The governor is coming to tour our school and give a presentation next month about his plan to improve education in the state.

5. One of the activities my sister tried at summer camp was learning to be a sailor on a small boat at the lake.

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

6. Answers may vary but should include the word visitor.

Name: _____

3.8

Blank Busters

tarnish	marbles	immortal	barbecue
portion	motor	messenger	slurp
circulate	servant	giraffe	mirth
turkey	doctor	sir	
worship	surgery	sword	
Challenge Word: above Challenge Word: beginning Content Word: Mediterranean			

Fill in the blanks in the sentences with one of the spelling words from the chart. If needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -es, -ies, -ed, -ing.

1. Many people eat turkey for their Thanksgiving dinner.
2. Roman gods were not like human beings because Roman gods were immortal and lived forever.
3. Tom has three fractures in his right leg and his doctor said he has to have at least three surgeries.
4. Mercury was the messenger of the gods.
5. Everyone in the class saw several giraffes at the zoo.
6. Blood circulates throughout the body delivering oxygen to all body parts.

7. Josh started the note to his teacher, Mr. Davis, saying, “Dear Sir, Do you think we can have a barbecue next week with lots of good food for our end of year party?”

8. Some people go to church on Sunday for the weekly worship services.

9. When the large silver candlestick tarnished, my mother has to polish it.

10. My younger brother plays with his colorful marbles and plastic, toy swords.

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

1. Answers may vary.

2. _____

3. _____

Name: _____

4.3

Word Clues for Suffixes -er and -or

Choose a word from the box to answer each question and write the word on the blank.

inspector hunter counselor governor player teacher

- 1. I am a member of the basketball team and I participate in games for the team, working with my teammates to help the team do its best. Who am I? player
2. I chase and kill wild animals for food and sport during the season when this is permitted. Who am I? hunter
3. I look at things very closely to examine them, making sure there are no errors or problems. Who am I? inspector
4. I give advice to people about their problems to try and help them work things out. Who am I? counselor
5. I show students how to do something, like add large numbers, read difficult books, or conduct science experiments. Who am I? teacher

- 6. I officially control and lead the state government and help lawmakers and others who work to make the state run smoothly. Who am I? governor

Create your own word clue for the words below.

- 1. Word: sailor Clue: Answers may vary.
2. Word: farmer Clue: Answers may vary.

Name: _____

4.4

Word Sort

First, read each word in the line beside the number. Then, circle the letters that have the same sound as the header. Finally, write only the words that follow the r-controlled spelling pattern on the lines immediately below the header. You may not need to use every line.

- 1. dollar remarks beware pear apart teacher

'ar' > /ar/
remarks
apart

- 2. scorch board forget store borrowed correct

'or' > /or/
scorch
forget
correct

- 3. worm gourd horror bore professory sorrow

'or' > /er/
worm
professor

- 4. merit certify farmer sneer berry nervous

'er' > /er/
certify
farmer
nervous

- 5. purify turf concur eureka turnip Taurus

'ur' > /er/
turf
concur
turnip

- 6. squirt inspire iron birch flair circus

'ir' > /er/
squirt
birch
circus

Name: _____

4.6

Take-Home Worksheet

Practice the Verb to be

Write the correct word on the blank in each sentence.

- Lilly and Laura are best friends.
(am, are, is)
- My pet turtle is named Tommy the Turtle.
(am, are, is)
- My father and I are both happy people.
(am, are, is)
- I am nine years old!
(am, are, is)
- Are you coming in the house?
(Am, Are, Is)

Rewrite the five sentences above in the past tense.

- Lilly and Laura were best friends.

- My pet turtle was named Tommy the Turtle.

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- My father and I were both happy people.

- I was nine years old.

- Were you coming in the house?

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Name: _____

5.2

Anticipation Guide: Cupid and Psyche, Parts I and II

Before reading the chapter, fill in the boxes in the 'Before' column of the guide with 'yes' or 'no'. If you think the statement is true, write 'yes'. If you think the statement is not true, write 'no'. If you are having trouble deciding, write 'don't know'.

After reading, go back and fill in the boxes in the 'After' column. If the statement is true, write 'yes'. If the statement is not true, write 'no' and then write what really happened.

Before Reading	Questions	After Reading
Answers may vary.	Venus and Psyche were friends who got along well.	No, Venus was jealous of Psyche.
Answers may vary.	Cupid used his bow and arrow to shoot people so they would fall in love.	Yes.
Answers may vary.	Psyche went to the Tiber River to meet Cupid.	No, she climbed to the top of a mountain
Answers may vary.	Cupid and Psyche spent every day together.	No, they spent every night together.
Answers may vary.	Cupid left Psyche because she did not trust him.	Yes.
Answers may vary.	Venus asked Psyche for help.	No, Psyche asked Venus for help.
Answers may vary.	Venus asked Psyche to complete two different tasks.	No, Venus asked Psyche to complete three different tasks.
Answers may vary.	Psyche listened to Proserpina and did not look inside the box.	No, Psyche looked in the box.
Answers may vary.	Cupid saved Psyche from the spell.	Yes.
Answers may vary.	Psyche and Cupid never saw each other again.	No, they were married and lived happily ever after.

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Name: _____

5.3

Cupid and Psyche, Part I

- What did Venus tell Cupid to do to Psyche?
 - Venus told Cupid to make Psyche fall in love with him.
 - Venus told Cupid to trap Psyche in a mountain palace.
 - Venus told Cupid to make Psyche fall in love with the ugliest man on Earth.
 - Venus told Cupid to make Psyche look extremely ugly.
 Page 54
- What happened when Cupid went out to do his mother's bidding?
 - Cupid accidentally pricked himself with his arrow and fell in love with Psyche.
 - Cupid made Psyche fall in love with the ugliest man on Earth.
 - Cupid accidentally made Psyche fall in love with a statue.
 - Cupid felt badly and was not able to carry out his mother's wishes.
 Page 54
- Why did Psyche climb up a mountain?
 - Psyche climbed up a mountain to try to find Cupid.
 - Psyche climbed up a mountain because she was told that she was to meet her husband there.
 - Psyche climbed up a mountain so she could become a goddess.
 - Psyche climbed up a mountain because she ran away from her family.
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4. Why did Cupid only visit Psyche at night?
- A. Cupid only visited at night because he was only able to fly at night.
 - B. Cupid only visited at night because Venus would only let him see Psyche at night.
 - C. Cupid only visited at night because no one could know that he was visiting Psyche.
 - D. Cupid only visited at night because he was a hideous monster and he did not want Psyche to see him.

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5. What happened after Psyche discovered who her husband was and he woke up?
- A. Psyche got scared and ran away.
 - B. Cupid flew away and the palace vanished into thin air.
 - C. Venus appeared and made Cupid disappear.
 - D. Cupid and Psyche went to Jupiter to get married.

Page 58

Name: _____

Use Guide Words

Read the guide words in the box. Circle the words from the list below the box that would go on the same page as the guide words.

1.	servant	surgery
----	---------	---------

- savor shortcut
- silver slurp
- tarnish sir
- reserve swimmer

2.	servant	sword
----	---------	-------

- sturdy scarf
- sarcastic snarl
- suffer stammer
- squirm symbol

3.	tarnish	turkey
----	---------	--------

- Thor tumbler
- torch thorax
- tailor twirl
- temper typewriter

Name: _____

Cupid and Psyche, Part II

1. Who did Psyche ask to help her find Cupid?
- A. Psyche asked Jupiter to help her find Cupid.
 - B. Psyche asked Venus to help her find Cupid.
 - C. Psyche asked her father to help her find Cupid.
 - D. Psyche asked Proserpina to help her find Cupid.

Page 60

2. Who helped Psyche sort the grain into different piles?
- A. Venus helped Psyche sort the grain into different piles.
 - B. A mysterious man helped Psyche sort the grain into different piles.
 - C. No one helped Psyche sort the grain into different piles.
 - D. An army of ants helped Psyche sort the grain into different piles.

Page 62

3. Who lifted the sleeping spell from Psyche?
- A. Cupid lifted the sleeping spell from Psyche.
 - B. Venus lifted the sleeping spell from Psyche.
 - C. Proserpina lifted the sleeping spell from Psyche.
 - D. Jupiter lifted the sleeping spell from Psyche.

Page 66

4. What happened to Psyche after she drank ambrosia?
- A. Psyche fell senseless to the ground.
 - B. Psyche lost her memory and forgot who she was.
 - C. Psyche became an immortal and married Cupid.
 - D. Psyche became an immortal and married Jupiter.

Page 66

Name: _____

7.1

The Sword of Damocles

- 1. What Roman writer made the legend of the sword of Damocles famous?

The Roman writer Cicero made the legend of the sword of Damocles famous.

Page 68

- 2. Who does Damocles switch places with?

Damocles switches places with Dionysius, the king of Syracuse.

Page 68

- 3. What does the king want Damocles to understand about the sword hanging over his head?

The king wants Damocles to understand being king can be dangerous. An advisor could turn on him. An enemy spy could attack. The king might make a decision that could bring his downfall. "With power comes danger," he said.

Page 70

- 4. What do you think would be the hardest part about being a king or queen?

Answers may vary.

Page _____

Name: _____

7.2

Practicing the Verb to have

Write the correct word on the blank in each sentence.

- 1. Carl and Dan have a woodworking shop together.
2. Carl has the ability to build beautiful furniture.
3. Their shop has many rooms and showcases of wooden tables, chairs, and shelves.
4. My family and I have taken many trips to see their shop.
5. Have you ever seen Carl and Dan's shop before?

Rewrite the five sentences above in past tense.

- 1. Carl and Dan had a woodworking shop together.
2. Carl had the ability to build beautiful furniture.
3. Their shop had many rooms and showcases of wooden tables, chairs, and shelves.

- 4. My family and I had taken many trips to see their shop.

- 5. Had you ever seen Carl and Dan's shop before?

Name: _____

8.2

-ist: Suffix Meaning “a person who plays or makes”

organist—(noun) a person who plays a musical instrument similar to a piano but larger and with more keyboards	Answers may vary.
novelist—(noun) a person who makes or writes fictional books	Answers may vary.
cartoonist—(noun) a person who makes drawings that are intended to be funny	Answers may vary.
violinist—(noun) a person who plays a musical instrument with four strings that is held under the chin and played with a bow	Answers may vary.

Write the correct word to complete each sentence.

violinist guitarist artist novelist organist cartoonist

1. The cartoonist who drew Snoopy and Charlie Brown was named Charles Schulz.
2. My cousin's band has a lead singer, a drummer, a bassist, and a guitarist.
3. Carla's favorite novelist is working on a new book with characters she has written about before.
4. The music department at the small college in my town offers music lessons given by a violinist who likes teaching children how to use the bow to make music.

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5. The organist at the theater played songs using both keyboards before the show started.

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

6. Answers may vary but should include the word artist.

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Name: _____

8.4

-ian: Suffix Meaning “a person who is skilled in”

pediatrician—(noun) a person who is skilled in the branch of medicine dealing with babies and children	Answers may vary.
magician—(noun) a person who is skilled in doing impossible things by saying special words or performing special actions	Answers may vary.
comedian—(noun) a person who is skilled in doing things that make people laugh	Answers may vary.
politician—(noun) a person skilled in activity involved with government	Answers may vary.

Write the correct word to complete each sentence.

magician musician pediatrician politician comedian mathematician

1. The mathematician won a prize for his solution to the math problem that others had struggled with for a long time.
2. During the party, a magician did magic tricks in the backyard to the amazement of all the children there.
3. One famous comedian did a few shows for people who had lost their homes to floods to give them something funny to think about for a little while.
4. One politician accused another of lying about his fundraising record while he served in office.

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5. The pediatrician said my brother has strep throat and he has to stay home from school.

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

6. Answers may vary but should include the word musician.

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Name: _____

8.5

Blank Busters

Greeks	asleep	breed	screech
Venus	agreed	jamboree	scenic
secret	succeeded	speech	tedious
seed	cedar	degree	
meter	create	retail	
Challenge Word: except			
Challenge Word: follow			
Content Word: Psyche			

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

- The Greeks, like the Romans, had many myths they liked to tell.
- Venus was jealous of Psyche and her beauty.
- Michael and Joe created a lot of noise last night during the yearly jamboree.
- Did you hear the owl screech last night in the cedar trees?
- A long time ago, many Romans agreed that a republic was the best kind of government their country could have.
- Many politicians are giving speeches for their favorite candidates.

- Jenna was almost asleep when her sister whispered in her ear to tell her two secrets. Jenna asked, "I can't tell anyone?"
- My uncle often takes the scenic routes so he can stop to enjoy the breath-taking views.
- Writing our spelling words 50 times would be a tedious job.
- Several seeds were scattered by the wind yesterday.

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

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

Name: _____

9.1

The Roman Republic

If a statement describes the Roman Republic, write *republic* on the line. If a statement describes a government with a king, write *monarchy* on the line.

- One man held almost all of the power. monarchy
Page 73
- Roman citizens were able to select or elect men for most positions in the government. republic
Page 74
- Men were elected to serve for a limited period of time.
republic
Page 73
- After ruling for thirty or forty years, a ruler was usually replaced by his oldest son. monarchy
Page 73
- Power to make decisions was divided among several men.
republic
Page 74

Answer the following question on the blanks provided.

- What was the Senate's job in the Roman republic?
Senators in the Roman republic met to make decisions and pass laws.
- Page 74

Name: _____

9.2

Grammar Review

See the "What is it? What was it? Riddles" below. For the first riddle, change the present tense sentences to past tense. For the second riddle, change the past tense sentences to present tense.

Example:

What is it? Riddle (present tense)	What was it? Riddle (past tense)
It is made of wood. It is long and pointed at one end. It has colorful paint on it. I erase mistakes with it. It writes great stories.	It was made of wood. It was long and pointed at one end. It had colorful paint on it. I erased mistakes with it. It wrote great stories.
What is it? and What was it?	<u>a pencil</u>

What is it? Riddle (present tense)	What was it? Riddle (past tense)
I sit on the seat and push off. It flies high up and back and I hold on tightly. I enjoy being on it. My hair swishes back and forth when I ride. It is on the playground.	<u>I sat on the seat and pushed it off.</u> <u>It flew high up and back and I held on tightly.</u> <u>I enjoyed being on it.</u> <u>My hair swished back and forth when I rode.</u> <u>It was on the playground.</u>
What is it? and What was it?	<u>a swing</u>

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What is it? Riddle (present tense)	What was it? Riddle (past tense)
<u>It has lots of pages.</u> The author writes it when he is <u>younger</u> An illustrator paints the pictures <u>in it.</u> <u>It has 45 chapters!</u> <u>I read it many times.</u>	It had lots of pages. The author wrote it when he was younger. An illustrator painted the pictures in it. It had 45 chapters! I read it many times.
What is it? and What was it?	<u>a book</u>

Complete each sentence with the correct present tense form of the verb in parentheses.

- The fish is in the lake swimming around. (be)
- The morning has finally begun. (have)
- The sun is up over the treetops. (be)
- Canoes and rafts are on the water already. (be)
- The children have their friends with them. (have)
- Today is a great day at Smith Pond! (be)

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Name: _____

9.2
continued

Circle the correct form of the verb for each sentence.

- In Science class, we (discuss, discuss) animals and their habitats.
- Students (talk, talks) excitedly as animals (am, is, are) a favorite topic.
- Julie (suggest, suggests) we go on a field trip to the zoo.
- Mrs. Jones, our teacher, (say, says) she will look into getting a bus to take us to the zoo.
- The whole class (thank, thanks) Julie for her wonderful suggestion.

Write sentences using the following verbs:

- fixed*
Answers may vary.

- teaches*
Answers may vary.

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Name: _____

9.3

Practice Using Suffixes *-ist* and *-ian*

Read each sentence. Decide which word from the box replaces the underlined meaning and write it on the line. Write the part of speech for the word as well.

mathematician	magician	violinists	artist	musician	cartoonist
---------------	----------	------------	--------	----------	------------

- My cousin is a person who makes drawings that are intended to be funny for his college newspaper and he makes really funny images!
Word: cartoonist Part of Speech: noun
- There was a person who is skilled in doing impossible things by saying special words or performing special actions at the neighborhood carnival who did tricks with cards, scarves, and even a bird.
Word: magician Part of Speech: noun
- A person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other from the local college came to camp last summer to work with students on hard problems.
Word: mathematician Part of Speech: noun
- During two of the songs at the orchestra concert, the people who play a musical instrument with four strings that is held under the chin and played with a bow sat still and did not play while the rest of the orchestra kept going.
Word: violinist Part of Speech: noun

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5. The person who makes something that is skillfully created for others to enjoy or to express ideas who lives next door sometimes works outside on her patio, creating pieces to display in galleries or at festivals.

Word: artist Part of Speech: noun

6. Aiden is a very talented person who makes sounds by voice or instruments and arranges them in a way that is pleasing to hear who can play many different instruments.

Word: musician Part of Speech: noun

Write your own sentence for each word provided using the definition. Underline the definition.

1. Word: *comedian* Part of Speech: noun

Answers may vary.

2. Word: *guitarist* Part of Speech: noun

Answers may vary.

Name: _____

Word Sort

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

'e' > /ee/

'ee' > /ee/

<u>decal</u>	<u>steel</u>
<u>leotard</u>	<u>reeling</u>
<u>penalize</u>	<u>weekend</u>
<u>egret</u>	<u>meeting</u>
<u>meter</u>	_____
_____	_____

d <u>e</u> cal	m <u>ee</u> ger
metal	been
l <u>ee</u> tard	w <u>ee</u> kend
s <u>ee</u> l	eg <u>ee</u> t
p <u>ee</u> nalize	m <u>ee</u> ter
r <u>ee</u> ling	m <u>ee</u> ting
scent	knock
fringe	below
s <u>ee</u> t	

Name: _____

Hannibal Crosses the Alps

Choose the best answer. Be sure to read carefully.

1. Why did the Romans see the Carthaginians as rivals?
- A. They traveled on horseback.
 - B. They used their navy and army to take over much of North Africa, Spain, and islands off the coast of Italy.
 - C. Carthage had many merchants and traders.
 - D. The Carthaginians were strangers.

Page 78

2. Why did Hannibal fight in the Second Punic War?
- A. He was a brave leader.
 - B. He had tens of thousands of foot soldiers.
 - C. He promised his father he would carry on the fight against Rome.
 - D. He loved a challenge.

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3. Why did Hannibal have to cross the Alps?
- A. All of the Carthaginian boats had sunk.
 - B. It was winter and the large road across the Alps was the only safe way to get to Rome.
 - C. He was leading his army from Spain, so he had to cross the Alps with his soldiers and elephants.
 - D. He lost 50,000 men in an earlier battle.

Page 80

4. How did the Romans beat the Carthaginians after losing so many men in the battles at Trebbia, Trasimene, and Cannae?
- A. Many Carthaginians joined the Roman army.
 - B. The Romans crossed the Alps and took over all of North Africa.
 - C. The Romans had a squad of elephants.
 - D. They raised another army and fought a lot of little battles.

Page 84

5. Why did Hannibal return to Carthage?
- A. His army was defeated.
 - B. All of his elephants had been killed.
 - C. The leaders of Carthage asked him to come back to protect Carthage from the Romans' counter-attack.
 - D. The Carthaginians chose Hannibal to be King of Africa.

Page 84

Name: _____

11.1

Julius Caesar: Great Fighter, Great Writer

- 1. Julius Caesar was a ...
A. king
B. president
C. general
D. pirate
Page 86
2. Why did Julius Caesar demand that a larger ransom be paid for his release?
A. He was a rich man.
B. The pirates wouldn't release him unless he could pay more than 20 talents.
C. He was a proud man and felt insulted by a ransom of only 20 talents.
D. The pirates wanted to buy his poetry.
Page 86

- 3. Why did Caesar return to kill the pirates?
Caesar felt the pirates were barbarians because they didn't like his poems.

Page 88

- 4. Why did Caesar's report to Rome only consist of three words?
Caesar said all that needed to be said in three words. Mission accomplished.

Page 90

- 5. What language did Caesar write in?
Caesar wrote in Latin.

Page 90

Name: _____

12.2

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

Fill in the correct forms of the verbs in the blanks in the following story.

Haste Makes Waste

It does a person good to learn from past mistakes. Yesterday, as I was getting ready for school, Mother said (say) to me, 'Remember to get your homework from the kitchen table and put it in your backpack.' I always try to say (say), 'Yes, Mother,' when she speaks to me but I forgot. So, after I made (make) my peanut butter and jelly sandwich to take (take) to school, I got ready to go (go) wait for the bus. My friend, Pat, came (come) by to pick me up so we could walk together to the bus. In my haste, guess what? I forgot to take (take) my homework to school!

Today is a new day! My homework is, once again, on the kitchen table. Mother calls out my name and says (say) to me, 'Remember that homework today!' I answer her and immediately take (take) my homework sheet and put it in my backpack. While in the kitchen, I make (make) my lunch so I can take (take) it to school. I hear the doorbell and it is Pat. As always, she comes (come) to pick me up so we can walk to the bus stop together. Off we go (go)! It's going to be a much better day!

Create sentences.

- 1. subject: Brian
verb: make, present tense
Answers may vary.

- 2. subject: We
verb: say, future tense
Answers may vary.

- 3. subject: The black and white skunk
verb: come, past tense
Answers may vary.

Name: _____

13.2

-y: Suffix Meaning "full of"

leaky—(noun) full of holes that let something in or allow something to escape	Answers may vary.
dirty—(noun) full of soil	Answers may vary.
rusty—(noun) full of a reddish brown substance that forms on certain metals when they are exposed to moisture	Answers may vary.
salty—(noun) full of a natural white substance used to flavor and preserve food	Answers may vary.

Write the correct word to complete each sentence.

rusty lucky leaky salty dirty messy

1. There were rusty nails sticking out of the boards that Grandpa took out of the old barn and he told us not to touch them.
2. Our dog was so dirty from digging holes in the muddy yard that Mom said we had to give him a bath outside.
3. Some people like their popcorn to have a salty taste while others prefer a more buttery taste.
4. The leaky faucet in the kitchen dripped all night and needed to be fixed right away.

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5. I found a penny on the ground that was facing heads up so I called it my lucky penny and carried it with me all week.

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

6. Answers may vary but should include the word messy.

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Name: _____

13.4

-al: Suffix Meaning "related to"

coastal—(adjective) related to the land near the sea or ocean	Answers may vary.
traditional—(adjective) related to a custom or belief handed down from one generation to the next	Answers may vary.
nutritional—(adjective) related to the process of eating the right kind of food so you can be healthy and grow properly	Answers may vary.
magical—(adjective) related to a power that allows people to do impossible things by saying special words or performing special actions	Answers may vary.

Write the correct word to complete each sentence.

traditional musical cultural fictional coastal nutritional

1. Fruit and vegetables are nutritional snacks that I eat after school instead of candy and chips.
2. Even though the characters are fictional, the author says some of the experiences they have in the book are based on real events.
3. Sometimes, moving from one country to another can cause cultural changes.

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4. I like visiting small, coastal towns where the ocean plays an important role in people's everyday lives.

5. The traditional way my grandmother hosts Thanksgiving dinner includes a very strict order in which the family does things that day.

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

6. Answers may vary but should include the word musical.

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Name: _____

13.5

Grammar Review: Mixed Practice

Insert the correct present tense form of each verb in the following groups of sentences.

Circle the correct form of the verb for each sentence.

- dry* The chef dries the dishes. Robert and Peter dries their clean car with a towel. We dry our hair after swimming.
- catch* The police catches the robber in the act. My mother catches our runaway puppy. I catch a cold every time I go out without a coat.
- fix* Our teacher fixes the computer when it breaks. You fix the very best lunch every day! The repairman fixes our broken fridge.

Fill in the following chart:

Present Tense	Past Tense	Future Tense
Fred helps.	Fred helped	Fred will help.
My sister jumps.	My sister jumped.	My sister will jump.
Alice tries.	Alice tried.	Alice will try.
The painter creates.	The painter created.	The painter will create.
My brother and I eat.	My brother and I ate.	My brother and I will eat.

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The museum opens on time.	The museum opened on time.	The museum will open on time.
The bird chirps.	The bird chirped.	The bird will chirp.
The radio plays.	The radio played.	The radio will play.
The wind blows.	The wind blew.	The wind will blow.
The sun shines.	The sun shone.	The sun will shine.

Complete each sentence with the correct form of the verb in parentheses. Then, write the word *present, past, or future* on the blank that follows the sentence.

- Last Sunday, my dad mowed the grass. (mow)
past
- When I grow up, I will become a famous sculptor. (become) future
- The telephone rings every time I try to take a nap. (ring) present
- The other group knew every answer to the game we played yesterday. (know) past
- Next week, I will move to a new house. (move)
future

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Name: _____

13.6

Blank Busters

gladiator	shriek	experience	teacher
grief	leader	grease	zombie
chariot	each	Julius	chief
stadium	increase	barbarian	
eager	rookie	atrium	
Challenge Word: again			
Challenge Word: often			
Content Word: Caesar			

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

- Julius Caesar was a great fighter and warrior.
- Make sure to fill in each blank in order to get credit.
- The chariot races were held in a very large stadium.
- The excited children were eager for their teacher to make them ice cream cones.
- The barbarians did not like Caesar's poems.
- Even the men shrieked when the alligators chased us.

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- The plants and flowers in the atrium are all different colors.
- Doing all of your work increases your chance of doing well on the test.
- Hayley dressed up as a zombie for Halloween and scared everyone.
- Sawyer said, "Good grief" when I told him I could not go to the championship game with him.

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

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

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Name: _____

14.1

After Caesar: Augustus and the Roman Empire

Remember to use complete sentences when answering any questions.

1. What happened after Caesar was killed?

After Caesar was killed, a civil war broke out.

Page 100

2. Who was Augustus?

Augustus was the adopted son of Caesar and the new emperor after Caesar.

Page 100

3. What great things did Augustus do?

- A. He brought peace to Rome.
B. He built aqueducts.
C. He built magnificent new buildings, including temples, theaters, and bath houses.
D. All of the above.

Page 102

4. What events did the Romans go to watch in the Colosseum?

Romans went to the Colosseum to see people and animals battle one another.

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5. Name two more examples of Roman architecture and why they were important.

The Circus Maximus was a large stadium that held chariot races and fights.

Aqueducts were used to bring water from the country into the city.

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Name: _____

14.2

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 clowns perform at the circus.
Tomorrow, we will see the clowns perform at the circus.

1. One week from today, I will bring (bring) my cat to school.

Answers may vary.

2. Last week, I spoke (speak) to a class of second graders.

Answers may vary.

3. Today, I look at my math worksheet and I see (see) it is easy.

Answers may vary.

4. Mary always means (mean) what she says.

Answers may vary.

5. You drew (draw) great pictures yesterday to illustrate your story.

Answers may vary.

Name: _____

14.3

Practice Using Suffixes -y and -al

Choose the best word to complete the sentence. Write it on the line.

- My new library book is a magical (nutritious, magical) place where animals act like humans.
- Dad helped Grandpa replace the rusty (salty, rusty) gate to the backyard so we could easily open and close it.
- My soccer uniform is dirty (dirty, leaky) but I might have to wear it like that if there is no time to wash it before the game.
- Her desk is so messy (curly, messy) she can't find what she was working on this morning.
- We went to see the new exhibit on cultural (lucky, cultural) celebrations at the history museum.
- The salsa at the picnic was too salty (salty, lucky) for me so I ate some other dips with my chips instead.

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Write a sentence using each word given.

- fictional*

Answers may vary.

- leaky*

Answers may vary.

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Name: _____

14.4

Word Sort

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

'i' > /ee/

'ea' > /ee/

'ie' > /ee/

medium

appeal

goalie

plebeian

revealed

achieve

historian

repeat

prairie

helium

reason

belief

gymnasium

niece

goalie	repeat
appeal	prairie
medium	helium
breath	mischief
revealed	belief
plebeians	niece
giant	breath
historian	gymnasium
achieve	reason

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Name: _____

15.2

Androcles and the Lion

Part I: Take notes as you read, using the questions to guide you.

- What is the name of the huge stadium that the Romans built for gladiator fights?

The name of the huge stadium that the Romans built for gladiator fights is the Colosseum.

Page 110

- How many people could the huge stadium hold?

The stadium could hold 50,000 people.

Page 110

Part II: If a statement is true, write "true" on the line. If a statement is false, write "false" on the line.

- Androcles hid in a cave because he was a runaway slave.

true

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4. Androcles was awakened in the middle of the night by a lion returning to the cave.

true
Page 112

5. The lion was in pain because it had been shot in the foot with an arrow.

false
Page 112

6. When Androcles was captured he had to sit in jail for ten weeks.

false
Page 114

7. The lion that Androcles met in the Colosseum was the same lion he had befriended in the cave.

true
Page 116

8. The Emperor gave a sign that meant that Androcles and the lion must fight each other.

false
Page 118

Name: _____

Practice Dictionary Skills

Write the correct word on the blank in each sentence.

box office	breed
box office 1. <i>noun</i> A place where one can buy tickets for an event, like a concert or athletic event. 2. <i>noun</i> A way to describe if an event did or did not do well: That play did well at the box office.	
break 1. <i>verb</i> To cause something to snap or come apart. 2. <i>verb</i> To cause something to stop working by damaging it. 3. <i>noun</i> A time to rest from what you are doing.	

- What are the two guide words on the page?
box office breed
- What are the two entry words on the page?
box office break
- How many definitions are there for *box office*?
2
- How many definitions are there for *break* when it is used as a verb?
2

5. What are the two parts of speech used in the definitions for *break*?

noun verb

6. Would the word *brick* be on this page?

no

Circle the words that would be on this page.

boomerang bolt breakfast brain brine

Name: _____

The Rise of Christianity

After each statement, write *true* or *false* and the page number where the answer can be found.

- Pontius Pilate was the Roman president who did not like Jesus.
false
Page 128
- Jesus was put on trial and sentenced to death. true
Page 130
- Everyone who heard the story of Jesus became a Christian.
false
Page 130
- Peter was the Roman citizen who traveled all around spreading the religion of Jesus. false
Page 130
- Christians worshipped the gods Jupiter, Juno, and Mars.
false
Page 130
- The Roman emperors wanted to get rid of the Christians.
true
Page 132

7. The Christians gave up and stopped preaching after some had been thrown in jail. false
Page 132
8. Constantine's father became a Christian and helped lead Constantine to the religion. false
Page 134
9. What is the main idea of the chapter?

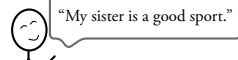
Jesus of Nazareth was believed to be the son of God by people called Christians. Pontius Pilate, the Roman governor had Jesus killed. Paul and other followers continued to spread the word about Christianity while Roman emperors tried to get rid of the Christians, seeing them as a threat. Constantine, when he was emperor, declared Christianity the official religion of the Roman Empire.

Name: _____

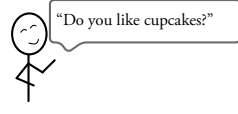
17.2

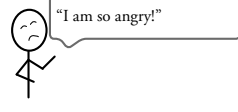
Quotation Marks

Write exactly what each person said in a complete sentence on the blank beside each picture. Remember to use the correct punctuation and capitalization.

 _____ Fred said, "My sister is a good sport."

 Cindy remarked, "**It's a rainy day today.**"

 _____ **"Do you like cupcakes?"**
Mrs. Smith asked.

 _____ **"I am so angry!"**
Betty shouted.

Rewrite the following sentences, adding the correct punctuation and capitalization.

1. tommy yelled i'm so happy that it is saturday!
Tommy yelled, "I'm so happy that it is Saturday!"
2. 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."
3. do you like painting or drawing better our art teacher asked.
"Do you like painting or drawing better?" our art teacher asked.
4. you are my very best friend remarked sam.
"You are my very best friend," remarked Sam.

Name: _____

17.2
continued

Circle the letter of the sentence that has the correct punctuation and capitalization.

1. I learned to speak English by listening to my parents said mary
A. "I learned to speak English by listening to my parents." said Mary.
B. "I learned to speak English by listening to my parents said Mary."
C. "I learned to speak English by listening to my parents said," Mary.
 D. "I learned to speak English by listening to my parents," said Mary.
2. Mr. Brown asked do any of you speak another language.
A. "Mr. Brown asked, do any of you speak another language."
B. Mr. Brown asked, "do any of you speak another language?"
 C. Mr. Brown asked, "Do any of you speak another language?"
D. "Mr. Brown asked, Do any of you speak another language?"
3. How does that whistle make all of those different sounds she asked
A. "how does that whistle make all of those different sounds," she asked.
B. "How does that whistle make all of those different sounds? she asked?
C. "how does that whistle make all of those different sounds?" she asked?
 D. "How does that whistle make all of those different sounds?" she asked.

Name: _____

17.4

Take-Home Worksheet

Quotation Marks

Rewrite the following sentences, adding the correct punctuation and capitalization.

- bill asked why are you walking so slowly
Bill asked, "Why are you walking so slowly?"

- you are the best baseball player I've ever seen exclaimed ricky
"You are the best baseball player I've ever seen!"
exclaimed Ricky.

- our science teacher said please take out your books and open to page 3
Our science teacher said, "Please take out your
books and open to page 3."

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- my favorite dessert is strawberry shortcake with whipped cream my sister said

"My favorite dessert is strawberry shortcake with
whipped cream," my sister said.

- connie asked which one of you wants to go first
Connie asked, "Which one of you wants to go
first?"

- remember to thank the museum owner our teacher said
"Remember to thank the museum owner," our
teacher said.

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- Cato the censor said what about Carthage and Rome? Why?
What he said: Carthage must be destroyed!
- Why? Cato felt that Rome and Carthage couldn't
exist together. One must submit to the other.
- Why did Cato think he was wrong that Rome was the richest and most powerful city in the world?
 - He saw that Carthage had been destroyed by war and left in ruins.
 - He saw all the great things happening in Carthage that were not happening in Rome.
 - He saw that all the important men in Carthage wore togas with a purple border.
 - He saw that Carthage was full of farmers and had not done any great things.
- Why did Cato say Carthage must be destroyed?
He felt that being a Roman of the old-fashioned
sort was best.

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Name: _____

18.1
continued

- What does the word **idling** mean in the following sentence from the selection?

When he saw young men dressed in fashionable clothes **idling** in the streets, his anger rose up within him.

- parading around the city
 - cleaning the streets in nice clothes
 - doing nothing
 - running across town
- Why did the author write this selection?
 - to scare people into thinking that Rome was an unsafe place
 - to inform people about what a censor did in Rome
 - to list ways that Rome and Carthage were the same
 - to describe how one person viewed Carthage as a threat to Rome
 - Put the following events from the selection in the correct order, using the numbers 1–5.
 - Cato's final words were "Carthage must be destroyed!"
 - Cato returned to his farm after serving Rome.
 - Cato was sent as an ambassador to Carthage and discovered what the city was really like.
 - Cato told everyone he came in contact with that "Carthage must be destroyed!"
 - Cato gave a stirring speech in the Forum.

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8. Why would you not have guessed that Cato was famous if you saw him on his farm?
- A. He did all the things a farmer did, which most famous men did not do.
 - B. He held secret government meetings on his farm.
 - C. He invited citizens of Rome to his farm.
 - D. He invited citizens of Carthage to meet with citizens of Rome.

9. Fill in the following chart:

Present Tense	Past Tense	Future Tense
The kitten purrs.	The kitten purred.	The kitten will purr.
My aunt smiles.	My aunt smiled.	My aunt will smile.
The boy plays.	The boy played.	The boy will play.

10. What word, with the suffix *-or*, describes someone who officially controls and leads?
- censor
11. Which sentence uses the verb *to be* correctly?
- A. The thunderstorm are ruining our picnic.
 - B. The fresh tomato is yummy and juicy.
 - C. My friends and I was in the third grade.
 - D. Uncle Ned am a very talented singer.

Name: _____

12. Fill in the blanks with the correct form of the verb *to have*.

My father's car has red racing stripes down the sides. If I were a car, I would have pink racing stripes. My sister says she would have polka dots instead of racing stripes.

13. If Cato is a person who is skilled in activity involving government, what is he? (Hint: the word has the suffix *-ian*.)

 politician

14. What did each buyer do every time the parrot spoke?

 Each buyer put the item back on the shelf.

15. Which of the following choices lists the items that the grocer made fake?
- A. bricks, sand, lard
 - B. sugar, sand, cocoa powder
 - C. sugar, cocoa powder, butter
 - D. cocoa powder, lard, sand
16. Why did the parrot lie on the ground without moving after the grocer swatted her with his broom?
- The parrot had been knocked out.
17. What does the word **swatted** mean in the following sentence from the selection?

When the parrot flew out, the grocer **swatted** her with his broom.

- A. grabbed
- B. hit
- C. pet
- D. plucked

Name: _____

18. Where did the parrot go after she flew away?

- A. Nobody can say because nobody knows.
- B. She found a new shop to live in.
- C. People have seen her flying around.
- D. She came back to the grocer's shop.

19. Why did the parrot warn the customers about the items they were about to buy?

 The parrot knew it was wrong to not tell the truth.

20. Create a sentence using the following subject and form of the verb:

subject: The green lizard

verb: take, past tense

 Answers may vary but should include the new verb took.

21. Which of the following words with the suffix *-al* describes the genre of this selection?

- A. fictional
- B. coastal
- C. nutritional
- D. musical

22. Use the past tense of the verb *bring* in the following sentence.
The postal carrier brought our mail late because it was snowing so hard.
23. Which of the following words from the selection would appear on a page with the guide words listed below?
paper peach
- A. pet
B. poor
C. perhaps
D. parrot
24. What is the root word of the word *guitarist*?
guitar

Name: _____

18.1
continued

25. Which of the following words means “full of holes that let something in or allow something to escape?”
- A. lucky
B. salty
C. dirty
D. leaky
26. Write the sentence in the box using correct capitalization and punctuation.

my teacher asked will you read your story aloud to the class

My teacher asked, “Will you read your story aloud to the class?”

Name: _____

19.1

Practice Quotation Marks

Use the following words in the chart to write sentences that show who is speaking and what is said. Be sure to use quotation marks, correct capitalization, and punctuation. For three of the sentences, start with the speaker and end with the spoken words. For the other three sentences, begin with the spoken words and end with the speaker.

Speaker	What the Speaker Said
Jack	let's go up the hill
Jill	that's a great idea
Jack	what shall we fetch while we are there
Jill	how about a pail of water
Jack	it's a steep hill
Jill	we should be careful

1. Jack said, “Let's go up the hill.”
2. Jill said, “That's a great idea.”

3. Jack asked, “What shall we fetch while we are there?”
4. “How about a pail of water?” asked Jill.
5. “It's a steep hill,” said Jack.
6. “We should be careful,” said Jill.

Name: _____

PP1

The Second Rome: From Constantine to Justinian

1. What did Constantine do that changed how Christians were treated?
Constantine issued an order that it was illegal to put Christians to death.

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2. What was Constantine's favorite city and what was his goal for this city?
Constantine's favorite city was Byzantium (Constantinople). His goal was to turn the city into a "new Rome," a sort of Rome away from Rome.

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3. What was Justinian's Code and why was it important?
Justinian's Code was a group of several books of Roman laws that scholars gathered, organized, and published. The laws were organized to make sense.

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Name: _____

PP3

Pompeii

1. Which of the following describes Pompeii in 79 AD?
A. It was a quiet farming community.
B. It was an island near Rome.
C. It was a busy market town.
D. It was a fictional city from a book.
Page 144
2. When Mount Vesuvius erupted, what was first to fall from the sky onto the people of Pompeii?
flakes of ash and **bits of rock**
Page 146
3. Mount Vesuvius erupted for **19 hours**.
Page 146
4. Why didn't the people of Pompeii escape?
A. There were not boats available.
B. The rocks and gas came down on the city too fast.
C. They thought they would be safe if they stayed.
D. The volcano erupted at night when people were asleep.

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5. What happened to Pompeii and the people who lived there?

The city was wiped out and the people were killed.

6. How was the lost city of Pompeii finally discovered?

Some men set out to dig a well and hit a stone wall.

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Name: _____

PP5

How Horatius Held the Bridge

The events listed below of how Horatius held the bridge are in the wrong order. Use the numbers 1–7 to put them in the right order.

- 5 The bridge over the Tiber River fell.
- 1 Sextus helped an Etruscan king raise a huge army and lead it to Rome.
- 4 Horatius and the other two Romans defeated the Tuscan's best warriors.
- 7 The people of Rome gave Horatius a farm and set up a statue of him.
- 2 Horatius volunteered to stand against the Tuscans, so that the other Romans could tear down the bridge.
- 6 Horatius swam across the Tiber River back to Rome.
- 3 The men of Rome met and decided to tear down the bridge over the Tiber River.

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Why do you think the people of Rome thought of Horatius as a hero?

Answers may vary.

Past, Present, and Future Tenses

Draw a wiggly line under the verb in each sentence. Remember, future tense has the word *will* preceding the verb. Then, write the word *present*, *past*, or *future* on the line after the sentence to show the verb tense.

- We learned about the classification of animals earlier this year. past
- The princess will marry the prince at the end of the fable. future
- We studied reading after grammar. past
- After supper, we will eat the chocolate cake. future
- Before we know it, we will wear shorts outside again! future
- I wish for a pet fish. present
- Mark played his guitar all day yesterday. past
- My friends and I love hamburgers. present
- Grandpa wrote poems when he was a little boy. past
- Alexander Graham Bell invented many things in his lifetime. past

Fill in the blanks with the correct form of the verb listed.

- Dora rinsed the shampoo out of her hair. (*rinse*, past tense)
- Robin and Rosie will play hopscotch over the weekend. (*play*, future tense)
- Mrs. White will read us a story this afternoon. (*read*, future tense)
- The talented artists drew the animals to look life-like. (*draw*, past tense)
- That pen belongs to Sally! (*belong*, present tense)

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.

Past, Present, and Future Tenses

Draw a wiggly line under the verbs in each sentence. Write the word *present*, *past*, or *future* over top of the verbs.

- Sarah went to the park yesterday and will go to town tomorrow. past future
- Grandma wrote songs when she was a little girl and still writes them today. past past present
- Before we know it, we will ski down ski slopes and will make snowmen. present future future
- After lunch, we will eat dessert and will go to a movie. future future
- The girls laughed and cried as they listened to Mrs. Brown read a story to them. past past past past
- That is such old news that I am tired of it. present present
- The prince married the beautiful princess and will become king of the land now. past future
- You made me very happy when you wrote me that nice note. past past
- Ellie rides her horse everyday and will continue until she grows old. present future present
- In school yesterday, we drew pictures, wrote stories, and played basketball. past past past

Name: _____

PP11

Practice the Verb *to have*

Write the correct word on the blank in each sentence.

- Dave and Don have
(have, has) fun playing basketball together.
- Dave has
(have, has) the ability to slam dunk the basketball.
- Watching them play has
(have, has) been very entertaining for me.
- My sister and I have
(have, has) played against them and never won.
- Have
(Have, Has) you ever seen Dave and Don play basketball?

Rewrite the five sentences above in the past tense.

- Dave and Don had fun playing basketball together.
- Dave had the ability to slam dunk the basketball.

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- Watching them play had been very entertaining for me.
- My sister and I had played against them and never won.
- Had you ever seen Dave and Don play basketball?

Review: Fill in the blanks with the correct form of the verb.

- be:*
Today I am queen for a day. My sister is also queen for a day. Together we are twin queens!
- have:*
My goldfish has orange scales. If I were a goldfish I would have pink scales. My brother says he would have green scales.

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Name: _____

PP13

Grammar Review

See the "What is it? What was it? Riddles" below. In each case, change the verb tense of each sentence of the riddle to be either present tense or past tense, depending on which is missing.

Example:

What is it? Riddle (present tense)	What was it? Riddle (past tense)
It is in my bedroom. It has blankets and pillows on it. I sleep on it. I make it in the morning before school. It is comfortable.	It was in my bedroom It had blankets and pillows on it. I slept on it. I made it in the morning before school. It was comfortable.
What is it? and What was it?	<u>a bed</u>

What is it? Riddle (present tense)	What was it? Riddle (past tense)
I kick it with my feet. It flies into the goal. It is black and white and round. I am not allowed to touch it with my hands. I play with it on Saturdays.	<u>I kicked it with my feet.</u> <u>It flew into the goal.</u> <u>It was black and white and round.</u> <u>I was not allowed to touch it with my hands.</u> <u>I played with it on Saturdays.</u>
What is it? and What was it?	<u>a soccer ball</u>

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What is it? Riddle (present tense)	What was it? Riddle (past tense)
It <u>has 4 tires and a steering wheel.</u>	It had four tires and a steering wheel.
It <u>is red with a white racing stripe.</u>	It was red with a white racing stripe.
<u>My family rides in it every day.</u>	My family rode in it every day.
It <u>has a front seat and a back seat.</u>	It had a front seat and a back seat.
<u>My mother is the driver.</u>	My mother was the driver.
What is it? and What was it?	<u>a car</u>

Complete each sentence with the correct present tense form of the verb in parentheses. Write completed sentences on the blank.

- The turtle is in the lake floating around. (be)
The turtle is in the lake floating.
- The day has finally begun. (have)
The day has finally begun.

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Name: _____

PP13
continued

Circle the correct form of the verb for each sentence.

- In Math class, we (add) adds three-digit numbers.
- Students (talk) talks excitedly as addition (am, (is) are) a favorite topic.
- John (want, (wants)) to add four-digit numbers.

Write a sentence using the following verb:

- mixed*

Answers may vary.

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Name: _____

PP16

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 clowns (past) present future perform at the circus.

Tomorrow, we will see the clowns perform at the circus. past present (future)

- One week from today, I will speak past present (future) (speak) in front of the class.

Answers may vary.

_____ past present future

- Last week, I brought (bring) (past) present future cupcakes to school for my birthday.

Answers may vary.

_____ past present future

- Today, I look at my spelling assessment and I mean (mean) to try hard. past (present) future

Answers may vary.

_____ past present future

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- Mary opens her eyes and sees past (present) future (see) the sun shining.

Answers may vary.

_____ past present future

- You will draw (draw) pictures to go past present (future) with your story tomorrow.

Answers may vary.

_____ past present future

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PP18

Quotation Marks

Write the sentence using correct punctuation.

- I like peanut butter and jelly sandwiches the hungry boy said

"I like peanut butter and jelly sandwiches," the hungry boy said.

- Circle the letter of the sentence that has the correct punctuation and capitalization.

- The teacher, "Exclaimed white light is made up of all the colors of the rainbow!"
- The teacher exclaimed, "white light is made up of all the colors of the rainbow!"
- (C) The teacher exclaimed, "White light is made up of all the colors of the rainbow!"
- The teacher exclaimed white light is made up of all the colors of the rainbow!"

- Circle the letter of the sentence that has the correct punctuation and capitalization.

- "Have you ever seen a rainbow in the sky?" asked Grandma?
- (B) "Have you ever seen a rainbow in the sky?" asked Grandma.
- "Have you ever seen a rainbow in the sky," asked Grandma.
- "Have you ever seen a rainbow in the sky," asked Grandma?

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Name: _____

PP20

Word Clues for Suffixes *-er* and *-or*

Choose a word from the box to answer each question and write the word on the blank.

painter actor visitor singer sailor farmer

- I grow crops for food, like corn and wheat, and farm the land.
Who am I? farmer
- I go to a city I have never been to before for a certain period of time to explore, learn, and experience somewhere different from where I live.
Who am I? visitor
- I make pictures by using a brush to put a liquid-like substance on paper or canvas to make a picture with lots of colors.
Who am I? painter
- I make musical sounds with my voice to entertain people and make music with my band.
Who am I? singer
- I pretend to be a character and I get in front of a camera to act like that character to make movies and TV shows.
Who am I? actor

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- I travel on water by boat and I like to wait for windy days so my boat will go farther.
Who am I? sailor

Create your own word clue for the words below.

- Word: *player*
Clue: Answers may vary.
_____ Who am I?
- Word: *inspector*
Clue: Answers may vary.
_____ Who am I?

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Name: _____

PP21

Practice Using Suffixes *-ist* and *-ian*

Read each sentence. Decide which word from the box replaces the underlined words and write it on the line. Write the part of speech for the word as well.

organist politician pediatrician novelist mathematician guitarist

- The person who is skilled in the branch of medicine dealing with babies and children had to see a very sick baby before he came into the room to check on my rash.
Word: pediatrician Part of Speech: noun
- More than one person who is skilled in the study of numbers, amounts, shapes, and measurements and their relation to each other helped write the textbook and activities we use in class.
Word: mathematician Part of Speech: noun
- On Saturday nights at an old theater downtown, a person who plays a musical instrument similar to a piano but larger and with more keyboards plays music on the instrument that rises up from below the stage before the show begins.
Word: organist Part of Speech: noun
- A person who is skilled in activity involved with government who has been in state government for years announced that he is retiring when his term ends next year.
Word: politician Part of Speech: noun

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- Sometimes, a person who writes or makes fictional books creates a series that follows characters and sometimes he or she just writes a variety of stories about different characters.
Word: novelist Part of Speech: noun

- The person who plays a musical instrument that usually has six strings and a long neck had three different instruments that he took turns playing for different songs during the concert.
Word: guitarist Part of Speech: noun

Write your own sentence for each word provided using the definition. Underline the definition.

- Word: *artist* Part of Speech: noun
Answers may vary.

- Word: *musician* Part of Speech: noun
Answers may vary.

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Name: _____

PP22

Practice Using Suffixes *-y* and *-al*

Choose the best word to complete the sentence. Write it on the line.

- The coastal
(musical, coastal) towns in this area are known for fishing, especially crabs, which are very popular at restaurants this time of year.
- When it rains, my sister's hair is very curly
(curly, leaky)
- I feel lucky
(dirty, lucky) that I did not get hurt very badly when I fell off my bike at the park.
- During our trip to New Mexico, we saw some traditional
(traditional, coastal) Native American ceremonies and dances.
- My brother has more musical
(magical, musical) talent than I do because he can play three instruments but I can only play one.
- The leaky
(leaky, dirty) faucet on the sink in our classroom dripped all afternoon and was very distracting.

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Write a sentence using each word given.

- dirty*

Answers may vary.

- nutritional*

Answers may vary.

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Name: _____

PP23

Word Sort

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

'e' > /ee/

recess

vegan

geometry

reality

'ee' > /ee/

heel

speed bump

greedy

keep

sneer

reed

h <u>ee</u>	merit
h <u>ea</u>	l <u>ee</u> p
def <u>ee</u> d	g <u>ee</u> met <u>ry</u>
el <u>ee</u> vator	s <u>nee</u> r
r <u>ee</u> cess	r <u>ea</u> l
s <u>pee</u> d bump	r <u>ee</u> d
g <u>ree</u> dy	r <u>ea</u> lity
v <u>ee</u> gan	

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Name: _____

PP24

Word Sort

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

'y' > /ee/

icy

reality

crusty

royalty

'ey' > /ee/

monkey

kidney

jockey

honey

'e_e' > /ee/

stampede

Crete

supreme

trapeze

stamp <u>ee</u> d	crust <u>ee</u>
myth	supr <u>ee</u> m
monk <u>ee</u>	jock <u>ee</u>
ic <u>ee</u>	d <u>ee</u> ny
r <u>ee</u> lity	royal <u>ee</u>
kidn <u>ee</u>	hon <u>ee</u>
Cr <u>ee</u> t	trap <u>ee</u>

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Name: _____

Use Guide Words to Alphabetize

First, underline the guide words. Next, read the possible entry words. Then, circle the entry words that would go on the same page as the guide words. Finally, write the guide words and entry words in alphabetical order. If needed, a table for alphabetizing is provided for each item.

1.

Guide Words: retag

roster

Alphabetize

Possible Entry Words:

retire

retag

riptide

retail

retail

retire

rotator

riptide

roster

2.

Guide Words: seam

sustain

Alphabetize

Possible Entry Words:

serious

seam

succeeded

serious

screech

succeeded

scene

sustain

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